

*Original Article***Relationship between Family Communication Patterns with Creativity and the Sense of Competence of the Pre-university Male Students in Bandar Abbas****Hamid Hajizadeh *¹, Zhaleh Refahi², Fariba Tabe Bordbar³ and Hamid Haghighi⁴**¹ Islamic Azad University, Arsanjan branch, Iran² Islamic Azad University, Marvdasht branch, Iran³ Faculty Member of Payam Noor University, Fars Province⁴ Family Counselor in Center of Counseling and Psychological service of Hormozgan Education

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ABSTRACT

The aim of this study was investigated the relationship between family communication patterns with creativity and the sense of competence of the pre-university in students Bandar Abbas city. The sample of research was 278 pre-university students of Bandar Abbas selected by a multi-step random sampling selected during the academic (2011-2012). Measurement tools used in research involving questionnaires: revised family communication patterns Koener and Fitzpatrick, creative Abedi and feelings of adequacy. Results indicated that family communication patterns between component conversation orientations with components, sense of competence (general, physical, familial, social) there is a significant relationship. The component of conformity orientation has significant relationship only components of the component of general sense of competence but there isn't a significant relationship with other components. There is a significant positive relationship between the conversation orientations with creativity. All components of sense of competence have significant relationship with creativity except physical competence hasn't significant relationship with creativity.

Key words: family communication patterns, creativity, sense of competence, students**INTRODUCTION**

Communication is the greatest factor of determining the type of individual's behavior with others and himself. It is similar to the pattern which therewith individual evaluates the level of value of another and is the way of exchanging information between people and method of giving meaning to this information [1]. Mutual interaction between parents and children is considered as the child's emotional development and this interaction can be seen at all stages of individual life. Among the important stages is the adolescent period [2]. It is a distressing stage for parents and teenager and parental influences on passing this stage and development of its normal changes is so important [3]. The primary task of family in making communication and their performance will lead to removal of social needs of individual and for that reason it causes growth, evolvment, self-esteem and socialization of member of family and, clear and effective communication between family members' lead to growth of feelings and values. Indeed, effective communication is the basis of forming a healthy and successful family [4].

Family communication patterns mean the interaction between family members for reaching to the common beliefs and method of making decision by family [5]. Having reconsideration on research performed by Mcleod & Chaffe (1972), two dimensions of conversation orientation & conformity orientation were identified in family communication patterns.

Conversation orientation is defined as condition provided by families that all the members of family are encouraged to participate freely and easily in discussions and exchange of view about wild range of topics [7]. Conformity orientation is defined as the rate that families emphasize on similar condition of attitudes, values and beliefs [7].

Combination of these two dimensions forms four schemas of family communication [8]. This is called family communication pattern [8, 9]. Each pattern describes a special type of family. These four patterns are obtained from combination of high or low positions on two dimensions of conversation and conformity orientation which are: consensual family, pluralistic family, protective family and laissez-faire family.

Systemic nature of family requires involvement of members of family with multiple communications which quality of these communications deeply affect on members of family and especially children [10]. Although much of the research achievements indicate that creativity is the natural and God-given talent, influence of culture, experience, education and training in nurturing creativity should not be ignored. Therefore, family and role of communication between members are so affective in development of creativity in children. Psychologies believed that among the affective factors on creativity, role of family, educational environment and individual factors are more prominent than others [11]. So, it can be stated that quality of family communication is considered as a significant factor in incidence of creativity and also a major factor of inhibiting creativity [12].

Creativity is defined either process or production. In the other word, it is considered either thinking or result of thinking. However, in none of the above definitions, the basic condition for the creation of novelty has not forgotten and given to the aforesaid definitions, creativity can be described as capacity or capability of individual for creation, discover or production of a belief or a new thing [13].

