



**UNIVERSITI PUTRA MALAYSIA**

***RELATIONSHIPS BETWEEN PARENTAL ATTACHMENT,  
INTERPARENTAL CONFLICT, ANXIETY IN SOCIAL SKILL  
PERFORMANCE, AND SELF-EFFICACY AMONG LATE  
ADOLESCENTS IN HAMADAN, IRAN***

**NAKISA PARSA**

**FEM 2014 17**



**RELATIONSHIPS BETWEEN PARENTAL ATTACHMENT,  
INTERPARENTAL CONFLICT, ANXIETY IN SOCIAL  
SKILL PERFORMANCE, AND SELF-EFFICACY AMONG LATE  
ADOLESCENTS IN HAMADAN, IRAN**

**By**

**NAKISA PARSA**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

**January 2014**

## **COPYRIGHT**

All material contained within the thesis, including without limitation text, logos, icons, photographs, and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright© Universiti Putra Malaysia



## DEDICATION

I dedicate this work to my parents, Zahra Mehraban and Seyed Mohammad Ali Parsa, and siblings, Parisa, Pouria, and Bita, who always encouraged me to set high goals and believed that I could achieve them. They also taught me the value of hard work, commitment, and determination. The completion of this project would not have been possible without their unfailing love and emotional support.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in Fulfillment of the requirement for the degree of Doctor of Philosophy

**RELATIONSHIPS BETWEEN PARENTAL ATTACHMENT,  
INTERPARENTAL CONFLICT, ANXIETY IN SOCIAL SKILL  
PERFORMANCE, AND SELF-EFFICACY AMONG LATE ADOLESCENTS  
IN HAMADAN, IRAN**

By

**NAKISA PARSA**

**January 2014**

**Chairman: Siti Nor Binti Yaacob, PhD**

**Faculty: Human Ecology**

Despite of, importance of self-efficacy in psychological and social well-being among adolescents, still there are students who suffer from low self-efficacy and consequently low academic performance. Therefore, it is important to examine factors influencing self-efficacy among adolescents. This study aims to determine the relationships between parental attachment, inter-parental conflict, anxiety to perform social skills and self-efficacy among late adolescents in Hamadan, Iran.

This quantitative study used a correlational research design. Participants of this study were 374 female and male University students aged between 17-19 years old. Participants were identified by probability proportional to size sampling. Self-administered questionnaires were used to collect data. Instruments used to measure main variables of the study are General Self-Efficacy Scale (GSE; 1995), Inventory of Parent and Family Conflict (IPFC; 1992), and Scale for Interpersonal Behavior (SIB; 1984). All the instruments were highly reliable. Descriptive, bi-variate and multivariate statistics were used in data analysis.

Results showed that parental attachment and inter-parental conflict and anxiety to perform social skills were positively and inter-parental conflict and anxiety to perform social skills were negatively related to self-efficacy. The Multiple Regression Analysis showed that parental attachment, inter-parental conflict, and anxiety to perform social skills were significant predictors of self-efficacy (Beta=.26,  $p < 0.05$ ). The result of study also shows that anxiety to perform social skills partially mediates the relationships between mother attachment and inter-parental conflict with self-efficacy among respondents.

The results of the present study highlighted the importance of maternal and paternal factors in enhancing self-efficacy among late adolescent students in Hamadan-Iran. However, as expected, the contributions of anxiety to perform social skills as a mediator reduce the indirect relationships between parental attachment and self-

efficacy among respondents. The nature of anxiety to perform social skills as a mediator implied that self-efficacy of adolescents can be improved if adolescents do not experience insecurity and anxiety. Therefore, adolescents need to be equipped with appropriate skills to handle anxiety in performing social skill.



Abstrak tesis ini disediakan untuk Senat di Universiti Putra Malaysia untuk memenuhi keperluan Ijazah Doktor Falsafah

**PERKAITAN DI ANTARA PERAPATAN IBU BAPA, KONFLIK ANTARA IBU BAPA, KERISAUAN DALAM PERLAKSANAAN KEMAHIRAN SOSIAL DAN EFIKASI DIRI DALAM KALANGAN REMAJA AKHIR DI HAMADAN, IRAN**

Oleh

**NAKISA PARSA**

**Januari 2014**

**Pengerusi: Siti Nor Binti Yaacob, PhD**

**Fakulti : Ekologi Manusia**

Walaupun efikasi diri penting dalam kesejahteraan psikologi dan sosial dalam kalangan remaja, masih terdapat pelajar yang mengalami efikasi diri yang rendah dan seterusnya prestasi akademik yang rendah. Oleh itu, adalah sangat penting untuk memeriksa faktor-faktor yang mempengaruhi efikasi diri remaja. Kajian ini bertujuan untuk menentukan perkaitan di antara perapatan ibu bapa, konflik antara ibu bapa, kerisauan melaksanakan kemahiran sosial dan efikasi diri dalam kalangan remaja di Hamadan, Iran.

Kajian kuantitatif ini menggunakan rekabentuk kajian korelasi. Peserta yang terlibat dalam kajian ini adalah 374 pelajar kolej lelaki dan perempuan yang berusia 17-19 tahun. Peserta dipilih menggunakan persampelan kebarangkalian berkadar mengikut saiz. Instrumen yang digunakan untuk mengukur angkuh utama adalah *General Self-Efficacy Scale* (GSE; 1995), *Inventory of Peer and Parent Attachment* (IPPA; 1989), *The Children's Perception of Inter-parental Scale* (CPIC; 1992), and *Scale for Interpersonal Behavior* (SIB; 1984). Semua instrumen mempunyai kebolehpercayaan yang tinggi. Statistik diskriptif, bivariat dan multivariat digunakan dalam menganalisis data.

Analisis korelasi Pearson menunjukkan perapatan ibu dan bapa mempunyai perkaitan positif dan konflik antara ibu bapa dan kerisauan melaksanakan kemahiran sosial mempunyai perkaitan negatif dengan efikasi diri. Analisis regresi berganda menunjukkan pekerjaan bapa, pendidikan ibu, susunan kelahiran anak-anak, umur ibu, perapatan dengan kedua-dua ibu dan bapa adalah penyumbang signifikan kepada efikasi diri. Perapatan remaja dengan ibu muncul sebagai prediktor paling kuat bagi efikasi diri remaja (Beta=0.26,  $p < 0.05$ ). Keputusan kajian menunjukkan bahawa kerisauan melaksanakan kemahiran sosial merupakan pengantara separa bagi perkaitan di antara perapatan hubungan ibu dan konflik antara ibu bapa dengan efikasi diri remaja.

Keputusan kajian menunjukkan pentingnya faktor ibu dan bapa bagi meningkatkan efikasi diri dalam kalangan remaja akhir di Hamadan-Iran. Walaubagaimanapun,

seperti dijangkakan, sumbangan kerisauan melaksanakan kemahiran sosial sebagai mediator mengurangkan hubungan tidak langsung antara perapatan ibu bapa dan efikasi diri dalam kalangan responden. Sifat kerisauan melaksanakan kemahiran sosial sebagai mediator memberi implikasi bahawa efikasi diri remaja boleh dipertingkatkan jika remaja tidak mengalami kerisauan dan perasaan tidak selamat. Oleh itu, remaja perlu dilengkapi dengan kemahiran bersesuaian untuk kerisauan melaksanakan kemahiran sosial.





## ACKNOWLEDGEMENTS

This work has been completed due to the support of many individuals who deserve recognition for their efforts. First, I would like to sincerely express my greatest gratitude to my supervisor, Dr. Siti Nor Binti Yaacob for her guidance, priceless time and advice, encouragement through out this research process. I would also like to express my deepest appreciation to my committee members, Associate Professor Dr. Maørof Bin Redzuan and Associate Professor Rohani Abdullah, who took time out of their busy schedules and meet with me and provide their valuable advice and guidance that gave me impetus to complete this thesis on time. I would especially like to extend my gratitude to Associate Professor Dr" Ocøtqh" Dkp" Tgf |wan, for inspiring me with his wealth of knowledge and passion for motivation, and for being available at all times. Especially I am deeply grateful to his always being glad to help me in various ways

Finally, I would like to offer my sincere thank to my sister Dr. Parisa Parsa for her endless support and encouragement during the low points and reminders to celebrate the high points and with whom I share and bond I will forever treasure.

This thesis submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Siti Nor Binti Yaacob, PhD**  
Senior Lecturer  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Chairman)

**ODURILSHGXD&K'**  
Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

**Rohani Abdullah, PhD**  
Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

---

**BUJANG BIN KIM HUAT, PhD**  
Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date: May 16, 2014

## DECLARATION

### Declaration by graduate student

I hereby confirm that:

- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any other institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and Innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software.

Signature: \_\_\_\_\_ Date: May 21, 2014

Name and Matric No: Nakisa Parsa (GS23895)

## Declaration by Members of Supervisory Committee

This is to confirm that:

- The research conducted and the writing of this thesis was under our supervision;
- Supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature: \_\_\_\_\_

Name of  
Chairman of  
Supervisory

Committee: Siti Nor Binti Yaacob, PhD

Signature: \_\_\_\_\_

Name of  
Member of  
Supervisory

Committee: Ocøtqh"Dkp Redzuan, PhD

Signature: \_\_\_\_\_

Name of  
Member of  
Supervisory

Committee: Rohani Abdullah, PhD

## TABLE OF CONTENTS

	<b>Page</b>
<b>DEDICATION</b>	i
<b>ABSTRACT</b>	ii
<b>ABSTRAK</b>	iv
<b>ACKNOWLEDGEMENTS</b>	vi
<b>APPROVAL</b>	vii
<b>DECLARATION</b>	ix
<b>LIST OF TABLES</b>	xiv
<b>LIST OF FIGURES</b>	xvi
<b>LIST OF ABBREVIATIONS</b>	xvii
 <b>CHAPTER</b>	
<b>1 INTRODUCTION</b>	<b>1</b>
1.1 Background of the Study	1
1.2 Statement of Problem	4
1.3 Significance of the Study	6
1.4 Research Objectives	7
1.4.1 Main Objective	7
1.4.2 Specific Objectives	7
1.5 Hypothesis of the Study	8
1.6 Theoretical Perspective	8
1.6.1 Social Cognitive Theory	8
1.6.2 Attachment Theory	11
1.6.3 Gtkmupou"Rpsychosocial Development Theory	12
1.6.4 Integration of Theories	13
1.7 Conceptual Framework	14
1.8 Definition of Concepts	15
1.9 Limitations of the Study	16
1.10 Chapter Summary	17
 <b>2 LITERATURE REVIEW</b>	 <b>18</b>
2.1 Self- Efficacy	18
2.1.1 Source of Self óEfficacy	19
2.1.2 Unique Characteristics of Self-Efficacy	20
2.1.3 Factors Influencing Adolescent's Self-Efficacy	20
2.1.4 Developmental Aspect of Adolescent and Perceived Self-Efficacy	21
2.2 Rctgpvcn"Cwcej o gpv"cpf"C fqnguegpvuø Self-Efficacy	22
2.2.1 Mother and Father Attachment on C fqnguegpvuø"Ugnh-Efficacy	23
2.2.2 Rctgpvuø"Gfwecvkqp"cpf"C fqnguegpvuø"Ugnf-Efficacy	24
2.2.3 Hc o kn {"kpeq o g"cpf"C fqnguegpvuø"Ugnh-Efficacy	25
2.2.4 Adolescents and Parents Attachment in Iran	25
2.3 Inter-parental Conflict and Self-Efficacy	26
2.3.1 Adolescent and Perceived Inter-parental Conflict	28
2.4 Anxiety to Perform Social Skills and Self óEfficacy	28

2.5	Parental Attachment and Anxiety to Perform Social Skills	29
2.6	Inter-parent Conflict and Anxiety to Perform Social Skills	30
2.7	Anxiety to Perform Social Skills as a Mediator	31
2.8	Characteristics of Medical Student	33
2.9	Chapter Summary	34
<b>3</b>	<b>METHODOLOGY</b>	<b>35</b>
3.1	Research Design	35
3.2	Location of Study	35
3.3	Population of the Study	37
3.4	Determination of Sample Size	37
3.5	Sampling Procedure	38
3.6	Sample of the Study	39
3.7	Data Collection Procedure	39
3.8	Instrumentation	40
3.8.1	Translation of Instruments	40
3.8.2	Self-Efficacy	40
3.8.3	Parental Attachment	41
3.8.4	Inter-parental Conflict	42
3.8.5	Anxiety to Perform Social Skills	43
3.8.6	Demographic Characteristics	43
3.9	Reliability of the Instruments	44
3.10	Pilot Study	45
3.11	Data Analysis	45
3.11.1	Exploratory Data Analysis	46
3.11.2	Multicollinearity Analysis	47
3.11.3	Descriptive Statistics	48
3.11.4	Inferential Statistics	48
3.12	Chapter Summary	50
<b>4</b>	<b>RESULTS AND DISCUSSION</b>	<b>51</b>
4.1	Descriptive Analysis	51
4.1.1	Personal Background	51
4.1.2	Relationship between Parental Attachment and Self-Efficacy	52
4.1.3	Parental Attachment	55
4.1.4	Inter-parental Conflict	56
4.1.5	Anxiety to Perform Social Skills	57
4.1.6	Self-Efficacy	57
4.2	Bivariate Analysis	58
4.2.1	Relationship between Parental Attachment and Self-Efficacy	59
4.2.2	Relationship between Inter-parental Conflict and Self-Efficacy	61
4.2.3	Relationship between Anxiety to Perform Social Skills and Self-Efficacy	62
4.3	Multivariate Analysis	63
4.3.1	Predictors of Late Self-Efficacy	63
4.3.2	Mediation Analysis	66
4.4	Chapter Summary	73

<b>5</b>	<b>SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS</b>	<b>76</b>
5.1	Summary of Findings	76
5.2	Conclusions	77
5.3	Implications of the Findings	79
	5.3.1 Theoretical Implications	79
	5.3.2 Practical Implications	81
5.4	Recommendations	81
	<b>REFERENCES</b>	<b>83</b>
	<b>APPENDICES</b>	<b>109</b>
	<b>BIODATA OF STUDENT</b>	<b>150</b>



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
3.1 Distribution of first semester students in Hamadan University of Medical and Health Sciences (year 2011-2012)	36
3.2 Dkuvtkdwwkqp"qh"rqrwncvkqp"cpf"uc o rng"ceeqt fkp i"vq"uwf gpvuø"uej qqn" and gender in University of Hamadan Medical Science in the year 2011-2012	37
3.3 Reliability coefficients for instruments for pilot and actual study	44
3.4 Factor analysis of the instruments	45
3.5 Normality of all study variables using Skewness and Kurtosis	46
3.6 Pearson product moment correlation coefficient matrix between the independent variables	47
3.7 Multiple linear regression analysis for testing multicollinearity between independent variables	38
3.8 Uvtgpi vj"qh"tgncvkqpujkr"dcugf"qp" I wknhqt fœu"twng"qh"vjw o d"	49
4.1 Tgurqpf gpvuø"personal characteristics	52
4.2 Rctgpvuø"rtqhkng"qh"tgurqpf gpvu"	54
4.3 Tgurqpf gpvuø"rgtegrvkqp"qh"cvncej o gpv" ykvj" rctgpvu"cpf"vjg"ngxgn"qh" variable	56
4.4 Tgurqpf gpvuø"rgtegrvkqp"qh"inter-parental conflict and levels of variable	56
4.5 Tgurqpf gpvuø"rgtegrvkqp"qf their anxiety to perform social skills and the level of variable	57
4.6 Tgurqpf gpvuø"rgtegrvkqp"qh"vjgkt" igpgtcn"ugnh-efficacy and the level of variable	58
4.7 Results of the Pearson correlation analysis of parental attachment, inter-parental conflict."cpzkgv{"vq"rgthqt o "uqekcn"umknnu"cpf"cfqnguegpvuø" self-efficacy	59
4.8 Tgncvkqpujkr"dgvy ggp" rctgpvcn"cvncej o gpv" ykvj"cfqnguegpvuø"ugnh-efficacy	60
4.9 Relationship between inter-parental conflict ykvj"cfqnguegpvuø"ugnh-efficacy	61



