

# The relationship between parents' emotional divorce and adolescents' identity styles and social adjustment

<sup>1</sup>Somayeh Aminian, <sup>2</sup>Fatemeh Abad

## **Abstract**

*The purpose of this study was to investigate the relationship between parents' emotional divorce and identity styles and social adjustment of adolescent children in Isfahan. The research method was descriptive and for this purpose, 50 families were randomly selected among them. And Guttman's emotional divorce questionnaires were given to parents, and Brzezinski's identity style questionnaires and Bell's adaptation were given to adolescents, then asked them to rate the questionnaires. Data analysis done by descriptive and inferential statistical methods such as frequency, mean, Pearson correlation coefficient, standard deviation, etc. by SPSS20. The findings showed that there is a significant relationship between parents' emotional divorce and identity styles and social adjustment of adolescent children in Isfahan ( $p < 0.05$ ). There is a significant relationship between parents' emotional divorce with identity styles in the normative dimension and between parents' emotional divorce with identity styles in the information dimension of children ( $p < 0.05$ ). but, there was no significant relationship between parents' emotional divorce and identity styles in the avoidant dimension of children ( $p > 0.05$ ). There is also a significant relationship between parents' emotional divorce and children's social adjustment ( $p < 0.05$ ).*

**Keywords:** Emotional Divorce, Identity Style, Adolescence, Adaptation, Parents

## **I. Introduction**

The family has a special role and importance among all social institutions, organizations and institutions. All those who have thought about the organization of society, all the reformers and thinkers have emphasized on Family and its vital importance on society. Of course, no society can claim health. If the society does not have healthy families, social harms will definitely occur (Sarokhani, 1991).

Experts believe that the family is one of the first public and global institutional systems that is necessary to meet the vital and emotional needs of human beings and the survival of society (Sharafi, 2006).

Appropriate relationships in society are based on appropriate relationships in the family and the more appropriate the relationships within the family, the more stable the family and consequently the society (Azazi, 2008).

No society can claim health without having healthy families. None of the social harms have been affected by the family (Sarokhani, 1996).

---

<sup>1</sup> Department of Counseling and health, Faculty of Sadoughi, Yazd Branch, Technical and Vocational University (TVU), Yazd, Iran

<sup>2</sup> Department of Counseling and health, Payame Noor University

The family is the most important social institution. In order for members of a community to grow, they need skills to live in larger communities, which is the best place to learn within the family. Adolescents pay more attention to themselves than to family members, and one's self-concept is a reflection of the evaluation of others. In a healthy family with good relationships due to satisfying psychological needs such as acceptance and acceptance, a sense of worth, crystallization of the concepts of love, intimacy, the person will consider himself a valuable and competent person. As a result, the person will be positive, optimistic, and generally have positive personality traits and strong mental health with a strong identity. In recent years, a group of researchers in the field of positivist psychology have chosen a different theoretical and research approach to explain and study this concept. They equate mental health with positive psychological function and conceptualize it in terms of "psychological well-being". This group does not consider the lack of disease to be enough to feel healthy, they believe that having a sense of satisfaction with life, adequate progress, effective and efficient interaction with the world, energy and positive mood, and a positive relationship with community and positive development, are characteristic. He is a healthy person (Riff and Singer, 1998; Antonovsky, 1987; Strumpfer 1, 1990).

The family is the first and most important environment in which the child becomes aware of the quality of human relationships. According to most psychologists, the experiences of the early years of childhood, which are usually established in the family, constitute the foundation of the child's personality and subsequent behaviors. The family, like any other social system, has basic needs. The family also needs parents who are committed to a healthy relationship and feel safe enough to raise their children away from pollution and exaggeration (quoted Islami, 2005). A home is a place where a child learns different things, and sometimes parents consciously teach the child things. But in many situations, the child learns from the work and behavior of the parents things that they themselves do not realize. The child experiences a lot at home and gets to know the outside world through this small environment. He gets in touch with other children and adults who travel home and learns how to socialize with others at home. In the home environment, morals, ideals, way of life, and the social philosophy of society are reflected, and the child gradually understands such social affairs through contact with others. In a family, the way family members work and interact in a way that makes the home environment conducive to meeting the basic needs of children, both physically and mentally, and family members' views on the child, education, food, social life, How to raise a child is effective (Shariatmadari, 1993). All social scientists and thinkers emphasize the importance and intermediate effects of the family on the individual and believe that no society can claim health unless it has healthy and balanced families (Levine, 2001). As long as we are in good families and we can increase their number, we will be able to rely on the human race (Sarukhani, 1991, quoting the intelligent, 1999). From all the various definitions of family and the role of its importance, a common goal called "humanization" is pursued. The ultimate goal of the family is to raise God-seeking children who, by avoiding vices and defilements, thrive on great talents and, if adorned with spiritual perfection and human virtues, deserve to achieve the happiness of society.

