

THE EFFECTIVENESS OF COGNITIVE- BEHAVIORAL TRAINING IN PARENT- CHILD RELATIONS FOR PARENTS AND EDUCATIONAL HARDNESS OF CHILDREN WITH ANALYSIS ON MODERATING ROLE OF SOCIAL CAPITAL

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ABSTRACT: *The present investigation has been carried out to determine the effectiveness of cognitive- behavioral training of parent- child relations with parents on educational hardness of children and analysis on moderating role of social capital. The studied population includes all male pre-academic students in Tehran Area-1, who have been chosen randomly from two high schools among the boy high schools in the given region and then mothers of all pre-academic students from both high schools answered to the social capital questionnaire. Then, 40 mothers of students in one high school were elected with higher score in the field of social capital and 40 mothers of students were chosen from another high school with lower score in the field of social capital and these mothers and their children in each of both high schools were separated into two groups of 20 members as testing and control groups and these groups were possibly become adjusted as pairs. The educational hardness questionnaire was administered for all four groups of children before intervention. The parents of the testing groups were trained separately under the cognitive-behavioral training course of parent- child relations for 8 sessions while the control groups did not received any training. The rate of 'educational hardness' was reevaluated among all of the children, after the ending training parents. The given data were collected for execution of questionnaires and they were analyzed by bi-factor covariance test. The results signify that only cognitive- behavioral training of parent- child relations to parents has affected on educational hardness of children. But this effectiveness didn't follow parents' social capital.*

Keywords: Cognitive- behavioral training, Parent- child relationships, Educational hardness, Social capital

INTRODUCTION

Human may survive by means of interaction and communication and parents are the most original source of communication for the human [1] The communication is a basic need for human and any interaction is assumed as an opportunity for achievement of efficient communication and sharing in perceiving this subject that leads the individual to acquire his/ her mutual objectives [2] The familial communication means that the children may learn the communication with others, interpretation of others' behaviors, and experience the relational activities with others [3].

The parent- child relationship is crucially important and significant. The mutual interactions among parents and children forms the basis for emotional development for child and this interaction appears in all phases of lifetime. The adolescences period is one of the paramount phases of life [4] The adolescence is a stressful phase for parents and adolescents and parental influences are very important in passing through this stage and development on its natural changes [5] To the extent that the rate of conflict grows further among parents and children, the rate of negative emotions and behavioral problems will be also increased in adolescents and this trend creates distorted relationship, maladaptation, and conflicts between parents with children Most of the created conflicts among adolescents and parents in the family are caused by inadequate skills in the field of conversation and dialogue among family members, lack of agreement toward the regulations and responsibilities, values and weak communication skills,

destructured cognitive implication, weakness in ability to perceive others' attitudes, lack of skill in control of anger, weakness in decision making skills, and challenge .Barker, Philip [6] which originate from the vicious circle and illogical and trained repetition among the members [7].

The scientists of social sciences field have concluded that despite of the fact that the schools are the only institutions in which members of a community are trained, learning of knowledge is not exclusive for the schools and families and other intermediary institutes may also contribute to training of students. Thus, there are some other social, economic, and cultural institutes as well, which may affect on educational performance of students. The social capital is one of these forces, which have been addressed in the recent studies [8]. There are numerous definitions about concept of social capital but in this article we only suffice with definition proposed by James Coleman he says: the social capital consists of some aspects of social structures from which the actors of them are benefitted as potential sources toward acquisition of their own interests and others' [9] James Coleman has clearly dealt with the relationship among social capital and educational performance [10] Also in a survey, Ghodsi et al found that the social capital of parents has positive and significant effect on educational performance of their children [8] major part of theories of social capital is based on trust and the trust is closely interrelated to mutual and generalized communication [11] The interaction between parents with children is related to training of their children and due to continuous adaptations among them it is a dynamic