4.10	Relationship between self-efficacy	62
4.11	Self-efficacy	64
4.12	Self-efficacy mediated by anxiety to perform social skills	69
4.13	Relationship between father attachment and adolescent self-efficacy mediated by anxiety to perform social skills	70
4.14	Relationship between inter-parental conflict and adolescent self-efficacy mediated by anxiety to perform social skills	72
4.15	Summary of the findings	74

## LIST OF FIGURES

Figure		Page
1.1	Theoretical framework for the study	13
1.2	Conceptual framework for the study	15
3.1	Sampling process of the study	39
4.1	Direct effect of predictor variable (X) on the outcome variable (Y)	67
4.2	Mediated effect of mediator variable (M) on the relationship of predictor variable (X) with outcome variable (Y)	67
4.3	Mediated model for the relationship between mother attachment and self-efficacy mediated by anxiety to perform social skills.	69
4.4	Mediated model for the relationship between father attachment and self-efficacy mediated by anxiety to perform social skills	71
4.5	Mediated model for the relationship between inter-parental conflict and self-efficacy mediated by anxiety to perform social skills	73

## LIST OF ABBRIVATIONS

EDA	Exploratory Data Analysis
GSE	General Self-efficacy
IPPA	Inventory of Parental and Peer Attachment
CPIC	E jknftgpøu"Rgtegrvkqp"qh"kpvgt-parental Conflict
SIB	The Scale for Interpersonal Behavior
ENF	Expression of Negative Feelings
EPL	Expression of/and dealing with Personal Limitation
IA	Initiating Assertiveness
PA	Positive Assertion
MLR	Multiple Liner Regression
ReCPP	Resource Center for Adolescent Pregnancy Prevention

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

Self-efficacy is the personal perceived capability to accomplish specific tasks to achieve the desired results (Bandura, 1997; Ormrod, 2006). Self-efficacy is viewed as an important bond between knowledge and capability and then act on information (Bandura, 1986). Self-efficacy is a major element for success in the life span and psychological, physical and social health (Bandura, 1994). The concept of self-efficacy has been expressed in society and the literatures. Steinberg (1999) defined it as a belief in personal's act that has an influence on the environment. Person's experiences of mastery in the past built the sense of self-efficacy (Baldwin et al., 2006; Bandura, 1977a; Bandura 1997; Caprara et al., 2006; Ferla et al., 2008). Self-efficacy is a main element of Bandura's social cognitive theory (SCT).

Self-efficacy beliefs illuminate how people think, behave and feel (Bandura, 1994). In addition, it has impact on various health outcomes (Bandura, 1997; Ferla et al., 2008). During adolescence, self-awareness of ability is helpful to make a plan and pursue till achieve the goals (Pajares & Schunk, 2002; Choi, 2003). Therefore adolescents with high sense of self-efficacy make a plan and stick to it. They do not think about failure and in case it happened they improve their skills and knowledge (Luthanes et al., 2006). They show less stress in case of difficulties and challenging tasks and have positive coping mechanisms. On the other hands, adolescents with low self-efficacy have weak ambitions and low commitment to the goals they choose to follow (Langendorfer et al., 2006), hesitate about their abilities, and focus on obstacles, personal incompetence and negative results (Bandura, 1986, 1977a). According to Scott and Dearing (2012), hesitate about capability to contact with others, related to negative social relationships and that may cause depression and anxiety to perform social skills.

Late adolescence is a time of transition between puberty and legal adulthood (Macmillan Dictionary, 1981). Late adolescence is the final stage of emotional and physical growth as adolescent passed into adulthood. These slow changes of behavior and thinking during early to late adolescent, prepare them for independency. This late stage of adolescent development happens between ages of 17 to 22 years old (Lahtinen, 2007). According to Erikson's stage of development, adolescence is referring to age between 13 to 19 years old. However this varies in different culture even in the same country. Considering factors such as social, physical, cognitive, moral, emotional and behavioral development as well as age, adolescent can be defined in many other ways. Clark-Lempers et al. (1991) and ReCPP (2003) defined this age range into early adolescents (ages 11 to 13) middle adolescents (ages 14 to 16) and late adolescents (ages 17-19). Clark-Lempers et al. (1991) stated that during early and middle adolescence, individual receive a variety of support from their parents compared to late adolescents. One feature of this alteration is that, late adolescents do not look at their parents as their primary basis of support when compared to children (Clark et al., 1991; Davis, 2002). During late stage of adolescence, individuals make an important vocational and personal decision

for themselves and prepare for the life choices and responsibilities they will assume during their adult lives. However, parents still function as significant sources of guidance and support, even for independent adolescents (Bowlby, 1969); and during the process of individuation they need for connectedness with the parent (Clark et al., 1991).

During late adolescence, individuals prepare themselves for the life choices and responsibilities they will assume during their adult lives. Social cognitive theory emphasize that in the development of personality, observational learning and social experience play an important role. This theory claims that human functioning are the outcomes of relations among individual (e.g., emotions, cognitions) behaviors, and environmental factors. All these factors have bidirectional affects and affected on each other (Bandura, 1986, 1997). Comparing with social cognitive theory, attachment theory explains personality formation and development in the context of one's continuing close, warmth relationships with parents (Lopez & Brennan, 2000). Attachment is defined as an emotional bond experienced with an individual who is perceived as a source of security and who provides a secure base from which to explore one's environment (Bowlby, 1979). Psychosocial development theory, emphasized that adolescent must complete successfully developmental task for this stage to achieve ego identity (e.g. the sense of self, independent form parents). Ego identity is a sense of self that develop within social interaction. According to Erikson (1968), ego identity changes through new experience due to daily relationships with others.

Adolescent's self-efficacy development is influenced by social factors such as, families, school, peers and economic condition (Bandura, 1986). There are four sources that help to develop the sense of self-efficacy believes during life times, which are mastery experiences, vicarious experiences, verbal persuasion and emotional arousal (Bandura, 1997).

Family is viewed as an initial source of self-efficacy and known as a primary source for their children and adolescent's well-being (Sorkhabi, 2005). According to Corcoran and Mallinckrodt (2000), the child-parent interaction established a person's self-efficacy. Bandura (1997) states that social guidance is one of the ways to build up adolescent's efficacy beliefs. Exclusively, when parents join in behaviors that improve self-confidence in their children's abilities, it encourages them to put more effort to succeed. On the contrary, children will learn less successful behaviors and beliefs when parents restrict or undermine their children's confidence in their abilities. Support and encourage parents are more likely to foster trust, competencies and self-efficacy beliefs in children and provide diverse and multiple opportunities for mastery experience. Such beliefs of competence are necessary as children transition to different stages of development and learn to cope with the stress entailed in these stages.

Inter-parental conflict is related to parents' withdrawal and negative response to their children's need and reduced parental physical and psychological availability (Cummings & Davies, 1994). A growing body of evidence (Bandura, 1997; Cui et al., 2005; Cummings & Davies, 1994; Fosco & Grych 2008; Grych et al., 1992) argued that parental conflict has possibilities to infer with child and adolescence development such as conflict between parents may provide a constant pressure that

damages modify and erode children's self-efficacy. In social modeling, usually adolescent imitate their parents' behavior to make a pattern of conflictive behavior (Bandura, 1997; Pryor & Pattison, 2007). Later on, this pattern affects on late adolescents quality of their social relationships and psychological well-being (Van Doorn et al., 2007).

Furthermore, parents who are not interested in their children activities and disapproved their work will reduce instructional techniques and vicarious learning that create knowledge and experience in adolescent, may cause anxiety to perform social skills and damage their children's self-efficacy (Bandura, 1986; Kolb & Griffith, 2009). Therefore, the perceived lack of skill to perform a specific task and control over difficult situation, will produce anxiety to perform and reduce self-efficacy in adolescent. In turn, low self-efficacy may lead to anxiety to perform social skills (Endler et al., 2001; Maddux, 1991). Anxiety to perform social skills in adolescent affects on social acceptance, independence. Adolescents with low skills avoid social activities and new experience and deny their anxiety and fears by involving in risky behaviors and drug experiment (Rynn et al., 2012).

Engels et al. (2001) and Ross and Fuertes (2010) revealed anxiety to perform social skills as a mediator in the relationship between parental attachment and adolescent's well being. They emphasize that central aspect of adolescent's lives is relationship with other people. The source of the most intense emotions in people's live depending on maintenance, development and closure of interpersonal relationships. When things go badly one's feel a great source of distress and grief (Bowlby, 1982) and when things go well one's feel a great source of happiness and joy. These feeling have direct and indirect affect on one's self-efficacy. Davis (2009) found that those who were anxious to perform in social had significantly more negative self-referent cognitions than those who were not. Hassanzadeh, Ebrahimi and Mahdinejad's (2012) revealed that student's anxiety during exam decreased their performance and length of time can add more anxiety which reduce their belief in ability and reduce academic success. Turner, Beidel, and Larkin (1986) found a similar pattern of results in both a clinical and nonclinical adult sample. In their study, people who are anxious to perform in social situation also exhibited more negative self-referent cognitions than those who were not. Leary and Atherton (1986) made a specific connection between self-efficacy and anxiety to perform in social among adults by proposing the concept of "self presentation efficacy expectancy" (p.257). They describe this concept as the probability of behaving in a certain intended manner in order to convey an intended impression. They suggest that the less the anxiety to perform in social situation the more positive the beliefs or expectancies one will experience. In other words, if a person does not have anxiety to perform in social she or he can correctly perform a social situation, high anxiety levels will decrease the probability of competently handling the situation which will reduce the self-efficacy to repeat the same action. Smari et al (2001) examined 184 adolescents between the ages of 14 and 15 years to determine the relationship between perceived social competence and social anxiety. They found that anxiety to perform in social is negatively correlated with beliefs in social competence, or beliefs in one's ability to competently perform in a social situation. Nelson and Knight's (2010) study showed that students can avoid negative outcomes of anxiety by thinking of past achievements, which will build courage and endurance, and in turn will increase their self-efficacy.

Some studies examined anxiety to perform social skills in Iranian student and have found relation between parenting and anxiety to perform social skills in adolescent especially among high risk students (Irvine et al., 1999; Nabors et al., 2004; Tehrani Doost et al., 2007), but fewer investigation have been conducted on normal population (Arabgol et al., 2005; O’Hearn et al., 2002; Rahimi et al., 1999; Derakhshani et al., 2006). Khodarahimi (2010) indicates negative relationship between general self-efficacy and anxiety in Iranian adolescent. He revealed that adolescent with high levels of sense of self-efficacy experience less worry and anxiety to perform in social situation.

Youth are the largest group in Iranian history (Statistical Center of Iran, 2010). More than 35 percent of Iran’s populations are between 15-29 years old (Egel & Salehi-Isfahani, 2010; Ghafari & Ghasemi, 2007). In Iran, 22% of students are suffering from personal (e.g., low self-efficacy), social, economical, and family problem (Ghasemi, 2010; Houshmand & Morshedian, 2013). In the nationwide project within medical universities in Iran (Jahani-Hashemi et al 2004; Sadeghian & Heidarian-Pour, 2009; Shariati et al., 2002), Hamadan Medical Sciences University have shown the second largest amount (33.8%) of students with low and moderate mental, social and adjustment problem after medical students of Iran University of Medical Sciences (42.6%) in Iran (Sadeghian & Heidarian-Pour, 2009). Anxiety, depression and stress are few factors that effects on student’s performance and reduce their self-esteem and self-efficacy which may cause maladjustment in University (Jahani-Hashemi et al., 2004; Sadeghian & Heidarian-Pour, 2009; Shariati et al., 2002). According to previous studies (Kenny, 1987; Ross & Fuertes) leaving home to university is the one of the stressful situation for students. Medical student have shown more problems compared to other student because of their training, material of study, work with patients and job insecurity (Backovic et al., 2012). Increasing number of students admitted to counseling center, indicates their social and cultural development (ask for help is the sign of maturity) on the other hands indicate increasing of problems which will effects on adolescent self-efficacy and their academic performance. Hamadan is the capital and largest city in Hamadan state which is province in West –Iran.

In summary, many factors are associated with adolescents’ self-efficacy such as parental attachment, inter-parental conflict, and anxiety to performance. The fact of low self-efficacy is a main concern in educational domain. Thus, issues determining self-efficacy should be identified for prevention and intervention actions related to self-efficacy among adolescents in Iran. Therefore, this study examined the relationships between parental attachment, inter-parental conflict, anxiety to perform social skills and self-efficacy among adolescents in Hamadan, Iran.

## **1.2 Statement of Problem**

Adolescents with low self-efficacy seem to experience greater adjustment problem in University (Zarafshani, 2008). Increasing rate of abnormal behaviors and low academic orientation seems to signify a cry off in quality of low self-efficacy among college students in Iran (Mazaheri et al., 2011; Sorkhabi, 2005). Enter to university brings a significant change in adolescent’s social, family, economic status and contribute to self-efficacy Ghasemi (2010) and Neghabi and Rafiee (2013) indicated that 22% of students in Iran suffer personal (e.g., low self-efficacy) and family

problem. Previous study (Sadeghian & Heidarian, 2009) found a growing number of psychological problems among college students compared to those who do not pursue college education. Sadeghian and Heidarian (2009) revealed that stress and anxiety among medical student in Hamadan University reduce student ability to learn which cause low self-belief and poor academic achievement. Thus, it is important to examine factors that may affect self-efficacy among late adolescent in Iran. Separated from family, live with strangers, increase courses and material to study, competition, family economic and income problems, peer and relationship problems, rule and regulation are some of the problem students are facing with. These problems become a serious concern for many families and government (Houshmand & Morshedian, 2013). Parenting and personal factors such as low self-efficacy are two factors that effect on low achievement (Fallon & Illinois, 2010; Speight, 2009). According to Evans et al. (2005) about one-third of adolescent suffer from psychological problems and 70% to 80% of them do not received appropriate treatments. Factors such as family, peer, social, economic and educational system have been found to affect adolescents' low self-efficacy (Gharaei et al., 2003).