Although humanization and education are the responsibility of various institutions such as school and society, but the family plays the most important role (Khorshidi, 2002). Divorce is one of the most important family injuries, but the official divorce rate does not indicate the failure of the spouses in married life, because a larger statistic is devoted to emotional divorces, ie silent lives and empty families where men and women live together. They live in cold weather but do not apply for legal divorce (Bukharaee, 2007). In fact, some marriages that do not end in divorce become marriages that lack love, companionship, and friendship, and spouses only go through family life and spend time (Steel and Kidd, 2009). Paul Bohanan sees emotional divorce as the first step in the divorce process and reflects the declining marital relationship that is being replaced by feelings of alienation (Bohanan, 1970, cited in Olsen and Deferin, 2006). Although

the couple may continue to be together as a social group, their attraction to each other has waned. Emotional divorce is experienced as a hateful choice between self-loathing and self-loathing, in which each spouse hurts the other because of feelings of sadness and despair (Bohanan, 1970; Quoted from Scanzoni, 1988). Emotional divorce involves a lack of trust, respect and love for each other; Instead of supporting each other, spouses work to harass each other and to lower each other's self-esteem, and each seeks to find a reason to prove another's faults (Bohanan, 1970, cited in Laure and Laver, 2007). Ghasemi et al. (1997) found that the group of popular adolescents, the dimensions of conflict and conflict and the style of the family are unequivocally negatively correlated with social popularity and then positively correlated with organization and discipline with social popularity. In contrast, in the rejected group, social popularity has positive dimensions with dimensions of family performance, including: correlation, family adjustment and free family style, negative correlation and positive correlation with family dimension. Kadivar et al. (2014) also showed that there is a significant relationship between family efficiency and children with physical symptoms, anxiety and sleep disorders, social dysfunction and depression. The results of Rumi's study in 1379 showed that the performance of depressed families is weaker than that of distressed and healthy families. Depressed families showed less solidarity and flexibility, their communication system was weaker, and marital satisfaction was lower among parents. But there was no significant difference in the performance of the family between anxious and healthy families. Islami also found in 2001 that there was a significant relationship between family performance and the choice of coping styles, especially among girls and boys. Jahangiri (2014) showed that family performance at the effective level of emotional intelligence has a significant and negative correlation and the individual scale of problem solving was recognized as one of the predictions of emotional intelligence. Hosseinian et al. (2005) concluded that the performance of the family of normal adolescents was different from that of fugitive adolescents, meaning that fugitive adolescents grew up in families with dysfunctional and dysfunctional performance. Razmi (2014) concluded that the emotional atmosphere and flexibility of the family in a significant way affect the identity of adolescent girls and boys. In examining emotional divorce and the role of family identity, Hangler Scott et al. (2003) concluded that family identity, adaptability, and marital satisfaction of parents have a significant and direct relationship with emotional divorce. Porsche et al. (2002) in a study of family functioning and children's adjustment showed that family functions such as family roles, behavioral control and emotional participation have the greatest share in emotional-social adjustment.

## **II. Research Hypotheses:**

### **The main hypothesis**

There is a significant relationship between parents 'emotional divorce and adolescents' identity styles and social adjustment.

### **Sub-hypotheses**

There is a significant relationship between parents 'emotional divorce and adolescents' identity styles.

There is a significant relationship between parents 'emotional divorce and adolescents' identity styles (in the information dimension).

There is a significant relationship between parents 'emotional divorce and adolescents' identity styles (in the avoidant dimension).

There is a significant relationship between parents 'emotional divorce and adolescents' social adjustment.

### III. Research method:

The aim of the present study was to investigate the relationship between parents' emotional divorce and identity styles and social adjustment of adolescents in Isfahan. The statistical population in this study includes all families with adolescent children in Isfahan, from which 50 families were randomly selected. Data collection tools included a Bell Social Adaptive Questionnaire (with 80 questions and components: total adaptation, home adaptation, health adjustment, social adjustment, emotional adjustment, and job or academic adjustment) and a Brzezinski identity style questionnaire (including 40 items to measure). The normative, informative, and confusing / avoidant identity styles for evaluating children and the Guttman Emotional Divorce Questionnaire (with 24 items and yes and no answers) were related to parents. To analyze the data, descriptive statistical methods (concentration criteria, scatter criteria and frequency tables with relevant diagrams) were used and to explain the research hypotheses, parametric inferential methods (correlation test and T test and analysis of variance) based on spss20 software were used.