phenomenon. The form and rate of interaction among parents and children are subjected to dramatic transformation in adolescence period. Instead of direct monitoring of their children and their direct reactions, the parents supervise them remotely [12] Similarly, the findings have shown that easily conversation between children and their parents about something that bothers them is assumed as a supportive factor in mental health. Putnam [13] With creation of efficient communication with their parents, the children may form separate gender, social, cognitive, and familial identity and be excluded from supporting umbrella of their parents Barry [14] Hence, the family is considered as basic and fundamental concept and factor in emotional training, economic provision, and acquisition of identity and sense of attachment and belonging in adolescent [15] The children need to the parents, who are committed to establish a healthy relationship with them since this environment influences in building the creating personality in children, particularly at adolescence period as well as present and future social position for them and furthermore to provide health and development of family [16] The conflicting relations are deemed as one of the problematic communication models since they include both maladaptive and paradoxical messages. To remove the existing conflicts in the relationship, the creating factors of these conflicts should be initially identified and then control and alleviate them Bourdieu [17] Satir [16] argues that there are some emotions among members of family and if these feelings are not recognized and they are only stored in them they may alleviate the roots of family welfare and lower the self-esteem in members of the family. In his opinion, the families with lower rate of cohesion may not adequately lead their adolescent so that they fail to be developed successfully.

Along the noticeable impact of parental training on behavioral problems of children, reducing in their inappropriate behaviors and or reduction of problems of children with several disorders, the studies have emphasized in this point that the parental training may affect comprehensibly on educational performance of children including one could refer to the investigation done by Darvishzadeh et al [18] in which they expressed that parental training has been effective in reduced educational underachievement of their children. Thus, with respect to the above-said issues and what it has been mentioned in details in the given history, the researcher in this study intends to test the effect of parental training on dependent variables and to observe their impacts. On the other hand, the variable of social capital in this study is considered as mediation factor for the researcher since measurement of the effect of rate of social capital of parents on training of the designated educational package and its influence on the dependent variables are assumed as the partial goals of the current research. Selection of social capital in parents and analysis on its impact is done according to theoretical bases of thinkers including Coleman's theories.

Coleman [19] states that the social capital of parents significantly affects on educational performance of students. Colman claims that the sources, which facilitate the improving status and achievement of students, are born in relationships between parents and children, and rate of social capital of parents. He develops the concept of social capital by taking this attitude that this concept acts as a mechanism to transfer the effects of human capital from parents to children. Likewise, he expresses that the parents with high social capital but low level of interaction with their children that serve as a source of social capital inside family in comparison with the families with higher level of interaction among children and parents will have less opportunity to convey human capital to children. This is because of the fact that human capital can be transferred by interaction. Therefore, transferring human capital from parents to children is subjected to accessible level of social capital inside the family. As a result, the effect of social capital on educational performance of students denotes the impact of social capital of parents on social norms and networks as well as relations between parents and children and it leads to growth of students and finally to improvement of their educational performance.

Coleman [19] has assumed social capital as an important factor in children's educational achievement and by conducting extensive studies by the order of USA Congress in schools at this country regarding equality of educational opportunities in 4000 schools and over 645 thousand students he concluded that the difference in family history and social and cultural level of family has been more effective than difference among level of students on educational achievement of students. He considers lack of social capital in family with different effects on several educational achievements including quit study and in order to test his hypothesis, he studied on 4000 students, who had been randomly chosen from public schools and found that the social capital of parents might significantly affect on possibility of children's truancy from high school.

Also Putnam [13] implies in this regard that the evidences signify that the scores of tests and rates of school truancy are interpreted mainly by size of social capital in family compared to teacher's quality scales, size of classroom, and or costs per capita for any student and one of the reasons that the students with backgrounds of social minority are not educationally under appropriate conditions is lack of their access to adequate social capital both inside family and in the school.

So with respect to the existing relationship among hardiness and cognitive- behavioral factors and especially lack of background based on effect of parental training in cognitive- behavioral method for these two variables hence two aforementioned variables were selected as dependent variables in this study. Alternately, with respect to lack of parent- specific training software and books in this filed, the research designed a training package of cognitive- behavioral management of enrichment of parent- child relationship for the parents by the aid of theory of

Cognitive Emotion Regulation (CER) from Gelfensky and Kraaji and afterward with execution of it on a real sample, the researcher has evaluated the effects of training the parents by the training package of cognitive- behavioral management of enrichment of parent- child relationship for the parents. Hence, the present research is aimed at review on effectiveness of cognitive- behavioral training of parent-child relationship for parents on variables of children's educational hardiness and analysis on moderating role of social capital in parents.

METHODOLOGY

The current research is of applied type of study in terms of objective and it is assumed as semi- pilot in terms of execution in which the variable of social capital has deemed as moderator (second independent) and gender is considered as control variable.