Low self-efficacy has been associated with low academic achievement, depression, anxiety, helplessness and linked to negative effects in social, emotional relationships (Bandura, 1997; Langendorfer et al., 2006; Mazaheri et al., 2011; Moura et al., 2010; Scholz et al., 2002). Adolescent effectiveness in the social world is largely dependent upon experiences in personal relationships and belief in self (Ellefsen & Beran, 2007; Fallon & Illinois, 2010; Speight, 2009). In the study by Zarafshani (2008) on the perceived self-efficacy of Iranian student of agriculture has shown different level of self-efficacy among different genders. Female student have less efficacious than male. Further he revealed that female student have less hope to fine a job after graduation than male peers this might be caused by personal epistemologies, educational practices, or cultural expectations (Zekeri, 2004; Zeldin & Pajares, 2000).

For late adolescents, leaving home is stressful situation (Ainsworth et al., 1978) and followed by many changes in family and social expectation, social relationships, job seeking, peer and romantic relationship and so on. In the study by Sadeghian and Heidarian-pour (2009) in stressor factors and mental health status among students of Hamadan University of medical sciences, claimed that medical student are more likely to be under the stress and anxiety which affects their study, physical and mental health as well as low self-efficacy. To compare with other medical schools in Iran, Hamadan medical students' claimed that most of their problems are because of living status and being away from family (Sadeghian & Heidarian-pour, 2009). Family health, job insecurity, work at the hospital and no motivation, peer and romantic relational problems, religious activities, sexual problems, rule and regulations, family and marital status were the other stressor factor among student in other Universities (Esfandiari, 2001; Ashkani, 1995).

Families and home environments are the main source of competence and self-efficacy beliefs in children and adolescents (Abdi et al., 2012). Adolescent constructs his/her internal working models of what he or she can expect about self based on their relationships with first caregiver especially parents (Bowlby, 1982). Insecure parental attachment and inter-parental conflict are related to parents' withdrawal, reduced parental physical and psychological availability and negative response of their children and adolescent needs (Cummings & Davies, 1994). A certain level of



emotional stimulation can create an energizing feeling that can contribute to strong performances while anxiety can undermine it. To promote self-efficacy, it is important to reduce stressful situations and lower anxiety surrounding events like examinations or presentations. Research by Abdi et al. (2012) showed that anxiety about the test reduce their belief of performing and decrease in test performance in college students.

As mentioned above, Sadeghian and Heidarian-pour (2009), Mazaheri et al. (2011) and Zarafshani (2008) identified the variables relating to mental and psychological problems and low self-efficacy. The present researcher could not locate any available research in Iran that first, analyzed mother attachment, father attachment, inter-parental conflict and anxiety to perform social skills as determinants of self-efficacy. Second, past research did not look at anxiety to perform social skills as the mediator in self-efficacy. Self-efficacy determine how people think, behave and feel about themselves (Bandura, 1994). In addition, it has impact on various health outcomes (Bandura, 1997). Abdi et al. (2012) and Barrows et al. (2013) revealed that a student's level of self-efficacy directly impacts their academic achievement. Thus, it is important to study the factors that impacts on late adolescent's self-efficacy, which contribute to success and health outcomes. This study fills the gap in literature in area and provides empirical evidence on the role of anxiety to perform social skills between independent variable of parental attachment and inter-parental conflict with dependent variable of self-efficacy among adolescent in Hamadan. Based on the problem discussed, the study addressed the following questions:

1. To what extent parental attachment (mother attachment & father attachment), inter-parental conflicts, and anxiety to perform social skills influence self-efficacy in late adolescents?
2. To what extent parental attachment, inter-parental conflicts, anxiety to perform social skills are related to self-efficacy in late adolescents?
3. What are the unique predictors of self-efficacy?
4. To what extent anxiety to perform social skills mediate the relationships between parental attachment, inter-parental conflict and self-efficacy among adolescents?

### **1.3 Significance of the Study**

This study aimed to examine the relationships between parental attachment, inter-parental conflict, anxiety to perform social skills and self-efficacy among late adolescents in Hamadan-Iran. This study will provide useful information for parents, educators, counselors, and psychologist. It would benefit future research and policymakers in this area.

The findings of this study are significant to researchers due to new information to the body of existing knowledge in this field. This study is based on scientific research and gives helpful information for family consultants, educational planning and development, based on that educators can help student to boost up their self-efficacy and succeed in their study, job and future relationships. Educators could consider self-efficacy while planning essential skills, such as problem solving, interpersonal and communication. People with high self-efficacy are more mutually independent and function successfully in the society. Improve self-efficacy can help student's

adjustment and do well in many diverse situations. With the result of this study educators can help children to raise up their self-efficacy by use peer model, plan affordable challenging tasks, teach specific learning strategies, reinforce effort and correct strategy.

This study is also important to practitioners in order to help clients. If family experiences a lot of conflict, it will increase negative social skills. It is important that parents educate the possible effects of these conflicts on their adolescents.

This study is significant for counselor at school, by not only concentrate on the problem (lack of social skills or the anxiety to perform social skills) but treat the roots such as attachment to parents, there is many element that involve in the adolescent-parent relationships such as understanding, trust counselor can help the adolescent and parents to improve attachment and develop the social skills.

As reviewed previous research, the subjects of parental attachment, inter-parental conflict with mediating of anxiety to perform social skills and their outcomes on adolescent's self-efficacy has never been studied together which makes this study unique to fill the gap in this area. However, several studies have viewed these variables in different perspective and most of them in Western countries (Bilgin, 2011; Engles et al., 2001; Ross & Fuertes, 2011; Ribadeneira, 2006; Shaw, 2008). As Sadeghian and Heidarian-pour (2009) stated that due to Iranian culture express emotion, admit psychological problem and ask for help is still scarce. Therefore, it is important to investigate this issue in the Iranian perspective to provide more in-depth understanding on low self-efficacy among late adolescents especially on who to deal with inter-parental conflict within families.

The result of this study expected to help policy planner by using this information to make proper planning and programs to help enhance self-efficacy among late adolescents who will take position in society through forming their own family.

The result of this research is helpful for future study to extend new scheme and find other factors that may be related to adolescent's self-efficacy. Also the finding of this study can be used in future research to compare self-efficacy in different age group such as early or middle adolescents in Iran. The outcome can contribute to understanding the importance of self-efficacy among adolescent for having healthier population and developing the country. It would help to fill the gap in existing research in Iran.

## **1.4 Research Objectives**

### **1.4.1 Main Objective**

The main objective of this study is to explore the relationships between parental attachments, inter-parental conflict, anxiety to perform social skills and self-efficacy among late adolescent in Hamadan-Iran.

### **1.4.2 Specific Objectives**

1. To describe personal (age, gender, ethnicity, birth order, child number, educational level, residential status) and family (parents' age, marital status, education, employment and income) backgrounds, parental attachment (mother

- attachment & father attachment), inter-parental conflict, anxiety to perform social skills and self-efficacy of the respondents.
2. To determine the relationships between parental attachment (mother attachment & father attachment), inter-parental conflict, anxiety to perform social skills and self-efficacy among late adolescents.
  3. To determine unique predictors of self-efficacy among late adolescents.
  4. To determine the mediation role of anxiety to perform social skills on the relationships between parental attachment (mother attachment & father attachment), and inter-parental conflict with self-efficacy among late adolescents.

### **1.5 Hypothesis of the Study**

- H<sub>a1</sub>: There is a significant relationship between mother attachment and self-efficacy among respondents.
- H<sub>a2</sub>: There is a significant relationship between father attachment and self-efficacy among respondents.
- H<sub>a3</sub>: There is a significant relationship between inter-parental conflict and self-efficacy among respondents.
- H<sub>a4</sub>: There is a significant relationship between anxiety to perform social skills and self-efficacy among respondents.
- H<sub>a5</sub>: The regression coefficients for all the selected independent variables are significant when regressed against adolescents' self-efficacy.
- H<sub>a6</sub>: Anxiety to perform social skills mediates the relationship between mother attachment and self-efficacy among respondents.
- H<sub>a7</sub>: Anxiety to perform social skills mediates the relationship between father attachment and self-efficacy among respondents.
- H<sub>a8</sub>: Anxiety to perform social skills mediates the relationship between inter-parental conflict and self-efficacy among respondents.

### **1.6 Theoretical Perspective**

This study focuses on the relationship of parental attachment, inter-parental conflict, anxiety to perform social skills and self-efficacy among late adolescents. This study used three theories to explain the relationships between the main variables in the research. The main theory used to explain self-efficacy is the Social Cognitive Theory. The other theories that support the theoretical framework are attachment theory and Erikson psychosocial development theory.

#### **1.6.1 Social Cognitive Theory**

Self-efficacy is an important component of Bandura's social cognitive theory (SCT) that hypothesizes the role of observational learning and social system in the development of personality and observe individuals are seen as their own personal agents of change (Bandura, 1986). The central part of this theory is personal efficacy beliefs, defined as the judgments of one's capabilities to arrange and perform path of action to a level of performance that over time affect individuals' lives (Bandura, 1977b, 1994).

According to Bandura (1989) three factors affects behavior development, namely, personal, environment and behavior. In Bandura's (1989) model of triadic reciprocal

determinism, all these factors have bidirectional affects and affected on each other. The personal-behavior factors (P-B) referred to relationships between thought, influence and action. Personal and cognitive such as, characteristics, expectations, and beliefs plays significant rule on person behaviors. In turn, behavior has an effect on thought pattern.

Environment-personal factor (E-P) refers to relationships between one's individuality with environment. Through social modeling and education one's belief, expectations and cognitive competencies is built. In addition, depending on one's physical qualities (race, age, gender, and pleasant appearance) one's received different responses. One's role and status also draw different social reactions. For example, adolescent who have aggressive behavior will draw different reactions from their peers.

Lastly, behavior-environment (B-E) refers to two way interaction between behavior and environment. One's behavior changes environment and in turn, different conditions aspect person to behave as desired. In the other word, individual in the certain situation must do the desired behavior to achieve the goals. Environment affects on frequency and intensity of the behavior, behavior also has an influence on the environment. However, environment can not influence till they active by proper behavior. For example, parents do not admire their adolescent until they do something worthy. Anxiety to perform as an interpersonal behavior factor (Engles et al., 2001; Ross & Fuertes 2010) may effects on self-efficacy. The degree of discomfort (felt anxiety or distress) associated with challenges at self-assertion in specific social situations (Arrindell & Van der End, 1985). Earlier studies have shown that the anxiety and performance in social skills have correlated with adolescents' social acceptance, global self-worth, coping behavior, psychosocial health (Arrindell et al., 1984). According to SCT people with anxiety arousal cannot manage threats experience. They see many parts of their environment as full of danger and they magnify the severity of possible threats and worry about things that rarely happen. Through this inefficacious thinking they distress themselves and impair their level of functioning. Anxiety arousal cause avoidance behavior as well as low perceives coping self-efficacy (Bandura, 1994).

Early personal efficacy or self-efficacy beliefs develop in the early experiences at home with one's parents (Bandura, 1997). According to Bandura (1997), parents make the development of self-efficacy in their children by being receptive to communicative behavior and providing right moment for successful actions by creating better physical environment, varied mastery experiences and liberty for examination. These strategies continue to success in cognitive, social and linguistic growth.

Bandura (1994) proposed that there are four principal factors that influence self-efficacy: performance accomplishment, vicarious experience, symbolic experience, and emotional arousal. According to social cognitive theory mastery experiences is a powerful vehicle in people whose functioning is seriously damaged by intense anxiety and phobic self-protective reactions for instilling a robust sense of coping efficacy.

Parents who provide opportunities can gain mastery experiences in their children which contained of a person's efforts to achieve a goal. Self-efficacy can grow through vicarious experiences by role-modeling and observation parents, sibling and peer (Bandura, 1994). Self-efficacy also can grow or damage through symbolic experiences such as verbal support or disdain. Emotional arousal can decrease or increase self-efficacy. Bandura (1994) claimed that within four sources of self-efficacy performance accomplishment is the most powerful source and the development of mastery begins at the home with one's parents.

Parent's reaction to children's experiences construct positive or negative self-efficacy and parents who are not responsive to their children's needs could damage children's sense of self belief (Bandura, 1994). Thus, adolescent with high stage of inter-parental conflict in the family may develop lower sense of confidence and mastery experience, sequentially, may boost adolescent possibility for negative psychological health (Banyard & Cross, 2008; Cui et al., 2005). According to SCT, children learn behaviors and attitude through both vicarious and mastery experience. Adolescents within these social contexts have vicarious experience with parental conflict through their parent's relationship. In parental modeling, they observe and learn a number of attitudes and behaviors concerning social relations. Inter-parental conflict is one of the negative predictor of adolescent's low self-efficacy and general outcomes in adolescent (Burns & Dunlop, 2002; Segrin et al., 2005).

Intense parental conflict in the presence of children and poorly resolved parental conflict patterns are generally associated with more problematic intimate communication for young adults. Social cognitive theory explain that observing parental conflict have the same harmful to social and cognitive outcomes on adolescent as parental divorce. Theoretical research suggests that the role of self-efficacy and parent-adolescent interactions becomes more substantial when it operates in aversive environments (Usher & Pajares, 2008; Zimmerman, 2008).

Moreover, Bandura (1977) revealed that there is an equal relationship between behavioral, environmental, and cognitive influences. One's who observe others achieve desired results as a consequence of a specific action are probable to copy the action and do it again later. These responses from environment influence in one's expectances, behavior, belief and motivation to display certain behaviors. In the other hands, if behavior does not bring a desired result, one's are less probable to repeat this behavior again. Due to perceive failure in these situations the self-efficacy will reduce. In this situation, reciprocal system would build and perceived self-efficacy find a causal role in shaping behavior (Bandura, 1997).

As one's start relation with others, this process begins to clarify and they expand beliefs on own ability to achieve desire result from social relationships. Adolescent may experience different levels of anxiety that affect their performance, when connect with other people (Baker & Edelman, 2002; Cartwright-Hatton et al., 2003). Anxiety will reduce their success in desired result and may receive negative response from others. This result may cause avoidance to interaction in similar situation which may increase anxiety and reduce their self-efficacy in the future (Bandura, 1997; Bandura et al., 2001). Therefore reciprocal cycle would put in the place.

In SCT mastery experience is prescribed as the principal means of personality change. Mastery experiences are structured in ways to build coping skills and instill beliefs that one can exercise control over potential threats. A low sense of efficacy to exercise control produces anxiety. Therefore, perceived self-efficacy has an effect to promote health. People choice of lifestyle can improve or impair health.

### **1.6.2 Attachment Theory**

Attachment is an emotional connection with a person that provides a source of security to discover environment (Bowlby, 1979). According to Bowlby (1973) children, based upon first relationship with caregivers create interior working forms of what is the self and what he/she can anticipate from parents and later from other interactions. As literature shows, adolescents with good parent-adolescent attachments have better psychosocial well being (e.g. self-efficacy) and more knowledgeable in social domain than unsecure adolescents (Allen et al., 1998; Smetana et al., 2006). It is believed that first experience of close friendships and later on romantic relationships came from cognitive image of the parent-child interactions (Furman et al., 2002), which in general related to social and emotional well being (Engels et al., 2001).