### IV. Findings

**Hypothesis 1:** There is a significant relationship between parents' emotional divorce and adolescents' identity styles and social adjustment.

To test the main hypothesis, Pearson correlation coefficient test was used at a significant level ( $P \leq 0.05$ ). The results of this test are presented in Tables 1

Children's identity styles and social adjustment $=R^2$	
<b>R=0.980</b>	Parents' emotional divorce
<b>P=0.009</b>	
<b>N=50</b>	
<b>R2= 0.100</b>	

Table 1 shows that the correlation coefficient between parents' emotional divorce scale with children's identity and social adjustment styles is  $P = 0.004$ . Therefore, Hypothesis 1 confirms that there is a significant relationship between parents' emotional divorce and identity styles and social adjustment of adolescent children.

**Hypothesis 2:** There is a significant relationship between parents' emotional divorce and identity styles in the normative dimension of adolescent children.

To test the hypothesis, Pearson correlation coefficient test was used at a significant level ( $P \leq 0.05$ ). The results of this test are presented in Tables 2

Identity styles in the normative dimension	
<b>R= 0.810</b>	Parents' emotional divorce
<b>P0.=041</b>	
<b>N=50</b>	
<b>R2= 0.253</b>	

Table 2 shows that for the scale of emotional divorce of parents with identity styles in the normative dimension of children, the value is  $P = 0.0424$ , which is a significant value.  $0.05 > P$ . As a result, hypothesis 2 confirms that there is a significant relationship between parents' emotional divorce and identity styles in the adolescent norm.

**Hypothesis 3:** There is a significant relationship between parents' emotional divorce and identity styles in adolescents' information.

To test the hypothesis, Pearson correlation coefficient test was used at a significant level ( $P \leq 0.05$ ). The results of this test are presented in Table 3.

Identity styles in the information dimension	
<b>R= 0.933</b>	Parents' emotional divorce
<b>P0.=002</b>	
<b>N=50</b>	
<b>R2= 452</b>	

Table 3 shows that for the emotional divorce scale of parents with identity styles in the information dimension, the value is  $P = 0.002$ , which is a significant value of  $P < 0.05$ . Hypothesis 3, therefore, confirms that there is a significant relationship between parents' emotional divorce and identity styles in terms of adolescents' information.

**Hypothesis 4:** There is a significant relationship between parents' emotional divorce and identity styles in the avoidance of adolescent children.

To test the hypothesis, Pearson correlation coefficient test was used at a significant level ( $P \leq 0.05$ ). The results of this test are presented in Table 4.

Identity styles in the avoidant dimension	
<b>R= 0.100</b>	Parents' emotional divorce
<b>P0.=502</b>	

<b>N=50</b>
<b>R<sup>2</sup>= 0.001</b>

From the values in the table above, we find that for the emotional divorce scale of parents with identity styles in the avoidant dimension, the value of  $P = 0.502$ , which is not a significant value, is  $P < 0.05$ .

Hypothesis 4, therefore, denies that there is a significant relationship between parents' emotional divorce and identity styles in the adolescent avoidance dimension.

**Hypothesis 5:** There is a significant relationship between parents' emotional divorce and adolescent social adjustment.

To test the hypothesis, Pearson correlation coefficient test was used at a significant level ( $P < 0.05$ ). The results of this test are presented in Table 5

Social adjustment of children	Parents' emotional divorce
<b>R= 0.090</b>	
<b>P=0.016</b>	
<b>N=50</b>	
<b>R<sup>2</sup>= 0.421</b>	

The results of Table 5 showed that for the scale of emotional divorce of parents with social adjustment of children, the value of  $P = 0.0124$ , which is a significant value.  $0.05 > P$ . As a result, hypothesis 5 confirms that there is a significant relationship between parents' emotional divorce and adolescents' social adjustment.