Sense of competence indicates to the capabilities and abilities of human in confrontation with various aspects of life [14]. Concept of sense of competence is fundamentally against the inferiority complex. The inferiority complex was proposed by Adler. According to Adler, if children figure out that they are incompetence, inferiority complex raise in them which is more than a mere feeling of inferiority. They acquire incompetency. Inferiority complex cause that coddle characters avoid to deal with fundamental life tasks, such as learning, working and making productive relationships with others and cannot be constructive member for the community.

Sense of competence is the Sense of the human ability to deal with various aspects of life [14]. Basically, the concept of Sense of competence is against inferiority complex. The inferiority complex is a concept which was introduced by Adler for the first time. Adler believes that if the children believe that they are incompetence, the inferiority complex will growth on their mind that is much more than a single inferiority. They will acquire their notions of insufficiency. The inferiority complex causes that the coddle characters will avoid dealing with fundamental life tasks, such as learning, working and productive relationships with others. Thus they fail to be a productive member of the society. Adler believes that family is the most important factor in shaping inferiority complex [16]. Another related concept to the inferiority complex is self-esteem. Self-esteem is a sense of personal competence to deal with the fundamental challenges of life and being deserved of happiness. Behavioral aspects of self-esteem occur in behaviors such as assertiveness, decisiveness and being polite to others. Self-esteem is one component of self-concept of a person that includes cognitive, behavioral and emotional aspects of him. In a more precise word, Self-esteem is input value that people have claimed for themselves [17]. Rogers believes that since Child's early life, children need to be loved, and if parents love them unconditionally the child will become possessed of self-esteem that will not see any reason to exclusions of the real experiences. But if parents put conditions in giving positive consideration and compassion they provided to the child, he will deny the experiences that are not consistent with his self-concept.

Pope and Mchale introduce 5 aspects for children include social competence, Educational competence, Family competence, Body competence, General competence. Also Harter introduces various aspects for competence which is more or less the same of above mentioned competences.

Additionally, Cole introduces 5 aspects of competence includes Educational competence, competence in social acceptance, athletic competence, competence in personal behavior, and physical competence (physical attractiveness). In these theorists view individual assessment in each of these areas will determine a person's sense of competence. Thus it can be said that the concept of competence is not a self-ability or function, but it is individual's assessment of this ability and this assessment is greatly influenced by feedback from others including parents [21].

Research on family communication patterns and children's creativity has taken conflicting results. For instance, Aaron failed to achieve significant relationship between creativity and communication patterns in his study [23]. Charles et al, in a research that were conducted on adolescents found that in a communication pattern the creativity showed a significant relationship with dialogue but there was not any significant relationship in the conformity aspect. But in the other hand, Vahedi et al had an investigation about the relationship between parenting style and family's emotional atmosphere with the creativity of children under 6 years old in the pre-school centers. They found out that there is a significant relationship between family's emotional atmosphere and the creativity of children. Education authoritative style was the largest predictor of creativity. Mirlohi et al conducted a study for investigate the relationship between family's emotional atmosphere with the creativity of children in the 4th and five grades of the elementary school. Their results show that there is significant relationship between the creativity of students with emotional response and emotional involvement. Studies have shown that students who are in a healthy emotional atmosphere are higher in both creativity and academic achievement scores. And also there is a positive relationship between creativity and academic achievements [23].

Numerous research conducted about the relationship between family communication patterns and sense of competency of adolescent that confirmed this result is that the quality of communication patterns within families

are among the important variables in predicting adolescents' sense of competency and consistency of them [25-31] conducted that sense of competency is connected with other life skills. The results of research of Kazemi et al shows, teaching life skills will enhance the social competency of the student with math problems.

Communications of individuals within the family is an important factor in the socialization of children and adolescents, and a key factor affecting attitudes and behaviors, thus, the family communication atmosphere plays a major role in the development of personality characteristics of children and adolescents and their behaviors [32]. Since little research has been performed on the relation between communication patterns and sense of competence and creativity of adolescents, and most research have examined the relationship of communication patterns with the creativity and sense of competence separately, and none of them have examined the creativity and sense of family communication patterns simultaneously. This inadequacy was the motive of the researchers of this study to perform this research. The main question that researchers in this study sought to respond is whether there is a significant relationship between family communication patterns with the creativity and sense of competency among the male students of pre-university schools in Bandar-Abbas?