Bowlby's theory suggests the influence of early parent-child experiences would be seen in diverse domains of adjustment that include self-reliance, efficacy, dependency, anxiety, empathy, anger and interpersonal competence because they are linked to the affect regulation, behavioral reciprocity, and beliefs and expectations of the self and others that emerge from early attachment relationships (Weinfeld et al., 2004). During adolescents, parent's commitment is still remains crucial. Secured parent-child relationship build trust, positive communication and relation and mutual respect with parents which is important due to adolescent cope with the conflict during independence from parents and in the process of identity formation.

As mentioned earlier, attachment theory explained the effect of inter-parental conflicts on children. According to attachment theory, goal of secure parent-child relationship is building emotional security in children however, this become more important in the family with high inter-parental conflicts. The level of parent-child interactions determines improvement or damaging children's security. Adolescent's working model of relationships affected from their perception of parental conflict and parent-adolescent relationships. Unsolved parental conflict may destroy adolescent's confidence in parent's ability to provide security and support in complex situations.

Attachment theory explains how unresponsive and absent parent to children's need may cause anxiety and distress in future intimacy and dependency. In other word, children who do not experience secure attachment may expand sensitivity to negative response in later relationships. Adolescents with anxious attachment, look for high intimacy and approval from partners, worry and irresistible in their interactions (Hazan and Shaver, 1987). For example, adolescent with an anxious attachment style have been found to view others more negatively overall, low confidence and high anxiety to perform and experience more conflict in their relations (Pietromonaco & Barrett, 1997).

### 1.6.3 ■

### ial Development Theory

Erikson's theory (1968) is one of the best theories to addresses development across the lifespan. One of the main factors in Erikson's theory (1968) is Ego identity. Ego identity is the aware sense of self that develop over social interaction and it changes over new information and experiences (Feldman, 2008). Identity refers to values, ideals and beliefs that form and guide individual behavior. The identity development start form infant through old age but it becomes important during adolescence.

Erikson's theory, explain eight stage of development for individual through life span. In each stage individual face with crisis that must be solved. During adolescence, environment such as, parents, peers and school have different expectation and requires from children (Bergman & Scott, 2001). They must complete the developmental tasks required for this stage such as development of independence from parents. Therefore new identity must be shaped and new level of knowledge acquired (Louw et al., 1998). These all ends in the most significant developmental task, that called, the development of identity. During development of identity, adolescents experience a lot of anxiety and frustration which named identity crisis. If individual successfully resolve the crisis, their development will be healthier (Kroger et al., 2010).

According to Erikson's identity theory, adolescent need to effectively strength the task of identity against identity crisis (confusion) (Louw et al., 1998). This needs for adolescents to know who they are, what is important to them and what kind of life they want. To get this, they need more freedom and control over their life to make their own choice, than before. By expert on these tasks, adolescents gain more unified sense of self, self-control, and better independence from parents (Willemse, 2008).

Through experiences, adolescents who received encouragement and support form parents will get strong feel of independent and sense of self. During establishing the sense of identity adolescent need close parent-adolescent relationship. On the other hands, adolescents who do not receive positive feedback from parents and environment will produce the feel of anxiety to perform social skills and stay undecided and confused about their desires and beliefs. They will feel dependent and insecure about self and the future (Marcia, 1991).

Within insecure family with unsolved parental conflict, this process of establishing individual identity and independency from parents may produce more conflicts between parents and parent-adolescent conflicts (Bartle-Haring et al., 2002). Therefore, it is important for parents and adolescent to establish close relationships with communication and trust. This is a challenge for family with high frequently of inter-parental conflict to be emotional available of one or both parents during adolescent individuation process and adolescent's ability to cope with inter-parental conflict may disrupted. Consequently, adolescent with high inter-parental conflict at home and poor parent-adolescent relationships may build low sense of self-efficacy and more adjustment problem in further. There is a positive relation between adolescent attachment and identity (Bartle-Haring et al., 2002).

According to Bandura (1994), during adolescent which is transitional period, the sense of mastery experiences, strength on the personal self-efficacy beliefs. This

sense of self-efficacy belief in turn, affect on the result of developmental stage. Therefore perceived self-efficacy plays important role in developmental results and it challenge adolescent's coping capacity (Caprara et al., 2003).

#### 1.6.4 Integration of Theories

In general, there is no single theoretical approach that can explain the association between parental attachment, inter-parental conflict, and anxiety to perform social skills with self-efficacy. Thus, the present study integrate construct from three theories to comprehensively explore self-efficacy. The integration of the three in understanding self-efficacy is presented in Figure 1 .1. The factors taken from social cognitive theory are source of self-efficacy which define by Bandura (1994), as family or caregiver, anxiety to perform social skills as a behavior factor that contribute to the level of one's self-efficacy. One of the factors that can enhance self-efficacy is the home environment that includes parent-adolescent relationship and parental effect of adolescent's self-efficacy. However, social cognitive theory does not explicitly mention parental attachment and inter-parental conflict. Therefore, the element of parental attachment and inter-parental conflict was adopted by attachment theory to complement social cognitive theory on self-efficacy. In the present study family environment and parent-adolescent relationship is considered as environmental factor. For individual factor, social cognitive theory highlighted how personal beliefs about capability to arrange and perform path of action to a level of performance, over time affect individuals' lives (Bandura, 1994). Moreover, Erikson's Psychosocial Development Theory was adopted to complement social cognitive theory in explaining the link between individual factors and development stage of adolescent. Developmental psychology study the changes that occur in human beings over the course of their life also examines issues such as the extent of development through steady growth of knowledge versus stage. Each stage builds upon the successful completion of earlier stages.

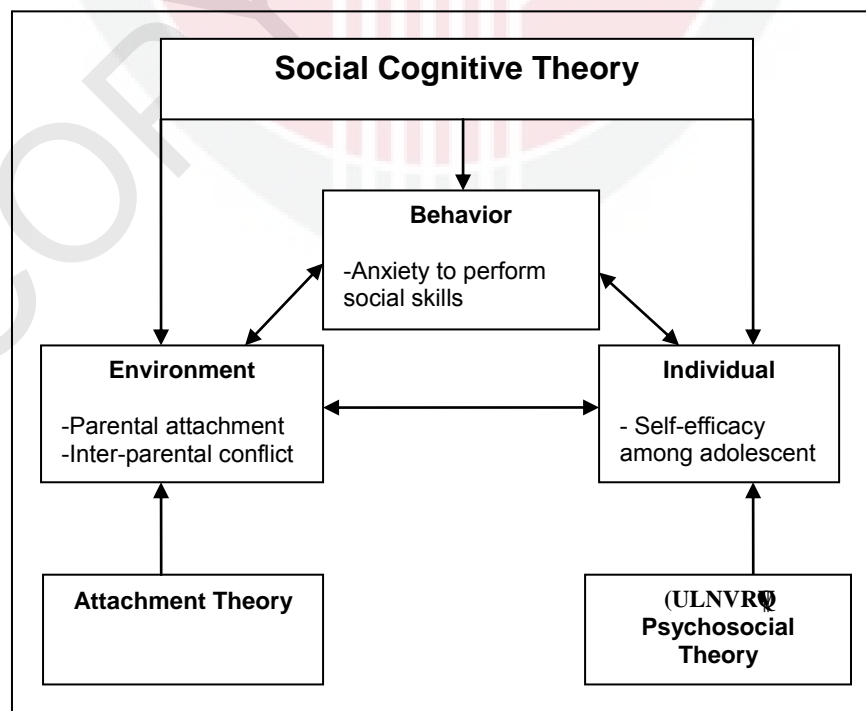


Figure 1.1 Theoretical frameworks for the study



## 1.7 Conceptual Framework

The conceptual framework of this study (Figure 1.2) has been developed based on the theoretical background (Figure 1.1). This conceptual framework demonstrates the path of relationships between parental attachment, inter-parental conflict, anxiety to perform social skills, with the outcome variable (self-efficacy).

Social cognitive theory explains how reciprocal relationship between cognitive (personal), environmental and behavior bidirectional related to each other (Bandura, 1989). Adolescent who observe parent achieved desired results of certain action, will likely to imitate the action and if they get a good result of it more likely repeat it later, this increased the sense of self-efficacy (Caprara et al., 2001). Adolescents who perceived secure attachment with their parent, and parents who are available in case of adolescents needed have raised their self-efficacy, as well as parents who have problem resolution skills can help their children to solve their problem in case of conflict in their relationships (Bandura, 1989, 1997). On the other hand, if adolescent does not received desired result from their action, may received negative reaction from their environment (e.g. parent), that may affect their anxiety to perform social skills and decrease sense of self-efficacy. Parents who do not let children to experience variety of environment also, unresponsive parents who's not interested in child activities and disapproved their work may cause anxiety to perform social skills that may damage children's self-efficacy (Bandura, 1994, 1997).

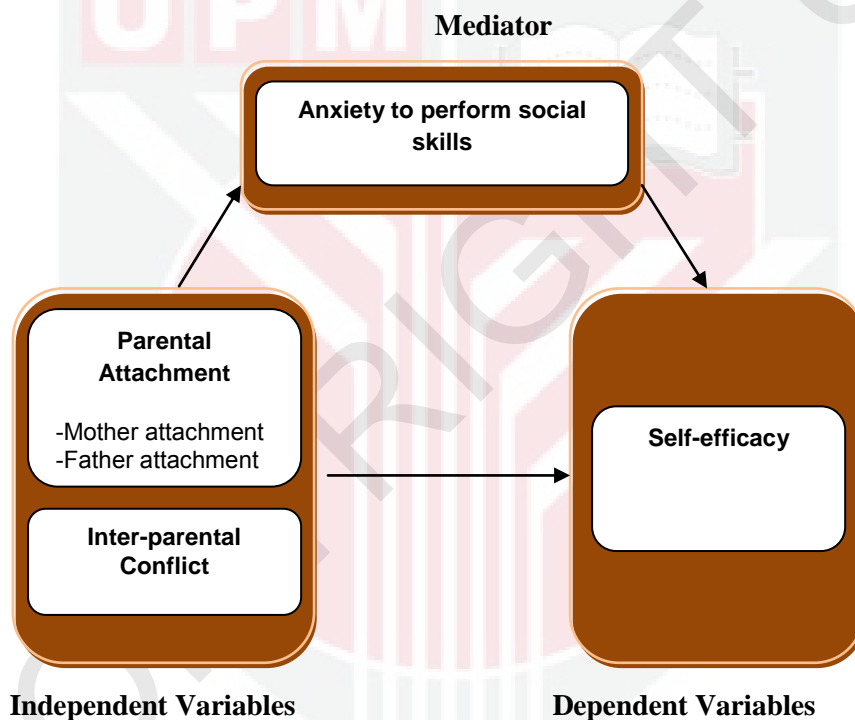
The social cognitive theory emphasizes<sup>4</sup> the role of parents as social models in the development of self-efficacy. Moreover, it is through exploratory experiences in varied environments that children develop a sense of self-efficacy through the recognition that their actions can produce a result. There is a positive relationship between parental attachment and negative relationships between inter-parental conflict and anxiety to perform social skills with self-efficacy (Bilgin, 2011; Caster et al., 1999; Chen et al., 2004; DeBoard-Lucas et al., 2010; Frank et al., 2010; Schunk et al., 2005; Fosco, Caruthers, & Dishion, 2012), Parents who ensure that their children experience success in controlling their environment to produce desired outcomes through their actions, their children become more competent in learning successful responses and increased self-efficacy (Bandura, 1997). Therefore, parents considered as an important predictor of self-efficacy among adolescents.

In contrast, family with more frequency of parental conflict may damage children's self-efficacy (Fosco & Grych, 2008). Parent with low parenting knowledge may convert inter-parental conflict into parent-adolescent conflict that may result feels of threaten in their children (Fosco & Grych, 2010). Through the social modeling adolescent within this family avoid social interaction because they are afraid to get negative feedback from peers or society which reduce their sense of self-efficacy and increase anxiety to perform social skills.

Based on attachment theory, positive parent-adolescent relationships operating in environments that acknowledge, support and encourage their children's skills are more likely to foster efficacy beliefs in adolescent and overall adjustment development (Schunk & Meece, 2005). This positive child-parent relationship becomes more substantial in aversive environments (Usher & Pajares, 2008; Zimmerman, 2008). Bowlby (1973, 1982) stated parents prepares their children with

knowledge of how to start and maintain positive relationships with others by display and being role models for them to have better social skills. Therefore, parents by prepare their children with more skills, retreating feeling of anxiety to perform social skills and helps to increase adolescent's self-efficacy.

According to Erikson (1968), adolescents need to effectively resolve the task of identity against identity crisis in development stage. This will help adolescents to develop the sense of self-efficacy. To achieve this, they need more freedom from parents to control over their life to make their own choice. By achieving these tasks, adolescents gain more mastery experiences and increased the sense of self (Bandura, 1994). Adolescent-parent relationships play significant role in this identity development. In contrast, inter-parental conflict may reduce adolescent-parent relationships, support and encouragement toward individual identity development by absent of one or two parents in emotionally available for adolescent during establishing of autonomy and individual identity.



**Figure 1.2 Conceptual frameworks for the study on Relationships between Parental Attachment, Inter-parental Conflict, Anxiety to perform social skills and Self-Efficacy among Late Adolescents in Hamadan, Iran”.**

## 1.8 Definition of Concepts

### Self-Efficacy

*Conceptual Definition:* Self-efficacy is conceptualized as level of a person's self-perception of capability to perform or learn specific tasks to achieved desire goal (Bandura, 1994; Pajares, 2002; Zimmerman & Cleary, 2006).

*Operational Definition:* Self-efficacy refers to respondent's score on Generalized Self-Efficacy (GSE) Scale by Jerusalem and Schwarzer (1995). High score indicates high self-efficacy while low score indicates low self-efficacy.

### **Parental Attachment**

*Conceptual Definition:* Parental attachment is conceptualized as the emotional cognitive experiences linked with internalized depiction of attachment to each parent (Bowlby, 1969, 1982).

*Operational Definition:* In this study parental attachment operationalized by the aggregate scores for attachment to maternal and paternal as assessed by respondent's score on Inventory of Parent and Peer Attachment by Armsden and Greenberg (1989). High score means high level of attachment to mother and father.

### **Inter-parental Conflict**

*Conceptual definition:* Inter-parental conflict is conceptualized as oppositional behavior between parental figures that acts as a stressor leading to an attempt by the child or adolescent within the family system to understand and cope with the conflict (Grych & Fincham, 1990).

*Operational Definition:* Inter-parental conflict refers to respondent's scores on the Children's Perception of Inter-parental Conflict Scale by Grych et al. (1992). High score indicates high level of inter-parental conflict.

### **Anxiety to perform social skills**

*Conceptual Definition:* The specific behaviors that adolescents use to develop and maintain a social relationship is related to anxiety that they feel in the situation (Miell & Duck. 1986).

*Operational Definition:* Anxiety to perform social skills refers to respondents score on the scale of Interpersonal Behavior by Arrindell et al (1984). High score means high level of anxiety to perform social skills.