## V. Conclusion

The purpose of this study was to investigate the relationship between parents' emotional divorce and identity styles and social adjustment of adolescent children in Isfahan. To test the main hypothesis, Pearson correlation coefficient test was used at a significant level ( $P < 0.05$ ). For parents' emotional divorce scale with children's identity and social adjustment styles, the value is  $P = 0.004$ . The above two components point to the positive significance of this hypothesis. According to this hypothesis, parents' emotional divorce reduces children's adjustment, which is in line with the results of Ghasemi's research on the relationship between emotional divorce with children's identity style and social adjustment. Torabi (2013) found the following results in his research: Children aged 6 to 8 often suffer from severe depression after parental separation, the reaction of boys is usually more severe than that of girls. The boys soon cried and turned to their father. As these children get older, the feeling of sadness and depression gives way to anger and violence. 9- to 12-year-olds show angry reactions, especially after their parents separate. It is not easy for mothers to put them in order. Boys are not welcome to visit and meet their father. Their performance at school is declining, and some boys and girls are in conflict with their teachers. For the scale of emotional divorce of parents with identity styles in the normative dimension

of children, the value is  $P = 0.0424$ , which is a significant value.  $0.05/0 > P$ . As a result of Hypothesis 2, it is confirmed that there is a significant relationship between parents' emotional divorce and identity styles in the normative dimension of adolescent children. The high homogeneity coefficient of these two components points to the positive significance of this hypothesis. This study is consistent with Fallen's (2006) research on the relationship between emotional divorce and normative identity style. Ebrahimi (2013) in his research achieved the following results: The first 5 years of their lives, they had a positive relationship with their parents, they mature later than girls who had cold relationships with their parents. The researchers found that the quality of fathers' attitudes and behaviors toward girls was the most important indicator of girls' puberty. The father of girls who reach puberty later; They are often involved in the development and upbringing of girls and have been supportive of their spouses (daughter's mother), but at the age of development, girls' father-daughter relationship can be more effective than the girl's relationship with the mother. Researchers believe that girls unknowingly base their puberty time on They regulate their father's behavior.

For the scale of emotional divorce of parents with identity styles in the information dimension, the value is  $P = 0.002$ , which is a significant value of  $P < 0.05$ . Hypothesis 3, therefore, confirms that there is a significant relationship between parents' emotional divorce and identity styles in adolescent information. The high correlation coefficient of these two components points to the positive significance of this hypothesis. The results of this study are consistent with Torabi and Afkhami's research on the relationship between parents' emotional divorce and identity styles in terms of information among students. For the Parental Divorce of Emotional Divorce with Identity Styles in the Avoidant Dimension, the value of  $P_{50} = 0.502$ , which is not a significant value,  $P < 0.05$ . The low correlation coefficient of these two components indicates the insignificance of this hypothesis. Parents' emotional attachment to identity styles is significantly diminished after adolescents' avoidance. According to Scott and Dan's (2007) study, which examined the relationship between parents' emotional divorce and identity styles in the avoidant dimension. They observed that the two components are interrelated and have a significant relationship that is not consistent with the results of our research. Radford (2010) believed that the absence of the father has different effects on the behavior of girls and boys. When the father of the family is not present, the boys are more inclined to break the social rules, and although these effects are not severe in the case of girls, they cannot be ignored.

For the scale of emotional divorce of parents with social adjustment of children, the value is  $P = 0.0124$ , which is a significant value.  $0.05/0 > P$ . The high correlation coefficient of these two components points to the positive significance of this hypothesis. As a result, hypothesis 5 confirms that there is a significant relationship between parents' emotional divorce and children's social adjustment. In Smart, Peter and Groth's (2005) study, which examined the relationship between parents' emotional divorce and children's social adjustment in children, the following results were obtained. It is consistent. The religion of Islam recognizes the unity of society from the unity of couples and the unity of family members, and considers the human interests in the family to be expanding and spreading in society. Basically, from the Islamic point of view, family bonding is beyond the bond of lust and believes in a time of mercy that can have spiritual roots (Ghaemi Amiri, 2014). The family is the first public and universal system that is absolutely necessary for the vital and emotional needs of human beings and the survival of society and its health. The health of this institution creates creative human beings, with a strong and efficient identity, and ultimately a happy, strong and healthy society. As with all research, this study was limited, including the fact that the study was conducted with a questionnaire, which may not be the real result of people's conservatism, and given that this research in the city of Isfahan. It has been done to generalize the results to other cities should be avoided. Subsequent researchers are encouraged to conduct this research using other questionnaires or through interviews, and to conduct this research in other cities.