Following the research questions, three hypotheses are posed and studied as follows:

- There is a significant multiple correlations between family communication patterns and sense of competency.
- There is a significant multiple correlations between family communication patterns and creativity.
- There is a significant relationship between creativity and components of competency.

MATERIALS AND METHODS

The method of this research is descriptive-correlation (regression analysis). In this research the ties between variables are analyzed based on objective of research. In researches that regression analysis is applied, the objective is usually predicting one or more criterion variables from one or more predictor variable. Multiple regressions are applied in case that the objective is predicting one criterion variable from one predictor variable. If the objective is predicting more criterion variable simultaneously from predictor variables or subset of them, multivariable regression will be used [34].

Statistical Population, Sample Volume and Sampling Method:

Statistical population of this research is all the male students of pre-university school of Bandar Abbas in academic year 2011-2012 which are 1010 students. Given to the Morgan table, 278 students have been selected as sample. The sampling method of the current research is multi-stage cluster sampling. Between two districts of one and two of department of education of Bandar Abbas, 3 schools have been randomly chosen from each department. In second stage, among three fields of mathematics & physics, natural sciences and literature and humanity, fields of mathematics and physics and natural sciences have been selected. In third stage, one class from mathematics and one class from natural sciences filed were randomly selected from each school and the questionnaires were distributed among the students .

After getting permission from districts one and two of department of education of Bandar Abbas in January and February 2011, the questionnaires have been distributed among the students by coordination of principal pre-university school. Calm and not-distressing situation have been prepared for students to answer the questionnaires. They were also assured that all information will be kept confidential. The examiner also supervises the completion of the questionnaire and in case of having ambiguity in the questionnaire; he was in charge to answer them. In this project the following tools were applied for collecting information: a) Revised Family Communication Pattern b) Creative Abedi c) Sense of Competence of Alice et al

A- Revised Family Communication Pattern (Fitzpatrick)

In order to determine the conversation and conformity situation, revised family communication pattern were applied [8]. This tool is a self-evaluation scale that measures the degree of agreement or disagreement of the respondents in the range of 5 degrees to 26 statements about the family communication. Point 4 is equal to "Totally Agree" and point 0 is the same as "Totally Disagree". These tools measure the dimension of conversation and conformity so that the first 15 statements are related to conversation and next 11 statements to conformity. Reliability of this tool is confirmed in many studies. The average of Cranach's alpha is obtained 0.89 for conversation and 0.79 for conformity [9]. Cronbach's alpha and retest are applied to determine the reliability of current research which for dimension of conversation is obtained 0.87 and conformity dimension 0.81 and for total tool is 0.87.

B-Creative Abedi

Abedi Creativity test has been developed based on Torrance test. He prepared a 60 question test (multiple choices) for creativity. Option "A" in any matter indicates the inability to perform an activity which score zero is given to it. Option "B" in any matter indicates the limited capability of performing the activity which scores 1 is given to it. Option "c" of any question raised the ability to perform activities that reveal creativity and score 2 is assigned to it. The total score for creativity are in the range among 0 to 120. Mahmoudi has reported the internal consistency of this tool in different parts of the test among 0.61 to 0.75 by using Cronbach's alpha. Correlation

coefficient between total score of this test and Torrance test is 46% and also using confirmatory factor analysis suggests that this test has good validity.

C-Sense of Competence of Alice et al

In order to measure, test of sense of competence of Alice et al were used. This test includes 60 questions of three choices such as most often, sometimes and never and it encompasses 5 dimensions such as: general, educational, physical, family and social adequacy. The reliability of this tool has been performed by Ghafari on a sample consist of 1252 students and Cronbach's alpha was obtained 0.86. In this research coefficient of retest is equal to 0.70 and coefficient of Cronbach's alpha for subscales of general competence were achieved 0.71, educational competence 0.72, physical competence 0.79, family competence 0.75 and for social one 0.74.