## **1.9 Limitation of the Study**

This study contains of few limitations. First, the information conducted from first semester collage students aged 17-19 years old from University of Medical Sciences in Hamadan, Iran. Therefore, the result of this study can not to be generalized within the population. Second, there was lack of literature in Iran to support the result of this study and the researcher was unable to locate similar studies in any way to the present research in Iran. Third, this is a correlation study and can not control unpredictable variables. Forth, the result of this study was bases on self-reporting data which could result in some kind of bias. To avoid this, alternative methods required such as interview. Fifth, the present study was conducted on parental attachment, inter-parental conflict. The other limitation related to the generalizability of the finding of the present study. The present study focused on only a specific number of factors concurrently occurring as it is beyond the scope of this study to

include every factor related to self-efficacy. In fact the nature of self-efficacy is complex, and it must be acknowledged that the other variables are likely to be related to adolescent' self-efficacy. Future research should consider other factors such as adolescents' motivations, peer, lastly, this study is one of the studies that investigate the self-efficacy belief among late adolescent in Middle Eastern Country. Thus, it seems that more studies in this area are deemed necessary.

### **1.10 Chapter Summary**

This chapter describes the background of the study, problem statement, objectives, hypothesis, significant and highlights the importance of investigating the relationships between parental attachment, inter-parental conflicts, and anxiety to perform social skills among adolescent's self-efficacy in Medicine University in Hamadan, Iran. The Theoretical and conceptual framework of the study also discussed in this chapter. Next chapter reviews past research related to study.



## REFERENCES

- Abdi, H. M., Bageri, S., Shoghi, S., Goodarzi, Sh., & Hosseinzadeh, A. (2012). The role of metacognitive and self-H I I L F D F \ E H O L H I V L Q V W X G H Q W V academic achievement. *Australian Journal of Basic and Applied Sciences*, 6(12), 418-422.
- Allen, J. P., Moore, C., Kupermine, G., & Bell, K. (1998). Attachment and adolescent psychosocial functioning. *Child Development*, 69, 1406-1419.
- Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, NY: Erlbaum, Hillsdale.
- Amato, P. R., & Sobolewski, J. M. (2001). The effects of divorce and marital G L V F R X G R Q D G X O W F K L O G U N E Q A M E R I C A N S O C I O L O G I C A L R J L F D O Z Review, 66, 900-921.
- Amato, P. R., & Booth, A. (1991). Divorce and psychological stress. *Journal of Health and Social Behavior*, 32, 396-407.
- American Psychological Association. (2002). *Guidelines and principles for accreditation*. Washington, DC: Author.
- Ammons, S., & Kelly, E. (2008). Social class and the experience of work-family conflict during the transition to adulthood. *New Directions for Child and Adolescent Development*, 119, 71-84.
- Arabgol, F., Mahmoudi Gharaei, J., Hakim Shoushtari, M. (2005). The effect of social skills education on the function of grade four elementary students. *Advances in cognitive science*, 7, 51-57.
- Arbano, C., & Power, T. (2003). Parental attachment, self-esteem and antisocial iors among African American, European American, & Mexican American adolescents. *Journal of Counseling Psychology*, 40-51.
- \$ U G H O W 0 ( F F O H V - 6 H I I H F W V R I P R W K H U V ¶ promotive parenting strategies on inner-city youth. *Journal of Family Issues*, 22. 944-972.
- Arrindell, W. A., De Groot, P. M., & Walburg, J. A. (1984). *The Scale for Interpersonal Behavior: SIG* [The Scale for Interpersonal Behavior: SIB]. Lisse, Netherlands: Swets & Zeitlinger.
- Armsden, G. C., & Greenberg, M. T. (1989). *The inventory of parent and peer attachment. Preliminary test manual*. Seattle: University of Washington, Department of Community Health Care Systems.
- Armsden, G. C., & Greenberg, M. T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*, 16, 427-454.

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480.

Ashkani, H. (1995). The survey of mental problem students of Shiraz University. *Teb and Tazkie Journal*, 17, 27-31. (In Persian)

Auerbach, S. (2007). From moral supporters to struggling advocates: Reconceptualizing parent roles in education through the experience of working-class families of color. *Urban Education*, 42(3), 250-283.

% DFNRYLG ' 9 äLYRMLQRYLG - , 0DNVLP RYLG -  
Gender differences in academic stress and burnout among medical students in final years of education. *Psychiatria Danubina*, 24 (2), p175-181.

Baker, S. R., & Edelman, R. J. (2002). Is social phobia related to lack of social skills? Duration of skill-related behaviours and ratings of behavioural adequacy. *British Journal of Clinical Psychology*, 41, 243-257.

Baldwin, K. M., Baldwin, J. R., & Ewald, T. (2006). The relationship among shame, guilt, and self-efficacy. *American Journal of Psychotherapy*, 60 (1), 1-21.

Bandura, A. (2006). Adolescent development from an agentic perspective. In T. Urdan, & F. Pajares (Eds.), *Self-efficacy beliefs of adolescents* (pp.1-43). Greenwich: Information Age Publishing.

Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology: An International Review*, 51(2), 269-290.

Bandura, A., Barbanelili, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of I FKLOGUHQ¶V DVSLUDWLRQ WildDQG FDU  
*Development*, 72, 187-206.

Bandura A., Pastorelli, C., Bargaraneli, C., Caprara G. V. (1999). Self-efficacy pathways to childhood depression. *Journal of Personality and Social Psychology*, 76, 258 ±269.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.

Bandura, A., Barbaraneli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development*, 67 (3), 1206-1222.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior* (Vol. 4, pp. 71-81). New York: Academic Press.

Bandura, A. (1989). Social cognitive theory. In R. Vista (Ed.), *annals of child development: Six theories of child development* (Vol. 6, pp. 1-60). Greenwich, CT: JAI Press.

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1983). Self-efficacy determinants of fears and calamities. *Journal of Personality and Social Psychology*, 45, 464-469.
- Bandura, A. (1982). Self-efficacy mechanisms in human agency. *American Psychologist*, 37, 122-147.
- Bandura, A. (1977a). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84 (2), 191-215.
- Bandura, A. (1977b). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.
- Banyard, V., & Cross, C. (2008). Consequences of teen dating violence: Understanding intervening variables in ecological context. *Violence Against Women*, 14(9), 998- 1013.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.
- Barrows, J., Dunn, S., Lioyd, C. A. (2013). Anxiety, self-efficacy, and college exam grades. *Universal Journal of Educational Research* 1(3), 204-208,
- Bartle-Haring, S., Brucker, P., Hock, E. (2002). The Impact of Parental Separation Anxiety on Identity Development in Late Adolescence and Early Adulthood. *Journal of Adolescent Research* 2002, 17(5), 439-450.
- Bergman, M. (2006). Digital media and adolescent behaviors: Gender and socio-economic differences. *Journal of Adolescence*, 24, 183-197.
- Bickham, N. L., & Fiese, B. H. (1997). Extension of the Family Conflict scale for use with late adolescents. *Journal of Family Psychology*, 11(2), 246-250.
- Bijstra, J. O., Bosma, H. A., & Jackson, S. (1994). The relationship between social skills and psycho-social functioning in early adolescence. *Personality and Individual Differences*, 16, 767-776.
- Bilgin, M. (2011). Relations among proposed predictors and outcomes of social self-efficacy in Turkish late adolescents. *Journal of Adolescence*, 34(1), 11-20.
- Bleeker, M. M., & Jacobs, J. E. (2004). Achievement in math and science: Do students' self-efficacy beliefs predict achievement? *Journal of Educational Psychology*, 96, 97-109.
- Blankstein, K. R., Toner, B. B. & Flett, G. L. (1989). Test anxiety and the contents of consciousness: Thought-listing and endorsement measures. *Journal of Research in Personality*, 23, 269-286.

Bookwala, J. (2003). Being single and unattached: The role of adult attachment styles. *Journal of Applied Social Psychology, 33*, 1564-1570.

Booth, A., Edwards, J. N. (1990). Transmission of marital and family quality over the generations: The effects of parental divorce and unhappiness. *Journal of Divorce, 13*, 41-58.

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.

Bowlby, J. (1982). *Attachment and Loss: Attachment (Vol.1, 2<sup>nd</sup> eds.)*. New York: Basic Books.

Bowlby, J. (1979). *The making and breaking of affectional bonds*. New York: Routledge.

Bowlby, J. (1973). *Attachment and loss: Separation. Vol. 2*. New York: Basic Books.

Bowlby, J. (1969). *Attachment and loss: Attachment. Vol. 1*. New York: Basic Books.

Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology, 53*, 371-399.

Bretherton, I., Munholland, K. A. (1999). "Internal working models in attachment relationships: a construct revisited". In Cassidy J., Shaver, P. R. *Handbook of Attachment: Theory, Research and Clinical Applications*. (pp. 89 ±114). New York: Guilford Press.

% X H K O H U & / D Q J H \* ) U D Q F N . / \$ G R O H  
emotional responses to marital hostility. *Child Development, 78*, 775 ±789.

Buehler, C., & Gerard, J. M. (2002). Marital conflict, ineffective parenting, and FKLOGUHQ¶V DQG DGROH JFHQW Marriage and the Family, 64, 78-92.

Burns, A., & Dunlop, R. (2002). Parental marital quality and family conflict: Longitudinal effects of adolescents from divorcing and non-divorcing families. *Journal of Divorce and Remarriage, 37*, 57 ±74.

Cabrera, A., Nora, A., Terenzini, P. T., Pascarella, E. T., & Hagedorn, L. S. (1999). Campus racial climate and the adjustment of students to college: A comparison between White students and African-American students. *The Journal of Higher Education, 70*(2), 134-160.

Campbell, A. (1981). *The sense of well-being in America*. New York: McGraw-Hill.

Caprara, G.V., & Steca, P. (2006). The contribution of self-regulatory efficacy beliefs in managing affect and family relationships to positive thinking and hedonic balance. *Journal of Social and Clinical Psychology, 25*, 601-625.



- Caprara, G. V., & Steca, P. (2005). Self-efficacy beliefs as determinants of prosocial behavior conducive to life satisfaction across ages. *Journal of Social and Clinical Psychology, 24*(2), 191-217.
- Caprara, G. V., Steca, P., Cervone, D., & Artistico, D. (2003). The contribution of self-efficacy beliefs to dispositional shyness: On social-cognitive systems and the development of personality dispositions. *Journal of Personality, 71*, 6, 943-970.
- Cartwright-Hatton, S., Tschernitz, N., & Gomersall, H. (2005). Social anxiety in children: Social skills deficit, or cognitive distortion? *Behavior Research and Therapy, 43*, 131-141.
- Cassidy, J., Kirsh, S. J., Scolton, K. L., & Parke, R. D. (1996). Attachment and representations of peer relationships. *Developmental Psychology, 32*, 892-904.
- Caster, J. B., Inderbitzen, H. M., Hope, D. (1999). Relationship between youth and parent perceptions of family environment and social anxiety. *Journal of Anxiety Disorders, 13*, 237-251.
- & KDQJ 7 § VRFLDO SV\FKRORJLFD O PRGHO RI ZRPHO mobility. *Journal of Career Development, 8*, 27-39.
- Chen, G., Gully, S. M., & Eden, D. (2004). General self-efficacy and self-esteem: Toward theoretical and empirical distinction between correlated self-evaluations. *Journal of Organizational Behavior, 25*, 375-395.
- Choi, N. (2003). Further examination of the self-efficacy scale. *Psychological reports, 92*. 473-480.
- Clark-Lempers, D. S., Lempers, J. D., & Ho, C. (1991). Early, middle, and late DGROHV FHQWV¶ SHUFHSWLRQV RI WKH Journal of Adolescent Research, 6(3), 296-315.
- Cohen, L., Manion, L., & Morrison, K. (2000), *Research methods in education* (5<sup>th</sup> Edition) London: RoutledgeFalmer.
- Coiro, M. J., & Emery, R. E. (1998). Do marriage problems affect fathering more than mothering? A quantitative and qualitative review. *Clinical Child and Family Psychology Review, 1*(1), 23-40.
- Coleman, P. (2003). Perceptions of parent-child attachment, social self-efficacy, and peer relationships in middle childhood. *Infant and Child Development, 12*, 351-368.
- Coleman, P., & Watson, A. (2000). Infant attachment as a dynamic system. *Human Development, 43*, 295-314.

- Collins, N. L., & Read, S. J. (1990). Adult attachment, working models and relationship quality in dating couples. *Journal of Personality and Social Psychology*, 58, 644-663.
- Collins, J. L. (1982, March). Self-efficacy and ability in achievement behavior. Paper presented at the annual meeting of the American Educational Research Association, New York
- Corcoran, K. O., & Mallinckrodt, B. (2000). Adult attachment, self-efficacy, perspective taking, and conflict resolution. *Journal of Counseling & Development*, 78, 4, 473- 484.
- Crowell, J. A., & Waters, E. (2005). Attachment representations, secure-base behaviour, and the evolution of adult relationships: The stony brook adult relationship project. In K. E. Grossmann, K. Grossmann, L. Waters (Eds.), *Attachment from infancy to adulthood: The major longitudinal studies*, (pp. 233-244). New York: The Guilford Press.
- Cowen, E. L., Work, W. C, Hightower, A. D., Wyman, P. A., Parker, G. R., & Lotyczewski, B. S. (1991). Toward the development of a measure of perceived self-efficacy in children. *Journal of Clinical Child Psychology*, 20(2), 169-178.
- Cui, M., Conger, R. D., & Lorenz, F. O. (2005). Predicting change in adolescent adjustment from changes in marital problems. *Developmental Psychology*, 41(5), 812-823.
- Cummings, E. M., & Davies, P. T. (1994). Maternal depression and child development. *Journal of Child Psychology & Psychiatry*, 35, 73-112.
- Dads, M. R., Spence, S. H., Holland, D., Barrett, P. M., Laurens, K. (1997). Early intervention and prevention of anxiety disorders: A controlled trial. *Journal of Consulting and Clinical Psychology*, 65, 627-635.
- Dahlke & Henckel, (2006). Ideal Qualities in Future Relationships: Do Adolescents Prefer Parental or Peer Qualities? *Parental or Peer Qualities*, 5, 23-28.
- Davern, M. T., Staiger, P. K., Luk, E. S. L. (2005). Adolescent and parental perceptions of interparental conflict. *E-Journal of Applied Psychology: Social Section 1*(2), 20-25.
- David, K. M., & Murphy, B. C. (2004). Interparental conflict and late adolescents' sensitization to conflict: The moderating effects of emotional functioning and gender. *Journal of Youth and Adolescence*, 33, 187-200.
- Davis III, T. E., Munson, M., & Tarzca, E. (2009). Anxiety disorders and phobias. In J. Matson (Ed.), *Social behavior and social skills in children* (pp. 219 ±244). New York: Springer Science and Business Media, LLC.