## References

1. Abedi, J. (2002). A latent-Variable modeling approach to assessing reliability and validity of a creativity instrument. *Creativity Research Journal*, 14 (2), 267-276.
2. Afrooz, Gholam Ali. (1985). *An Introduction to the Psychology and Education of Exceptional Children*, University of Tehran Press,
3. Ahadi, Hassan, Bani Jamali, Shokooh Sadat, (1997) *Developmental Psychology*, Tehran: Bonyad Publications.
4. Anastasi, A. (1988). *Psychological testing*. (6 ed.). New York: MacMillan.
5. Anastasia, A. (1364). *Psychiatry*, translated by Mohammad Naghi Braheni, University of Tehran Press.
6. Andersson, C., A., & Bushman, B., J. (2002). Human aggression. *J Annu Rev Psychol*; 53: 27-Child/adolescent behavioral and emotional problems: Implications of cross- information correlations for situational specificity . psychological
7. Auzmendi, E., Villa, A., & Abedi, J. (1996). Reliability and validity of a newly-constructed multiple-choice creativity instrument. *Creativity Research Journal*, 9 (1), 89-95. instructional materials: A review of research. *Journal of*
8. Bani Jamali, Shokooh Sadat and Ahadi, Hassan. (1370). *Mental Health and Mental Retardation*, Publishing Publications,
9. Barzegar Khalili, Mohsen and Fatemi, Maryam Sadat. (2008), *Creativity and Innovation in Organizations* .
10. Barzegar, Ahmad. (1380). *Technology and its role in the education system*
11. Bazargan, Abbas et al. (2006). *Research Methods in Behavioral Sciences*, Agah Publications, Twelfth Edition,
12. Bruno, Franco. (1370). *Descriptive Culture of Psychology*, translated by Mahshid Yasai and Farzaneh Taheri, Tarh-e No Publications,
13. Burke, Laura E. (1995). *The Psychology of Growth (Vol. 2)*. (Translation: Yahya Seyed Mohammadi, 2006). Tehran: Roshd Publications.
14. Caceres, Ernst. (1962) *Intellectual Philosophy*, (translated by Yadollah Mowaffaq, 1991) Tehran, Niloufar Publications.
15. Chung, Wu Kim. (1374). *The paving of each street of gold*, translated by Mohammad Souri, Simin Publications,
16. Clarence J. Raw. (1366). *Major topics in psychiatry*. Translated by Javad Wahabzadeh, Organization of Publications and Education of the Islamic Revolution.
17. creative behavior, 20, 153-182.
18. Diane Peters (2008) *Creative Kids : 4 Ways To Spark Their Imaginations*.
19. Haji Dokht, Bahareh. (1387). *Investigating the Relationship between Organizational Culture and Creativity of Girls' Secondary Schools in Urmia*,
20. Harlock, Isabet, (1985). *Game*, translated by Vahid Ravandoost, Pooyesh Publishing House,



21. Hartley Brewer ,Elizabeth. (1384). Motivation in children, translated by Ahmad Nahidy, Javaneh Roshd Publications,
22. Heligard, Ernest. (1368). Psychology, Volume 2, translated by Mohammad Naghi Barahani et al., Roshd Publications, Identity, Tarbiat Magazine,
23. Holt ' K (1993) Product. Inovation Management ; The univercity Press ; London.
24. Hosseini, Afzal Sadat. (1378). Creativity and its growth in the organization, Quarterly Journal of Administrative Transformation, Volume 4, Number 17,
25. Joyce, Yros.Woil, Marshall.Wakaleon, Emily. (1384). Alcoys Teaching 2004, translated by Mohammad Reza Bahrenki, Kamal Tarbiat Publications.
26. Judge, Qasim. (1362). Dominant Human Psychology, Sepehr Publishing Center,
27. K, Mehdi (1386). Research conducted inside and outside the country
28. Karami, Abolfazl. Introducing the self-assessment assessment questionnaire <http://www.ravantajhiz.ir>((
29. Kaufmann, G. (2003). What to Archiv measure? A new look at theconcept of creativity. Journal of educational research, 47 (3),235-251.
30. Kefayat, Mohammad. (1373). Investigating the relationship between parenting methods and attitudes with the creativity of first year high school students in Ahvaz.
31. Khomarlou, Turan. (1370). Child Teacher's Workbook, Agah Publications, Religion, Tehran.
32. Knight ; K.E. 1967. A Descriptive Model Of The Intra – Firm Inovation Process ; Thw Jornal Of Business ; 40 pp : 487- 496.
33. Laura. O. Leaves. (1385). Growth Psychology, Arasbaran Publishing, Seventh Edition.
34. Layla Abadi, Lida. (1996) A Study and Comparison of Personality Traits and Parenting Methods of Students
35. Maher, Farhad. Komijani, Mehrnaz (2007) Comparison of parenting styles of parents of adolescents with behavioral disorders and adolescents
36. Mann, Normal N, (1970) Principles of Psychology, Volume One, (translated by Mahmoud Saatchi, 1989) Tehran: Amirkabir Publications.
37. Massen, Paul Henry. Keegan, Jerome Houston, Kanger. (1997) Childhood Development and Personality, (translated by Mahshid Yasaei, 2001)
38. McAdam, R, Keogh, W. (2004). Transitioning towardscreativity and innovation measurement in SMEs. Creativity andInnovation Management, 13 (2), 126-139.
39. Mirza Aghaei, Hamid (2003). 6 hat creativity technique (<http://www.fekrno.org>).
40. Moghaddam, Badri. (1364). Application of Psychology in School, Soroush Publications,
41. Najm Iraqi, Leia. (2000) The Sense of Religious Observation of a Healthy Man from the Perspective of Allport, Journal of Psychology
42. Nejati, Osman. (1992) Quran and the Psychology of Religion, (translated by Abbas Arab, 2005), Mashhad: Astan Quds Razavi Publications.
43. Nomads, Hassan. (1386). Etemad newspaper, dated 10/23/2007. Quarterly Journal of New Thoughts in Educational Sciences, Tehran.
44. O'Neil, H., Abedi, J., & Spielberger, C. (1994). Themeasurement and teaching of creativity. In H. O'Neil & M.Drillings (Eds.). Motivation: Theory and research, (pp. 245-263). Hillsdale, NJ: Erlbaum.