RESULTS

First hypothesis: there is a significant relationship between family communication pattern and sense of competence.

As it can be seen in the table 2, multiple correlation coefficients between variables of family communication patterns component with components of sense of competence is equal to 0.21 and its determinant factor is equal to 0.04. Also, adjusted determination coefficient is 0.039.

Table 1. Summary of regression model and analysis of variance of family communication pattern and sense of general competence

Indicator of Model of Enter	SS	df	MS	F	P	R	R ²
Regression	82.68	2	41.34				
Balance	1716.40	275	6.24	6.62	0.002	0.21	0.04
Total	1799.08	277					

Table 2. Statistical characteristics of regression, family communication pattern and sense of general competence

Criterion variable	Indicator	Non-standard coefficient		β	T	P
		Amount of B	Standard Error			
Sense of General Competence	Intercept	21.59	0.77		27.72	0.001
	Conversation	0.053	0.016	0.19	3.21	0.001
	Conformity	-0.034	0.018	-0.11	-1.89	0.05

From the above table, it can be stated that variable of conversation with amount of β of 0.19 and T of 3.21 is a significant predictor for variable of sense of general competence with alpha of 0.001. In the other hand, in return for one change in variance of conversation variable, 0.19 changes will be occurred in variance of variable of sense of competence. Furthermore, variable of conformity with β of -0.11 and T of 1.89 in alpha level of 0.05 is considered as a significant predictor for variable of sense of general competence. On the other word, in return for one change in variance of conformity variable, -0.11 change will be occurred in variance of variable of sense of competence.

Second hypothesis: there is a multiple significant relationship between family communication pattern and creativity. As it can be seen in the table 3, multiple correlation coefficients between variables of components of family communication pattern with component of creativity are 0.18 and determinant coefficient is 0.034.

Table 3. Summary of regression model and analysis of variance of family communication method and creativity

Indicator of Model of Enter	SS	df	MS	F	P	R	R ²
Regression	2017.12	2	1008.56				
Balance	57235.84	275	208.13	4.84	0.009	0.18	0.034
Total	2513.08	277					

Table 4. Statistical characteristics of regression, family communication pattern and creativity

Criterion variable	Indicator	Non-standard coefficient		β	T	P
		Amount of B	Standard Error			
Creativity	Intercept	58.34	4.46		12.97	0.001
	Conversation	0.29	0.09	0.18	3.05	0.002
	Conformity	-0.081	0.10	0.04	-0.76	0.44

From the above table, it can be stated that variable of conversation with amount of β of 0.18 and T of 3.05 is a significant predictor for variable of creativity with alpha of 0.001. In the other hand, in return for one change in variance of conversation variable, 0.18 changes will be occurred in variance of variable of creativity. Variable of conformity is not considered as a significant predictor for creativity.

Third hypothesis: there is a significant relationship between creativity and components of sense of competence.

To analyze the third hypothesis of research, statistical test of Pearson correlation coefficient has been applied. The results have indicated that there is a significant relationship between variable of creativity and sense of general competence with correlation of 0.19 in alpha level of 0.001. There is a significant relationship between variable of creativity and sense of educational competence with correlation of 0.27 in alpha level of 0.001. There is not a significant relationship between variable of creativity and sense of physical competence with correlation of 0.11 in alpha level of 0.051. There is a significant relationship between variable of creativity and sense of familial competence with correlation of 0.33 in alpha level of 0.001. There is a significant relationship between variable of creativity and sense of social competence with correlation of 0.19 in alpha level of 0.03. Generally, the result of analysis of 3rd hypothesis indicates that among the components of sense of competence, only physical competence has no relationship with creativity.