- Davies, P. T., Sturge-Apple, M. L., Cummings, E. M., Farrell, D. (2006). Child adaptational development in contexts of interparental conflict over time. *Child Development, 77*(1), 218 ± 233.
- Davis, A. A. (2002). Younger and older african american adolescent mothers' relationships with their mothers and female peers. *Journal of Adolescent Research, 17*(5), 491-508.
- DeBoard-Lucas, R. L., Fosco, G. M., Raynor, S. R., Grych, J. H. (2010). Interparental conflict in context: exploring relations between parenting process and child adjustment. *Journal of Family Psychology, 24*(1), 163-175.
- DeMaio, T. J., Bates, N., Ingold, J., Willimack, J. (2006). *Handbook of Child and Adolescent Psychology: Methods and Applications*. Wiley-Interscience.
- Derakhshani, S., Hosseinian, S., Yazdi, S. M. (2006). The effects of group social skills training on reduction of shyness of high school female students. *Counseling Research and Development, 5*, 23-34.
- De Wolff, M., & van IJzendoorn, M. H. (1997). Sensitivity and attachment: A meta-analysis on parental antecedents of infant attachment. *Child Development, 68*, 571-591.
- Diamond, T., & Muller, R. T. (2004). The relationship between witnessing parental conflict during childhood and later psychological adjustment among university students: Disentangling confounding risk factors. *Canadian Journal of Behavioural Science, 36*(4), 295-309.
- Dyrbye LN, Thomas MR, Harper W, Massie F, Power DV, Eacker A. (2009). The learning environment and medical student burnout: a multicentre study. *Medical Education, 43*, 274 ±82.
- Dyrbye, L. N., Thomas, M. R., Shanafelt, T. D. (2006). Systematic Review of Depression, Anxiety, and Other Indicators of Psychological Distress Among U.S. and Canadian Medical Students, *Academic Medicine, 81*, 354-373.
- Eisenberg, N., & Morris, A. S. (2004). Moral cognitions and prosocial responding in adolescence. In R. Lerner & L. Steinberg (Eds.) *Handbook of Adolescent Psychology, second edition* (pp. 155-188). New York: Wiley & Sons.
- Egel, D., & Salehi-Isfahani, D. (2010). Youth transitions to employment and marriage in Iran: evidence from the school to work transition survey. *Middle East Development Journal, 2*(1), 1-32.
- Elder, G. H., Conger, R. D. (2000). *Children of the Land: adversity and success in rural America*. Chicago and London: University of Chicago Press

- Ellefsen, G., & Beran, T. N. (2007). Individuals, families, and achievement: a comprehensive model in a Canadian context. *Canadian Journal of School Psychology, 22*(2), 167-181.
- Elliott, G., Rothenberg, T., and Stock, J. (1996). Efficient tests for an autoregressive unit root. *Econometrica, 64*, 813-836.
- Embry, D., Hankins, M., Biglan, A., Boles, S. (2009). Behavioral and social correlates of methamphetamine use in a population-based sample of early and later adolescents. *Addictive Behaviors, 34*, 343-351.
- Emery, R. E. (1982). Interparental conflict and the children of discord and divorce. *Psychological Bulletin, 92*, 310-330.
- Engels, R. C. M. E., Finkenauer, C., Meeus, M., & Dekovic, M. (2001). Parental social skills and relational competence. *Journal of Counseling Psychology, 48*, 428-439.
- Endler, N. S., Speer, R. L., Johnson, J. M., Flett, G. L. (2001). General self-efficacy and control in relation to anxiety and cognitive performance. *Current Psychology, 20*(1)36-52.
- Endler, N. S., Speer, R. L., Johnson, J. M., Flett, G. L. (2000). Controllability, coping, efficacy, and distress. *European Journal of Personality, 14*, 245-264.
- (U L ü / 5 D G R Y D Q R Y L ü = - H Mental Health Problems among Yugoslav medical students. *The British Journal of Psychiatry, 152*, 127-29.
- Esfandiari, G. R. (2001). Stress factors and their relation with general health in students of Kurdistan University of Medical Sciences in year 1999. *Scientific Journal of Kurdistan University of Medical Sciences, 18*(5), 17-21. (in Persian)
- Evans, S. W., Mullett, E., Weist, M. D., Franz, K., (2005). Feasibility of the Mind Matters, School Mental Health Promotion Program in American Schools, *Journal of Youth and Adolescence, 34*(1), 51-58.
- Fauber, R., Forehand, R., McCombs, T., & Wierson, M. (1990). A mediational model of the impact of marital conflict on adolescent adjustment in intact and divorced families: The role of disrupted parenting. *Child Development, 61*, 1112-1123.
- Fallon, C. M., & Illinois, C. (2010). *School factors that promote academic resilience in urban Latino high school students*. (Doctoral thesis). University of Chicago: Chicago.
- Fan, X., & Chen, M. (2001). Parental involvement and student achievement: A meta-analysis. *Educational Psychology Review, 13*(1), 56-64

- Feingold, C.E., Calaluce, M., & Kallen, M. (2004). Computerized patient model and simulated clinical experiences: Evaluation with baccalaureate nursing students. *Journal of Nursing Education*, 43(4), 156-163.
- Feist, J., & Feist, G. J. (2009). *Theories of personality* (7<sup>th</sup> eds.). New York: McGraw-Hill.
- Feldman, R. S. (2008). *Understanding psychology* (8<sup>th</sup> eds.). New York: Mc Graw Hill.
- Feltz, D.L., Short, S., & Sullivan, P.J. (2008). *Self-efficacy in sport*. Champaign, IL: Human Kinetics.
- Ferla, U., Valcke, M., & Schuyten, G. (2008). Relationships between student cognitions and their effects on study strategies. *Learning and Individual Differences*, 18(2), 271-278.
- Field, T., & Collins, W. A. (2002). Parent-child relationships. *Adolescence*, 37, 121-131.
- Fraley, R. C., & Shaver, P. R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. *Review of General Psychology*, 4, 132-154.
- Frank, G., Plunkett, S. W., Otten, M. P. (2010). Perceived parenting, self-esteem, and general self-efficacy of Iranian American adolescents. *Journal of Child and Family Studies*, 19(6), 738-746.
- Freeman, M., Larson, R., & Csikszentmihalyi, M. (1986). Immediate experience and its recollection. *Merril Palmer Quarterly*, 32, 167-85
- Folkman, S. (1984). Personal control and the stress and coping process: a theoretical analysis. *Journal of Personality and Social Psychology*, 46, 839-852.
- Forman, E. M., & Davies, P. T. (2003). Family instability and young adolescent maladjustment: The mediating effects of parenting quality and adolescent appraisals of family security. *Journal of Clinical Child and Adolescent Psychology*, 32, 94-105.
- Fosco, G. M., Caruthers, A. S., & Dishion, T. J. (2012). A six-year predictive test of adolescent family relationship quality and effortful control pathways to emerging adult social and emotional health. *Journal of Family Psychology*, 26, 565-575.
- Fosco, G. M., Grych, J. H. (2010). Adolescent triangulation into parental conflicts: Longitudinal implications for appraisals and adolescent-parent relations. *Journal of Marriage and Family*, 72, 254-266.

- Fosco, G. M., Grych, J. H. (2008) Emotional, cognitive, and family systems mediators of children's adjustment to interparental conflict, *Journal of Family Psychology*, 22 (6), 843-54.
- Furman, W., Simon, V. A., Shaffer, L., & Bouchey, H. A. (2002). Adolescents' working models and styles for relationships with parents, friends, and romantic partners. *Child Development*, 73,241-255.
- Gay, L. R., & Airasian, P. (2000). *Educational research: Competencies for analysis and application*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Gelfand DV, Podnos YD, Carmichael JC, Saltzman DJ, Wilson SE, Williams RA. (2004). Effect of the 80-hour workweek on resident burnout. *Arch Surg*,139, 933-938
- Gerin, W., Litt, M., Deich, J. & Pickering, T. G. (1995). Self-efficacy as a moderator of perceived control effects on cardiovascular reactivity: Is enhanced control always beneficial? *Psychosomatic Medicine*, 57, 390-397.
- Ghafari, M., Ghasemi, A. A. (2007). Origin of youth movements in Iran: Generation gap or democracy. *The International Journal of Humanities*, 14 (1), 69-87.
- Gharaei, J. M., Alavi, A., Shahrivar, Z. (2003). The Effect of Social Skills Training Program on the Emotional and Behavioral Problems of Adolescent Girls in a High School. *Iran Journal Psychiatry*, 3, 79-82.
- Gomez, R., & McLaren, S. (2007). The inter-relations of mother and father attachment, self-esteem and aggression during late adolescence. *Aggressive Behavior*, 33, 160-169.
- Greenberg, M. T., Speltz, M. L., & DeKlyen, M. (1993). The role of attachment in the early development of disruptive behavior problems. *Development and Psychopathology*, 5, 191-213.
- Grych, J. H., Raynor, S. R., & Fosco, G. M. (2004). Family processes that shape the impact of interparental conflict on adolescents. *Development and Psychopathology*, 16, 649-665.
- Grych, J. H., Harold, G. T., & Miles, C. J. (2003). A prospective investigation of appraisals as mediators of the link between interparental conflict and child adjustment. *Child Development*, 74, 1176-1193.
- Grych, J. H., Fincham, F. D., Jouriles, E. N., McDonald, R. (2000). Inerparental conflict and child adjustment: testing the mediation role of appraisals in the cognitive-contextual framework. *Child Development*, 71(6), 1648-1661.
- Grych, J. H., Jouriles, E. N., Swank, P. R., McDonald, R., & Norwood, W. D. (2000). Patterns of adjustment among children of battered women. *Journal of Consulting and Clinical Psychology*, 68, 84-94.

- Grych, J. H., & Fincham, F. D. (1990). The cognitive-contextual framework for marital conflict. *Journal of Family Psychology, 12*, 437-453.
- Grych, J. H., & Fincham, F. D. (1990). Initial investigations of the cognitive-contextual framework. *Child Development, 64*, 215-230.
- Grych, J. H., Seid, M., & Fincham, F. D. (1992). Assessing marital conflict from the child's perspective: The cognitive-contextual framework. *Child Development, 63*, 558-572.
- Grych, J. H., & Fincham, F. D. (1990). The cognitive-contextual framework. *Psychological Bulletin, 108*, 267-290.
- Hair, J. F., Anderson, R. E., Tatham, R.L., & Black, W. C. (1992). Multiple discriminant analysis. In *multivariate data analysis with readings*. New York: Macmillan Publishing Company. pp 87-152.
- Hamill, S. K. (2003). Resilience and self-efficacy: The importance of efficacy beliefs and coping mechanisms in resilient adolescents, *Colgate University Journal of the Sciences 35*, 115-146.
- Hampton, N. Z., & Mason, E. (2003). Learning disabilities, gender, sources of efficacy, self-efficacy beliefs, and academic achievement in high school students. *Journal of School Psychology, 41*, 101-112.
- Hanson, R. F., Saunders, B. E., & Kristner, J. (1992). The relationship between dimensions of interparental conflict and adjustment in college-age offspring. *Journal of Interpersonal Violence, 7*, 435-453.
- Harold, G. T., & Conger, R. D. (1997). Marital conflict and adolescent distress: The role of adolescent awareness. *Child Development, 68*, 333-350.
- Harter, S., Waters, P., & Whitesell, N. R. (1998). Relational selfworth: Differences in perceived worth as a person across interpersonal contexts among adolescents. *Child Development, 69*(3), 756-766.
- Harter, S., & Whitesell, N. R. (1996). Multiple pathways to self-reported depression and psychological adjustment among adolescents. *Development and Psychopathology, 9*, 835-854.
- Harter, S., Whitesell, N. R., & Waters, P. (1998). Self-worth styles and family functioning. *Adolescence, 35*, 345 - 356.
- Hassanzadeh, R., Ebrahimi, S., & Mahdinejad, G. (2012). Studying test anxiety and its relationship with self-efficacy, metacognitive beliefs and some effective predictable variables. *European Journal of Social Services, 30*(4), 511-522.
- Hazen, E., Schlozman, S., & Beresin, E. (2008). Adolescent psychological development: A review. *Pediatrics in Review, 29*, 161-168

Hazan, C., & Shaver, P. R. (1990). Love and work: An attachment-theoretical perspective. *Journal of Personality and Social Psychology*, 59, 270-280.

Hazan, C., Shaver, P., (1987), Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, 52(3), 511-524.

Hazavehei S. M. M., Fathi Y., Shamshiri, M. (2006). The study of the causes of students` academic probation in Hamadan University of Medical Sciences in 2001-2002. *Development of Medical Education*, 3(1):33-42. [In Persian]

Hepler, T. J., & Chase, M. A. (2008). Relationship between decision-making self-efficacy, task self-efficacy, and the performance of a sport skill. *Journal of Sports Sciences*, 25(6), 603-610.

Hill, N. E., & Craft, S. A. (2003). Parent ±school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. *Journal of Educational Psychology*, 95, 74 ±83.

Hill, M. and Kay Tisdall. (1997). *Children and Society*, New York, Addison Wesley Longman Ltd.

Hojat M, Mangione S, Nasca T, Rattner S, Erdmann JB. (2004). Gonnella JS et al: An empirical study of decline in empathy in medical school. *Medical Education*, 38, 934 ±41.

Hojat, M., Shapurian, R., Nayerahmadi, H., Farzaneh, M., Foroughi, D., Parsi, M., et al. (1999). Premarital sexual, child rearing, and family attitudes of Iranian men and women in the United States and in Iran. *The Journal of Psychology*, 133(1), 19 ±31.

Hofstede, G. (2001). *Cultur H ¶ V F R Q V H T X H Q F H V & R P S D U L Q J Y D O institutions, and organizations across nations* (2<sup>nd</sup> eds.), Thousand Oaks, CA: Sage.

Holland, A., & Roisman, G. (2010). Adult attachment security and young adults Æ dating relationships over time: Self-reported, observational, and physiological evidence. *Developmental Psychology*, 46(2), 552-557.

Holzworth-Munroe, A., Smultzer, N., & Sandin, E. (1997). A brief review of the research on husband violence. Part II: The psychological effects of husband violence on battered women and their children. *Aggression and Violent Behavior*, 2(2), 179-213.

Houshmand-Neghabi, Z., Morshedian-Rafiee, S. (2013). Mediating effect of academic engagement in relationship between academic self-efficacy and academic achievement among adolescent in Tehran. *Life Science Journal*, 10(5s), 393-399.



+ R Z D U G 0 0 H G Z D \ ) \$ G R O H V F H Q W V ¶ D W W D F K I  
*Psychology in the School*, 41(3), 391-403.

Hutchison, M. A., Follman, D. K., Sumpter, M., & Bodner, G. M. (2006). Factors influencing the self-efficacy beliefs of first-year engineering students. *Journal of Engineering Education*, 95(1), 39-47.

Ingoldsby, B., Schvaneveldt, P., Supple, A., & Bush, K. (2004). The relationship between parenting behaviors and adolescent achievement and self-efficacy in Chile and Ecuador. *Marriage and Family Review*, 35, 139-159.

Irvine A. B., Biglan A., Smolkowski, K., Metzler, C. W., Ary, D. V. (1999). The effectiveness of a parenting skills program for parents of middle school students in small communities. *Journal of Consult Clinical Psychology*, 67, 811-825.

Jahani Hashemi, H., Noroozi, K. (2004). Mental health in students in Qazvin University of Medical Sciences. *Payesh, Journal of the Iranian Institute for Health Sciences Research*, 2(3), 145-152. (Persian)

Jalali, B. (2005). Iranian families. In N. Garcia-Preto, J. Giordano, & M. McGoldrick (Eds.), *Ethnicity and family therapy* (pp. 451 ± 467). New York, NY: The Guilford Press.