The statistical population in this survey comprises of all pre-academic students from Area 1 in Tehran city with their mothers. Primarily for sampling in this study, two high schools have been randomly selected among boy high schools at education and training organization in Region 1 of Tehran and then mothers of all pre-academic students of both high schools answered to social capital questionnaire. Afterwards, to create parity among mothers with BA degree and householders in a high school, 40 mothers with higher social capital were elected and at the same time mothers with their children were separated into two groups with 20 members including testing and control groups. It should be noted that the best efforts were made to determine parity of groups by the aid of the information taken from students' educational files and social capital questionnaires in order to create parity among groups from several aspects. Of the controlled cases one can refer to this point that the father of student should be alive, their parents should not be divorced, educational degree and householder mother, economic class of family, they were excluded from religious minorities, they were not immigrants, type of school, educational field and their family and children should not have special qualifications and eventually the given groups were classified as follows.

- 1- Testing group with parents and high rate of social capital;
- 2- Control group with parents and high rate of social capital;
- 3- Testing group with parents and low rate of social capital;
- and
- 4- Control group with parents and low rate of social capital

In this investigation, the field study and librarian techniques were employed for data collection where the following tools were utilized for this purpose.

Educational hardiness scale: This scale has been built by and by modification of some articles in Kobasa hardiness scale. This scale that evaluates sense of commitment, control, and challenge of students in educational environment includes 18 articles, which have been answered according to Likert 6- scale spectrum and way of scoring of this questionnaire is determined by the answers, which range from strongly disagree (0) to strongly agree

(5). In the study that was conducted by Cole et al [20] the results of factor analysis suggested the four existing factors and after their final analysis they concluded that the single-factor structure might be more appropriate and higher fitted for the questioner. The reliability of educational hardiness scale was confirmed according to internal consistency and Cronbach alpha coefficient (0.86) and construct validity scale based on their positive and significant correlation with variables of positive emotion, goal- orientation, and measurement of learning. The Persian version of educational hardiness questionnaire has been standardized by Taghavi (2012) in Iranian culture in which according to the split-half coefficient, for factors of control, commitment, and challenge and total scale, rates of the scale reliability were 0.93, 0.90, 0.89, and 0.74 respectively and correlation coefficients of its test- retest reliability has been significant at level 0.01 in microscales and total scale. Also the given construct validity has been analyzed according to correlation of microscales with each other and with total scale in which the results suggested that the given microscales are positively and significantly correlated with each other within the range (0.39- 0.43) and they are also correlated with total scale positively and significantly within the range (0.49- 0.79).

Social capital questionnaire (Onyx & Bullen): This inventory comprises of 31 questions regarding measurement of social capital that has been translated into Persian by Bostan [21] and it has been finalized and executed after confirmation of content validity of questions by the given academic teachers. The question of this inventory are measured according to Likert 4- scale spectrum and there are scored regularly from score 1 to 4.

In their investigation on social capital in Australia and with study on the prepared questionnaires by American Social Capital- World Bank Social Capital- and Australian Institute for Family Studies, Onyx and Bullen [22] have prepared 68 questions and administered them for 1200 adults in 5 states of Australia. Finally, an inventory with 31 questions was extracted to measure social capital with its relevant dimensions. The Cronbach alpha coefficient was 84% for 31- question inventory. The rate of ANOVA for seven indices of the questionnaire indicated 25%- 45% correlation in which all of indices was significant al level ($P < 0.05$). The study on factor analysis of questions of this inventory that was conducted by means of rotation technique and varimax indicated that the correlation coefficient ranged from 52% to 87% and all of these rates signify the appropriate validity and reliability of this questionnaire throughout the given population and family and therefore it can be employed successfully as measurement tool for social capital.

The reliability or validation of a test is deemed as one of the features of this measurement tool. To calculate reliability of measurement tool, several techniques were utilized such as test- rest, parallel form of test, split- half technique, and Kuder- Richardson method as well as Cronbach alpha coefficient.

To determine the reliability of this inventory, test-retest method and Cronbach alpha coefficient were used. Cronbach alpha technique is employed to calculate internal consistency of the measurement tool. The results have shown that Pearson's correlation coefficient has been computed as rate (0.904) to determine reliability by test-retest technique in this questionnaire while the rate of internal consistency of this inventory was calculated as 0.818 by means of Cronbach alpha coefficient and this signifies that this questionnaire is reliable and or in other words the questionnaire has the needed reliability to measure social capital.

The descriptive and inferential statistical techniques were adapted to analyze the acquired data from the samples and for analysis of data bi-factor covariance analysis was used by the aid of SPSS software.