Table 5. Matrix of coefficient of correlation test of Pearson between components of sense of competence and creativity

Variables	Creativity		
	Correlation	Number	Significance level
General Competence	0.19	278	0.001
Educational Competence	0.27	278	0.001
Physical Competence	0.11	278	0.051
Family Competence	0.33	278	0.001
Social Competence	0.13	278	0.03

DISCUSSION

The objective of this research is evaluation of the ties between family communication patterns (conversation and conformity orientation) with creativity and sense of competence between pre-university students of Bandar Abbas.

1st hypothesis: there is a significant relationship between family communication pattern and components of sense of competence. The analysis has shown that dimension of conversation has significant relationship with all the components of sense of competence (general, physical, familial, social competence) except educational ones. However, conformity of family has merely significant relationship with general sense of competence and does not have a significant relationship with other components of sense of competence (educational, physical, familial & social). The results are the same as the results of research of Hung, Koerner & Fitzpatrick [7], Koerner & Maci, Salivan & Vayonsen [8], Zhang, Narsera Maria [9] and Rahimi [11]. The results of these researches have led to the conclusion that the conversation orientation will be higher in predicting self-respect and sense of competence. Therefore it can be sated that higher conversation will be more effective for having enjoyable life which increases self-respect, independency and sense of competence in children. However in families with higher conformity, members of family are expected to put their interest in second priority and due to that children are not able to make decision and will act as they parents want. This will provide less self-respect and competence in children.

2nd hypothesis: there is a significant relationship between components of communicative patterns and creativity. The analysis has indicated that there is a significant relationship between components of conversation and creativity but there is not a significant relationship between conformity and creativity. This research is same as researches of Charls et al. [24], Vahedi et al. [10] and Mirloohi et al. [12]. But it is not the same as researches of Arone. It was found that there is not a significant relationship between family communicative patterns with creativity. It can be stated that if families pay more attention to their children and encourage them, possibility of having creative children will raise. But if families do not have communication with their children and pay less attention to them, the possibility of having child with less creativity is high. Families that provide a situation in which children can discuss freely about wild range of topics, have more creative children than those families that dictate everything to children [11]. Vice versa, in families that there is less interaction between parents and children, members of family have less interaction with each other and few topics will be discussed. Family members don't share their thinking, emotions and private and confidential activities with each other. When there is no topic, there will be no detail to be considered. No attempt will be carried out for participation of all members of family in decision making, so creativity is gone from children.

3rd hypothesis: there is a significant relationship between creativity and components of sense of competence.

The analysis has shown that there is a significant relationship between variable of creativity with sense of competence (general, educational, familial and social) except physical competence. The result is the same as researches of Vahedi et al and Mirloohi et al, because they have found that there is a relationship between self-respect and creativity. The result indicates that people with higher creativity enjoy higher self-respect. Considering the features of creative people such as commitment, innovation and self-confidence, it can be stated that they have a strong self-concept and sense of personal identity and it gives the opportunity to move diligently and independently. These people have a strong personality. This positive evaluation of self and high self-respect gives them power of compatibility and better discovery of environment. Higher creativity causes that people feel

superior to others. Therefore, with more creativity, the sense of superiority will be established positively and real self-concept of one will close to the ideal one [15 & 18].

Generally, results of the research have shown that communicative patterns of conversation in family will enhance the creativity and sense of competence of children. These communication patterns have a deniable affect on characteristic and emotional development of children. Furthermore, quality of communication of members of family is the main factor in behavior and attitude of children and it seems that familial interaction has tremendous affect in ability of children and teenagers in facing with various circumstances of outside of the home such as social affairs and other activities. So, in regard to results of current research it is suggested that proper and affective communication pattern shall be taught to parents in school through holding educational meeting. It is also essential to be started from primary schools because strengthen and incidence of creativity in children requires desirable emotional atmosphere among family members in childhood. Additionally, it is recommended that next researches perform on girl students so that gender differences become distinguished in variables of creativity and sense of competence.

Research Restrictions:

1 - The results of this study are only extended to male students of the pre-university of Bandar Abbas. So, the results of this study cannot be generalized to all female and male students.

2 - Large number of questions may lead to exhaustion

3 - The present study only relied on report of the children that may lead to bias.

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