Jerusalem, M., & Mittag, W. (1995). Self-efficacy in stressful life transitions. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 177-201). New York: Cambridge University Press.

Jouriles, E. N., Spiller, L. C., Stephens, N., McDonald, R., & Swank, P. (2000). Variability in adjustment of children of battered women: The role of child appraisals of inter-parental conflict. *Cognitive Therapy and Research*, 24, 233 ± 249.

Judd, C. M., Kenny, D. A. (1981). Process analysis: Estimating mediation in treatment evaluations. *Evaluation Review*, 5, 602 ± 619.

Karavalis, L., Doyle, A. B., & Markiewicz, D. (2003). Associations between parenting style and attachment to mother in middle childhood and adolescence. *International Journal of Behavioral Development*, 27, 2, 153-164.

Kempton, T., Thomas, A. M., & Forehand, R. (1989). Dimensions of interparental conflict and adolescent function. *Journal of Family Violence*, 4, 297 ± 307.

Kennedy, J. H. (2004). Attachment theory: Implications for school psychology. *Psychology in the Schools*, 41(2), 247-259.

Kenny, M. E., & Sirin, S. R. (2006). Parental attachment, self-worth, and depressive symptoms among remerging adults. *Journal of Counseling and Development*, 84, 61-71.

- Kenny, M. E., & Barton, C. (2002). Attachment theory and research: Contributions for understanding late adolescent and young adult development. In J. Demick & C. Andreoletti (Eds.), *Handbook of adult development* (pp. 371 ±389). Norwell, MA: Kluwer.
- Kenny, M. E., & Gallagher, L. A. (2002). Instrumental and social/relational correlates of perceived maternal and paternal attachment in adolescence. *Journal of Adolescence*, 25, 203-219.
- Kenny, M. E. (1994). Quality and correlates of parental attachment among late adolescents. *Journal of Counseling and Development*, 72, 399-403).
- Kenny, M., Donaldson, G. A. (1991). Contributions of parental attachment and family structure to the social and psychological functioning of first-year college students. *Journal of Counseling Psychology*, 38, 479-486.
- Kerns, K. A., & Stevens, A. C. (1996). Parent-child attachment in late adolescence: Links to social relations and personality. *Journal of Youth and Adolescence*, 25, 323- 342.
- Khodarahimi, S. (2010). General self-efficacy and worry in an Iranian adolescents and youths samples. *Educational Research*, 1(2), 15-20.
- Khoi Nezhad, G. (2001). *Research method in education*. Tehran: Samt.
- Kim, E., Dae-Hoon, K., Minwoo, Y. (2010). Investigating the effects of peer association and parental influence on adolescent substance use: A study of adolescents in South Korea. *Journal of Criminal Justice*, 38, 17-24.
- Kolb, S. M. (2011). Self-Efficacy: A Necessary Social Skills Curricula Component. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(4), 206-210.
- Kolb, S. M. & Griffith, A. 6 , ¶OO UHSHDW P\VHOI DJDLQ" (PS through assertive communication strategies. *Teaching Exceptional Children*, 41(3), 32-39.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*. 30(1), 607-610.
- Krishnakumar, A., & Buehler, C. (2000). Interparental conflict and parenting behaviors: A meta-analytic review. *Family Relations*, 49(1), 25-44.
- Kroger, J., Martinussen, M., & Marcia, J. E. (2010). Identity status change during adolescence and young adulthood: A meta-analysis. *Journal of Adolescence*, 33, 683-698.
- Lahtinen, U., Rintala, P., Malin, A. (2007). Physical performance of individuals with intellectual disability: A 30-year follow-up. *Adapted Physical Activity Quarterly*, 2007, 24, 125-143.

- Lahey, B. B. (2003). *Psychology: An introduction* (8<sup>th</sup> eds.), New York: McGraw Hill.
- Laible, J. J., & Carlo, G. (2004). The differential relations of maternal and paternal support and control to adolescent social competence, self-worth, and sympathy. *Journal of Adolescent Research, 19*, 759-782.
- Lamb, M. E., Frodi, A. M., Frodi, M., & Hwang, C. P. (1982). Characteristics of maternal and paternal behavior in traditional and nontraditional Swedish families. *International Journal of Behavioral Development, 5*, 131-141.
- Langendorfer, F., Hodapp, V., Kreutz, G., & Bongard, S. (2006). Personality and performance anxiety among professional orchestra musicians. *Journal of Individual Differences, 27*, 162-171.
- Larson, R. W., & Richards, M. H. (1994). *Divergent realities: The emotional lives of mothers, fathers and adolescents*. New York: Basic Books.
- Leary, M. R., & Atherton, S.C. (1986). Self-efficacy, social anxiety, and inhibition in interpersonal encounters. *Journal of Social and Clinical Psychology, 4*(3), 256-267.
- Lee, J. C., & Mortimer, J. T. (2009). Family socialization, economic self-efficacy, and the attainment of financial independence in early adulthood. *Longitudinal and Life Course Studies, 1*, 45-62.
- Leigh, G.T. (2008). *Examining the relationship between participation in simulation and the levels of self-efficacy reported by nursing students*. Unpublished doctoral dissertation, Case Western Reserve University, Cleveland.
- LeCroy, C. W., & Krysik, J. (2008). Predictors of academic achievement and school attachment among Hispanic adolescents. *Children and School, 30*(4), 197-209.
- Leganger, A., Kraft, P., & Røysamb, E. (2000). Perceived self-efficacy in health behavior research: Conceptualisation, measurement and correlates. *Psychology and Health, 15*, 51-69.
- Lempers, J. D., & Clark-Lempers, D. S. (1992). Young, middle, and late adolescents' comparisons of the functional importance of five significant relationships. *Journal of Youth and Adolescence, 21*, 54-96.
- Lieberman, M., Doyle, A. B., & Markiewicz, D. (1999). Developmental patterns in security of attachment to mother and father in late childhood and early adolescence associations with peer relations. *Child Development, 70*, 202-213.
- Litt, M. D. (1988). Self-efficacy and perceived control: Cognitive mediators of pain tolerance. *Journal of Personality and Social Psychology, 54*, 149-160.

Lopez, F. G., & Brennan, K. A. (2000). Dynamic processes underlying adult attachment organization: Toward an attachment theoretical perspective on the healthy and effective self. *Journal of Counseling Psychology*, 47, 283 ±301.

Louw, D. A., VanEde, D. M., & Louw, A. E. (1998). *Human development*. Pretoria: Kagiso Publishers.

Luthans, F., Zhu, W., & Avolio, B. J. (2006). The impact of efficacy on work attitudes across culture. *Journal of World Business*, 41, 121-132.

/XWKDU 6 6 %DUNLQ 6 + \$UH DIIOXH QW  
Vulnerability and resilience across three diverse samples. *Development and Psychopathology*, 24, 429 ±449.

Luszczynska, A., Gutierrez-Dona, B., & Schwarzer, R. (2005). General self-efficacy in various domains of human functioning: Evidence from five countries. *International Journal of Psychiatry*, 40(2), 80-89.

Luszczynska, A., Scholz, U., Schwarzer, R. (2005). The General Self-Efficacy Scale: Multicultural validation studies. *The Journal of Psychology*, 139, 439-457.

Luszczynska A, Schwarzer R, Lippke S, Mazurkiewicz M (2011) Self-efficacy as a moderator of the planning-behavior relationship in interventions designed to promote physical activity. *Psychol Health*, 26, 151 ±166.

Lynch, M., & Engle, J. (2010). Big gaps, small gaps: *Some colleges and universities do better than others in graduating African-American students*. Washington, DC: The Education Trust

MacDonald, P. M. (1998). Mother-child interactions and relations in adolescence: Modes of linkage. *Dissertation Abstracts International*, 59, 30-95

Maddux, J.E. (1991). Self-efficacy. In C. R. Snyder. & D. R. Forsyth. *Handbook of Social and Clinical Psychology* (pp. 57-78). New York: Pergamon Press.

Mallinckrodt, B. (1992). Childhood emotional bonds with parents, development of adult social competencies, and availability of social support. *Journal of Counseling Psychology*, 39, 453-461.

Malpass JR, Neil HF, Hocevar D. (1999). Self-regulation, goal orientations, self-efficacy, worry, and high tasks mathematically gifted high school students. *Roeper Review*, 21(4), 281-8.

Mann, B. J., & Gilliom, L. A. (2002). Emotional security and cognitive appraisals  
PHGLDWH WKH UHODWLRQVKLS EHWZHHQ SDUHQW  
older adolescents. *The Journal of Genetic Psychology*, 165, 250-271.

Manstead, A. S. R., & van Eekelen, S. A. M. (1998). Distinguishing between perceived behavioral control and self-efficacy in the domain of academic

intentions and behaviors. *Journal of Applied Social Psychology*, 28, 1375-1392.

Marcia, J. (1991). "Identity and Self-Development." In Richard Lerner, Anne Peterson, and Jeanne Brooks-Gunn eds., *Encyclopedia of Adolescence (Vol. 1)*. New York: Garland

Martin, B. (1990). The transmission of relationship difficulties from one generation to the next. *Journal of Youth and Adolescence*, 19, 181-200.

Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research*, 79, 327-365.

Masten, A. S. (1998). The development of competence in favorable and unfavorable environments. *American Psychologist*, 53 (2), 205-220.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56 (3), 227-238.

Matsushima, R., & Shiomi, K. (2003). Social self-efficacy and interpersonal stress in adolescence. *Social Behavior and Personality*, 314, 323-332.

Maxfield, M., Babbie, E. (2009). *Basics of research methods for criminal justice and criminology*. Belmont, CA: Wadsworth.

Mazaheri, A., Sadeghi, M. S., Heidari, M. (2011). Effects of Parental Behavior on Academic Achievement and Social Adjustment of University Student Children. *Journal of Family Research*, 7(1), 35-54.

Mazur, J., Malkowska-Szkutnik, A., Tabak, I. (2014). Changes in family socio-economic status as predictors of self-efficacy in 13-year-old Polish adolescents, *International Journal of Public Health* 59, 107-115.

McCarron, G. P., & Inkelas, K. K. (2006). The gap between educational aspirations and attainment for first-generation college students and the role of parental involvement. *Journal of College Student Development*, 47(5), 534-549.

McCarthy, C. J., Moller, N. P., & Fouladi, R. T. (2001). Continued attachment to parents: Its relationship to affect regulation and perceived stress among college students. *Measurement and Evaluation in Counseling and Development*, 33, 198-211.

0F'RQDOG 5 \*U\FK - + <RXQJ FKLOGUHQ¶V D.  
conflict: Measurement and links with adjustment problems. *Journal of Family Psychology*, 20, 88 ±99.

Mcquade, C. M. (2008). *An investigation of the relationships among performance anxiety, perfectionism, optimism, and self-efficacy in student performers*. New York. Fordham university.

- Melby J. N., Conger, R. D., Conger, J. K., & Lorenz, F. O. (1993). Effects of parental behavior on tobacco use by young male adolescents. *Journal of Marriage and the Family*, 55, 439-454.
- Miell, D. E., & Duck, S. (1986). Strategies in developing friendships. In V. J. Derlege & B. A. Winstead (Eds), *Friendship and social interactions* (pp. 129-143). New York: Springer-Verlag.
- Moffat KJ, McConnachie A, Ross S, Morrison JM. (2004). First-year medical student stress and coping in a problem-based learning medical curriculum. *Medical Education*, 38,482-91.
- Morgan A, Zigilio E (2007) Revitalising the evidence base for public health: an assets model. *Promotion & Education* 2, 17-22.
- Mortimer, J.T. (2012). Transition to adulthood, parental support, and early adult well-being: Recent findings from the youth development study. In A. Booth, S.L. Brown, N.S. Landale, W.D. Manning, & S.M. McHale (Eds.), *Early Adulthood in a Family Context* (pp. 27-34). National Symposium on Family Issues, Volume 2. New York, NY: Springer.
- ORXUD 2 6DQWRV 5 \$ 5RFKD 0 0DWRV 3 0  
Interparental Conflict Scale (CPIC): Factor Structure and Invariance Across Adolescents and Emerging Adults. *International Journal of Testing*, 10, 364-382.
- Murris, P. (2002). Relationship between self-efficacy and symptoms of anxiety disorders and depression in a normal adolescent sample. *Personality and Individual Differences*, 32(2), 337-48.
- Murphy, T. E., Gaughan, M., Hume, R., & Moore Jr., S. G. (2010). College graduation rates for minority students in a selective technical university: Will participation in a summer bridge program contribute to success? *Educational Evaluation and Policy Analysis*, 32(1), 70-83.
- Nabors, L. A., Lahmkuhl, H. D. (2004). Children with chronic medical conditions: Recommendations for school mental health clinicians. *Journal of Development Psychology Disabilities*, 16, 1-15.
- Nada Raja, S., McGee R., & Stanton, W. R. (1992). Perceived attachment to parents and peers and psychological well-being in adolescence. *Journal of Youth and Adolescence*, 21, 471-485.
- Neghabi, Z & Rafiee, S. (2013). Investigating different influential factors on capital structure of different sectors of industries listed in Tehran Stock Exchange. *Management Science Letters*, 3(1), 73-80.
- Nelson, D.W., & Knight, A.E. (2010). The power of positive recollections: Reducing test anxiety and enhancing college student efficacy and performance. *Journal of Applied Social Psychology*, 40(3), 732-745.

- Noack, P., & Buhl, H. M. (2004). Relations with parents and friends during adolescence and early adulthood. *Marriage & Family Review, 36*, 31-51.
- O'Hearn, T. C., Gatz, M. (2002). Going for the goal: Improving youths' problem-solving skills through a school-based intervention. *Journal of Community Psychology, 30*, 281-303.
- Ollendick, T. H., & Hirshfeld-Becker, D. R. (2002). The developmental psychopathology of social anxiety disorder. *Society of Biological Psychiatry, 51*, 44-58.
- Ormrod, J. (2006). *Educational Psychology Developing Learners*. New Jersey: Pearson Education, Inc.
- Pallant, J. (2005). *SPSS survival manual: a step by step guide to data analysis using SPSS for windows (version 15) (3<sup>rd</sup> Ed)*. Crows Nest, New South Wales, Australia: Allen and Unwin.
- Parker, J. S., T Benson, M. J. (2004). Parent-adolescent relations and adolescent functioning: Self-esteem, substance abuse, and delinquency. *Adolescence, 39*(155), 519-530.
- Pajares, F. (2006). Self-efficacy beliefs during childhood and adolescence: Implications for teachers and parents. In F. Pajares & T. Urdan (Eds.), *Adolescence and education, Vol. 5: Self-efficacy beliefs of adolescents* (pp. 339-367). Greenwich, CT: Information Age Publishing.
- Pajares, F., Urdan, T. (2006). *Adolescence and education, Self-efficacy beliefs of adolescents (Vol. 5)*, Greenwich: Information Age Publishing.
- Pajares, F. (2002). *Overview of social cognitive theory and of self-efficacy*. Retrieved from <http://www.des.emory.edu/mfp/eff.html>
- Pajares, F., Schunk, D. H. (2002). Self and self-belief in psychology and education: A historical perspective. In J. Aronson & D. Cordova (Eds.). *Psychology of education: Personal and interpersonal forces* (pp. 1-19). New York: Academic Press.
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research, 66*(4), 543-578.
- Papini, D. R., Roggman, R. L., & Anderson, J. (1991). Early-adolescent perceptions of attachment to mother and father: A test of emotional-distancing and buffering hypothesis. *Journal of Early Adolescence, 11*, 258-275.
- Paterson, J., Pryor, J., & Field, J. (1995). Adolescent attachment to parents and friends in relation to aspects of self-esteem. *Journal of Youth and Adolescence, 24*, 365-377.