TRAINED ITEMS IN EDUCATIONAL SESSIONS:

First session: It includes briefing session for acquaintance among group members and creation of primary relationship, expression of goals for holding the given training course and method of operation, emphasis on integrity of members and avoiding from implication of the posited experiences by parents for their children, strong focus on lack of participation of members in similar courses and or workshops, avoidance from reading books in psychology field and training issues, lack of watching training movies and or CDs by mothers and their children up to the end of educational course, and also briefing session for participants about this point that they should try to operate practically the proposed subjects in this session rather than prevention from conveying the given subjects during this course to members of their family, and acquaintance with cognitive schemas and early maladaptive schemas.

Second session: It consists of a review on the aforesaid issues in the past session, continuance of discussion about cognitive schemas and practical mechanism of schemas and their effect on interaction with others.

Exercise: Taking note from some of their schemas about their own, others, and mother-child relations;

Third session: It comprises of the review on the subjects mentioned in the past session, reading exercise of the former session by the participants, identifying the coping strategies with schemas, and rereading the cognitive schemas, open discussion about the posited subjects up to this time.

Exercise: Taking note from some of problematic issues during the next week regarding relationship with children and identifying the appropriate coping strategy for them, and expression of paradoxical practices, which have been already taken under similar cases

Fourth session: It includes the review on previous sessions, analysis on assignment of former session and presentation of some of cases written by participants, training of heedful listening skill (active) and fluent talking, expression of individual experiences of participants in this regard, recalling for application of the training cases about the children.

Exercise: The aforesaid skills should be utilized about the children during next week and the given results of them should be proposed in write form at next session.

Fifth session: It consists of review of the presented items, control of assignment from former session and reading some assignments, interpretation of their applied result of what it had been trained until now about children by some members, familiarity with communication criteria, differences of humans in this regard and its impact in relation to others, training of skills for problem solving, recommendation for functional application of the trained items in relation to children again.

Exercise: Consider one of the existing problems about their relationship with your children during the next week and to resolve it please use method of problem-solving. Then, write down the result of this practice to mention it in the next session.

Sixth session: It comprises of a review on the former sessions, implication of members' experiences over the previous week relating to the children, reading the exercise of the past session by volunteer participant, training of recognition and analysis of reasons and symptoms of occurring hostility, looking at methods of expression of anger in various persons, training how to manage anger.

Exercise: The participants were asked to take note from one of the cases of their experiences (diaries) of anger and way of coping it under the given condition for the next session and then to analyze their behavior on that situation with what they learned in this session.

Seventh session: It consists of review on topics of former sessions, control of the given exercises in the past session and interpretation of some of them if the given member is inclined, expression the importance of discussion and talks about quality of relationship with the children, and training of skills of discussion.

Exercise: Discuss and talk to your child at least about a subject over the next week and interpret the reaction of the child in the next session.

Eighth session: It comprises of the conclusion of session for discussion and talks to the children (exercise in former session) by members of group, training of attention skill, emphatic perception, self-expression, and challenging behavior and using of these skills about the children, total conclusion about the proposed subjects over the training course, expression of comments, suggestions, and critiques from participants about the held course, and acknowledgement for accompaniment of participants during the given course.

Exercise: Serious recommendation and emphasis on continuous application of the trained subjects in way of relationship with children from this day forever!

DATA ANALYSIS

1) Does cognitive-behavioral training of parent-child relations to parents affects on educational hardiness of children?

Initially, the used fundamental hypotheses in this test are examined:
 Homogeneity of covariance matrix was analyzed by means of M- box. The results of test showed that the observed covariance matrices of dependent variables are equal in

groups ($P = 0.45$; $df_2 = 20410.9$; $df_1 = 18$; $Box\ S\ M = 19.5$).
 The homogeneity of variances was also examined by means of Levene’s test where the given results are shown in the following table:

Table (1): Summary of Levene’s test to analyze homogeneity of variance of errors in variables of hardiness

Components	F	Degree of freedom1	Degree of freedom 2	Significance level
Commitment	0.7	3	76	0.56
Control	1.8	3	76	0.16
Challenge	0.57	3	76	0.64

The significance level of F-statistic is greater than 0.05 in all three elements. Namely, equality of error variance of dependent variable applies to all of scales.

Table (2): Summary of multivariate ANOVA test

Effects	Wilks lambda	F	The given degree of freedom	Error degree of freedom	Significance level	Size of effect	Test power
Group of social capital	0.11	195.4	3	71	0.01	0.892	1
The given group	0.992	0.20	3	71	0.9	0.008	0.09

As the data show in the above table, with control of pretest effect, Wilks lambda index is significant in group with main effect at level 0.01 ($\eta^2 = 0.892$; $P = 0.01$; $F = 195.4$; Wilks Lambda (λ) = 0.11). In other words, it can be claimed that there is significant difference at least in one of the components of variable educational hardiness among testing group and control group while the interactional

effect of social capital with group is not significant (Wilks Lambda = 0.99; $P = 0.90$; $F = 0.20$).
 With respect to significance of the main effect of this group, the Benferroni factorial covariance test was used to characterize the differences relating to each of components of educational hardiness where in this technique the significance level of test was considered as 0.016 to control first type error ($0.05 \div 3 = 0.016$).

Table (3): Factorial Analysis of Covariance (ANCOVA) to compare posttest in variables of educational hardiness

Source	Variable	Sum of squares	Degree of freedom	Mean squares	F	Significance level	Size of effect
Group	Commitment	926.65	1	926.65	256.94	0.01	0.779
	Control	1211.4	1	1211.4	282.11	0.01	0.794
	Challenge	1100.7	1	1100.7	207.43	0.01	0.740
Social capital of group	Commitment	0.30	1	0.30	0.08	0.77	0.001
	Control	0.64	1	0.64	0.15	0.70	0.002
	Challenge	2.8	1	2.8	0.53	0.47	0.007
Error	Commitment	263.3	73	3.61			
	Control	313.5	73	4.3			
	Challenge	387.4	73	5.3			
Total	Commitment	13294					
	Control	14672					
	Challenge	15648					

As the results of analyses show, with control of pretest effect and by considering Benferroni adjusted alpha (0.016), there is significant difference among testing group and control group in all of three components of commitment, control, and challenge so that data in Table (1-4) also indicate, the score of variable of educational hardiness for students in testing group have been significantly increased after intervention. Thus, it can be claimed that cognitive-behavioral training of parent- child relations to the parents will affect on educational hardiness of children.
 The size of effect also signifies that about 77.9% of variable of educational commitment in children has been

increased under the influence of cognitive- behavioral trainings of their parents. This figure has been estimated in variables of educational control and educational challenge with 79.4% and 74% respectively while the significance level in interactional effect of social capital and group was greater than 0.05. Namely, the effectiveness of cognitive-behavioral training of parent- child relations to the parent on variable of educational hardiness of children is not the function of social capital level in the parents.

DISCUSSION AND CONCLUSION

The result of study showed that the scores of testing group in variable of educational hardiness for students have been significantly increased after intervention. Therefore, it can be claimed that the cognitive- behavioral training of parent-child relations to the parents affects on educational hardiness of children. With respect to lack of significance of interactional effect of social capital and group, it is estimated that effectiveness of the cognitive- behavioral training of parent- child relations to the parents on educational hardiness of children is not a function of social capital level in parents.

The social capital denotes those aspects of social capital from which their actors are benefitted from them as potential sources to acquire their interests and others'. Coleman [19] has clearly dealt with the relationship among social capital and educational function. Ghodsi et al [8] also found in a survey that the social capital of parents might have positive and significant effect on educational performance of their children. One can refer to studies Hassani [23], under title of 'educational hardiness, educational performance, and problem in adaptation to the family', which are consistent with the present research. They found that the problem of adaptation to family had negative and significant relationship with educational performance and hardiness.

In his research, De Mathew [24] examined the relationship among educational hardiness in academic students and their educational achievement where the results of this study showed that there was correlation among educational hardiness with educational achievement at average level and the participants with further hardiness have acquired higher educational achievement. In the investigation of Sheard and Golby [25] a positive and significant relationship was shown among hardiness with educational achievement and performance. The results of study done by revealed that the students with high level of hardiness had the favorable educational performance.

Of other conducted studies one can refer to investigations done by Najarian et al [26] Karimi and Venkatesan [5] Their study indicated that the psychological hardiness had positive and significant relationship with educational performance and could predict it.

One could imply the studies done about role of parents in educational achievement of their children as follows: Ochsner and Gross [27] Kawabata et al [28] Biria et al [29] Widmer [30] and research of Mitchel, AD. Bossert [31] Therefore, the resultant finding from this study is aligned with the results of former similar studies.

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