- Perna, L. W. (2007). The sources of racial-ethnic group differences in college enrollment: A critical examination. *New Directions for Institutional Research, 133*, 51-66.
- Pietromonaco, P. R., & Barrett, L. F. (1997). Working models of attachment and daily social interactions. *Journal of Personality and Social Psychology, 73*, 1409-1423.
- Pintrich, P. R., & DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82*, 33-40.
- Platt, R. A., Nalbone, D. P., Casanova, G. M., & Wetchler, J. L. (2008). Parental infidelity. *The American Journal of Family Therapy, 36*, 149-161.
- Portney, L. G., & Watkins, M. P. (2009). *Foundations of clinical research: Applications to practice* (3<sup>rd</sup> Ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Pryor, J. E., & Pattison 5 \$ GROHV FHQ WV ¶ SHUFHSWLRQ V RI downside of silence. *Journal of Family Studies, 13*, 72-77.
- Raghfar H, Maher A, Sangsari Mohazzab K. *Measurement of fair financial contribution index and catastrophic expenditures in city of Tehran*. Urban Health Congress; 2008. (in Persian)
- Rahimi, J., Haghighi J., Mehrabi- zاده, Honarmand M., Beshlideh, K. (2006). The effect of group assertive training on social anxiety, social skills and assertiveness of male first grade high school students in Shiraz. *Journal of Educational Psychology, 3*, 111-124.
- Resource Center for Adolescent Pregnancy Prevention. (2003) An Overview of Adolescent Development. Education, Training and Research Associates. Accessed on January 6, 2005 at [www.etr.org/recapp/theories/adolescentdevelopment/overview.htm](http://www.etr.org/recapp/theories/adolescentdevelopment/overview.htm)
- Reese-Weber, M., & Hesson- 0 F , Q Q L V 0 7 K H & K L O G U H Q ¶ V 3 Interparental Conflict Scale: Comparing factor structures between developmental periods. *Educational and Psychological Measurement, 68*, 1008 ±1023.
- Reivich, K. J., Seligman, M. E. P., & McBride, S. (2011). Master Resilience Training in the U.S. Army. *American Psychologist, 66*, 25-34.
- Ribadeneira, A. M. (2006). *Familial, individual, social-cognitive, and contextual predictors of career decision self-efficacy: An ecological perspective*. (PhD thesis), University of Florida.



- Rice, K. G., & Cummins, P. N. (1996). Late adolescent and parent perceptions of attachment: An exploratory study of personal and social wellbeing. *Journal of Counseling & Development, 75*, 50-57.
- Rice, K. G., Cunningham, T. J., & Young, M. B. (1997). Attachment to parents, social competence, and emotional well-being: A comparison of black and white late adolescents. *Journal of Counseling Psychology, 44*, 89-101.
- Richaud de Minzi, M. C, & Sacchi, C. (2004). Adolescent loneliness assessment. *Adolescence, 39*, 701-709.
- Riggio, H. R. (2004). Parental marital conflict and divorce, parent-child relationships, social support, and relationship anxiety in young adulthood. *Personal Relationships, 11*, 99-114.
- Ross, J., Fuertes, J. (2010) Parental Attachment, Interparental Conflict, and Young Adults' Emotional Adjustment. *The Counseling Psychologist 38* (8) 1050 ± 1077.
- Rynn, M. , H. Vidair. , Blackford, J. (2012). *Anxiety disorders, an issue of child and adolescent psychiatric clinics of North America*, (1<sup>st</sup> Edition), Elsevier Inc. 21(4), xiii-xv.
- Ryan AM, Gheen MH, Midgley C. (2002). Why Do Some Students Avoid Asking for Help? An Examination of the Interplay among Students' Academic Efficacy, Teachers' Social ±Emotional Role, and the Classroom Goal Structure. *Journal of Educational Psychology, 90*(3), 528-35.
- Sadeghian, E., Heidarian Pour, A. (2009). Stressors and mental health status among students of Hamadan University of Medical Sciences, *Hayat, 15*(1), 71-80.
- Sayyedi, M. (2009). Psychotherapy with a 17-year-old Iranian American female: therapeutic guidelines. In M. E. Gallardo & B. W. McNeill (Eds.), *Intersections of multiple identities: A casebook of evidence-based practices with diverse populations* (pp. 239 ±276). New York, NY: Taylor & Francis Group.
- Scherbaum, C. A., Cohen-Charash, Y., & Kern, M. J. (2006). Measuring general self-efficacy: A comparison of three measures using item response theory. *Educational and Psychological Measurement, 66*, 1047-1063.
- Scholz, U., Gutierrez-Dona, B. G., Sud, S., & Schwarzer, R. (2002). Is general self-efficacy a universal construct? Psychometric findings from 25 countries. *European Journal of Psychological Assessment, 18*, 242-251.
- Schunk, D. H., & Meece, J. L. (2005). Self-efficacy development in adolescence. In T. Urdan, & F. Pajares (Eds.), *Self-efficacy beliefs of adolescents* (pp.71-96). Greenwich: Information Age.

Schunk, D. H., & Pajares, F. (2004). Self-efficacy in education revisited: *Empirical and applied evidence*. In D. M. McInerney & S. Van Etten (Eds.), *Big theories revisited* (pp. 115-138). Greenwich: Information Age.

Schunk, D. H., & Miller, S. D. (2002). Self-efficacy and academic motivation of adolescents. In F. Pajares & T. Urdan (Eds.), *Academic motivation of adolescents* (pp. 29-52). Greenwich, CT: Information Age.

Schwarzer, R. (2009). *General Self-Efficacy Scale*. Retrieved from <http://userpage.fuberlin.de/~health/selfscal.htm>

Schwarzer, R., Mueller, J., & Greenglass, E. (1999). Assessment of perceived general self-efficacy on the Internet: Data collection in cyberspace. *Anxiety, Stress, and Coping, 12*, 145-161.

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy Scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: Nfer-Nelson.

Scott, W. D., & Dearing, E. (2012). A longitudinal study of self-efficacy and depressive symptoms in youth of a North American Plains tribe. *Development and Psychopathology, 24*, 607-622.

Segrin, C., Taylor, M. E., Altman, J. (2005). Social cognitive mediators and relational outcomes associated with parental divorce. *Journal of Social and Personal Relationships, 22*(3), 361-377.

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2003). *Research methods in psychology* (6th ed.). New York: McGraw Hill.

Shaw, N. E. (2008). *The relationships between perceived parenting style, academic self-efficacy and college adjustment of freshman engineering students*. (Master thesis), University of North Texas: Texas

Shariati, M., Kaffashi, A., Ghaleh Bandy, M.F., Fateh, A., Ebadi, M. (2002). Mental health in medical students of the Iran University of Medical Sciences. *Payesh, Journal of the Iranian Institute for Health Sciences Research, 3*(1), 29-37. (in Persian)

Shaw, N. E., & Taylor, M. E. (2005). Changes in mother-child and father-child relationships during adolescence. *Journal of Adolescent Research, 20*, 662-684.

Schunk, D. H., & Miller, S. D. (2002). Self-efficacy and academic motivation of adolescents. *Electronic Journal of Sociology*.

- Smári, J., Pétursdóttir, G., & Torsteinsdóttir, V. (2001). Social anxiety and depression in adolescents in relation to perceived competence and situational appraisal. *Journal of Adolescence*, 24, 199-207.
- Smetana, J. G., Campione-Bafr, N., & Metzgef, A. (2006). Adolescent development in interpersonal and societal contexts. *Annual Review of Psychology*, 57, 255-284.
- Smith, M. J., & Fleming, M. K. (2006). African American parents in the search stage of college choice: *Unintentional contributions to the female to male college enrollment gap*. *Urban Education*, 41(1), 71-100.
- Smith, R. J., Arnkoff, D. B., & Wright, T. L. (1990). Test anxiety and academic competence: A comparison of alternative models. *Journal of Counseling Psychology*, 37, 313-321.
- Sorkhabi, N. (2010). *SSOLFDELOLW \ RI %DXPULQG¶V SDUHQW* culture: analysis of cultural explanations of parent socialization effects. *International Journal of Behavioral Development*, 29, 552-563.
- Speight, N.P. (2009). *The relationship between self-efficacy, resilience and academic achievement among African-American urban adolescent students*. (Doctoral dissertation), Harvard University.
- Statistical Center of Iran. (2010). *Statistical year book of Iran, 2010*. Tehran: statistical Center of Iran.
- Steinberg, L., & Silk, J. S. (2002). Parenting adolescents. In M. H. Bornstein (Ed.), *Handbook of parenting* (Vol. 1, pp. 103 ±133). Mahwah, NJ: Erlbaum.
- Steinberg, L. (1999). *Adolescence*. New York: McGraw-Hill.
- Stevens, J. P. (2002). *Applied multivariate statistics for the social sciences* (4<sup>th</sup> ed). Mahwah, NJ: LEA.
- Stewart, E. B. (2008). School structural characteristics, student effort, peer associations, and parental involvement: The influence of school - and individual - level factors on academic achievement. *Education and Urban Society*, 40(2), 179-204.
- Strayhorn, T. L. (2009). Different folks, different hopes: The educational aspirations of Black males in urban, suburban, and rural high schools. *Urban Education*, 44(6), 710 - 731.
- Suliman, A. M. T., & Iles, P. (2000). Is continuance commitment beneficial to organizations? Commitment-performance relationship: a new look. *Journal of Managerial Psychology*, 15(5), 407-426.

Tahmassian, K., Jalali Moghadam, N. (2011). Relationship Between Self-Efficacy and Symptoms of Anxiety, Depression, Worry and Social Avoidance in a Normal Sample of Students. *Iran Journal of Psychiatry Behavioral Science*, 5(2), 91-98.

Tehrani Doost, M., Shahrivar, Z., Pak Baz, B., Rezaei, A., Ahmadi, F. (2007). Validity of farsi version of strengths and difficulties questionnaire (SDQ). *Advances in Cognitive Science*, 8, 33-39.

Tierney, W. G., & Auerbach, S. (2005). Toward developing an untapped resource: The role of families in college preparation. In W. G. Tierney, Z. B. Corwin & J. E. Colyar (Eds.), *Preparing for College: Nine Elements of Effective Outreach* (pp. 29-48). Albany, NY: State University of New York Press.

Tschann, J. M., Pasch, L. A, Flores, E., VanOss Marin, B. E., Baisch, M., & Wibbelsman, J. (2009). Nonviolent aspects of interparental conflict and dating violence among adolescents. *Journal of Family Issues*, 3(3), 296 - 320.

Turner. H. A., & Kopiec, K. (2006). Exposure to interparental conflict and psychological disorder among young adults. *Journal of Family Issues*, 27, 131-158.

Turner, S. M., Beidel, D. C., & Larkin, K. T. (1986). Situational determinants of social anxiety in clinic and non-clinic samples: physiological and cognitive correlates. *Journal or Consulting and Clinical Psychology*, 4(4), 523-527.

Usher, E. L., & Pajares, F. (2008). Self-efficacy for self-regulated learning. *Educational and Psychological Measurement*, 68(3), 443-463.

9 D Q ' L Q W K H U 0 ' R F K \ ) 6 H J H U V 0 ) D F W I A J V D I I H F V  
in higher education. *Educational Research Review* 6:95 ±108.

Van Doorn, M. D., Branje, S. J. T., & Meeus, W. H. J. (2007). Longitudinal transmission of conflict resolution styles from marital relationships to adolescent-parent relationships. *Journal of Family Psychology*, 21(3), 426-434.

9 L ü H Q W L ü 6 - R Y D Q R Y L ü \$ ' X Q M L ü % 3 D Y O R Y L ü = 1 H Q I  
Professional stress in general practitioners and psychiatrists ± the level of  
psychologic distress and burnout risk. *Vojnosanit Pregl*, 67, 741 ±6.

Warner, L. M., Ziegelmann, J. P., Schüz, B., Wurm, S., Tesch-Römer, C., & Schwarzer, R. (2011). Maintaining autonomy despite multimorbidity: Self-efficacy and the two faces of social support. *European Journal of Ageing*, 8, 3-12.

Werner, E., Smith, R. (1992). *Overcoming the odds: High-risk children from birth to adulthood*. New York: Cornell University Press.

- Warnes, E., Sheridan, S., Geske, J., & Warnes, W. (2005). A contextual approach to the assessment of social skills: Identifying meaningful behaviors for social competence. *Psychology in the Schools, 42*(2), 173-187.
- Wei, M. F., Russell, D. W., & Zakalik, R. A. (2005). Adult attachment, social self-efficacy, self-disclosure, loneliness, and subsequent depression for freshman college students: A longitudinal study. *Journal of Counseling Psychology, 52*, 602-614.
- Weinfeld, N. S., Whaley, G. J. L., & Egeland, B. (2004). Continuity, discontinuity, and coherence in attachment from infancy to late adolescence: Sequelae of organization and disorganization. *Attachment and Human Development, 6*, 73 ±97.
- Wekerle, C., & Wolfe, D. A. (1999). Dating violence in mid-adolescence: Theory, significance, and emerging prevention initiatives. *Clinical Psychology Review, 19*(4), 435-456.
- Wentzel, K. R., & Feldman, S. S. (1996). Relations of cohesion and power in family dyads to social and emotional adjustment during early adolescence. *Journal of Research on Adolescence, 2*, 225-244.
- Willemse, M. (2008). Exploring the relationship between self-efficacy and aggression in a group of adolescents in the peri-urban town of Worcester. (Master thesis) University of Stellenbosch.
- Wolf, K. A., & Foshee, V. A. (2003). Family violence, anger expression styles, and adolescent dating violence. *Journal of Family Violence, 18*(6), 309-316.
- Zarafshani, K., Knobloch, N. A., Aghahi, H. (2008). General Perceived Self-Efficacy of Iranian College of Agriculture Students. *Journal of International Agricultural and Extension Education, 15*(1), 69-84.
- Zekeri, A. A. (2004). College curriculum competencies and skills former students found essential to their careers. *College Student Journal, 38*(3), 412-422.
- Zeldin, A. L., & Pajares, F. (2000). Against the odds: Self-efficacy beliefs of women in mathematical, scientific, and technological careers. *American Educational Research Journal, 37*(1), 215-246.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal, 45*(1), 166-183.
- Zimmerman, B. J., & Cleary, T. J. (2006). Adolescent self-efficacy beliefs and academic achievement. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 45-69). Greenwich: Information Age.

=LQV - 3D\WRQ - :HLVVEHU007)5 In G. Matthews, M. Zeidner, & R. D. Roberts (Eds.), *The science of emotional intelligence: Knowns and unknowns* (pp. 376-395). New York: Oxford University Press.



© COPYRIGHT UPM