45. Ordinary, Quarterly Journal of Knowledge and Research, Islamic Azad University, Vahdckhorasgan, Isfahan.
46. Parsa, Mohammad, (1988) Psychology of Child and Adolescent Development, Tehran: Besat Publications.
47. Pourzahir, Ali Taghi. (1384). Fundamentals and Principles of Education, Agah Publications,
48. Proctor, R. M. G. & Burnett, P. S. (2004). Measuring Cognitive and Dispositional Characteristics of Creativity in elementary students. Creativity Research Journal, 16 (4), 421-429.
49. Prophet, Behrooz. (1367). Introduction to Research Methods in Social Sciences, Farvardin Publications,
50. Remy, Shawn. (1368). Leaders, translated by Mahmoud Minakari, Tehran University Press Center,
51. Safi, Ahmad. (1379). School Management, Publications of the Parents and Teachers Association,
52. Saif, Ali Akbar. (1372). Educational Psychology, Agah Tehran Publications,
53. Sarmad, Zohreh and Bazargan, Abbas and Hejazi, Elahe. (1385). Research Methods in Behavioral Sciences, Agha Publications,
54. Seyed Abbaszadeh, Mir Mohammad. (1380). Practical methods of research in humanities, Urmia University Press,
55. Shahbazi, Sadegh and Shahriari, Behrooz. (2007), The Method of Using Creative Knowledge <http://www.Knowclub.com>.(.
56. Shostrom, Evert. (1362). The Psychology of Domineering Man, translated by Gholam Ali Sarmad and Qassem Ghazi
57. Stryker, Susan (2006). Keys to fostering artistic creativity in children and adolescents, translated by Akram Gheitasi, Saber Publishing House.
58. Theresa, Amabeli. (1375). The flourishing of children's creativity, translated by Hassan Ghasemzadeh and Parvin Azimi, New World Publishing, Tehran: Markaz Publishing.
59. Toffler, Alvin. (1371). The third wave, translated by Shahindakht Kharazmi. Pouria Publications,
60. Toffler, Alvin. (1373). Future Shock, translated by Heshmatollah Kamrani, Tehran Golshan Press,
61. Torrance, E. P., & Goff, K. (1986). A quiet revolution. Journal of Creative Behavior, 23, 136-145. of SID.
62. Weisberg, Herbert F. (1362). Introduction to Survey and Data Analysis, translated by Jamal Abedi, Tehran University Publishing Center,
63. West, William. (2000) Psychotherapy and Genetics, (translated by Shahriar Shahidi and Sultan Ali Shirafkan, 2005), Tehran, Roshd Publications.
64. Yousefi, Baqer. (1375). Change and Innovation in Education, Quarterly Journal of Management in Education. No. 14,
65. Zaharakar, Kianoosh (2008) A Study of the Relationship between Parents 'Parenting Methods and Adolescents' Mental Health
66. FK Kermani, M Asaseh, The effect of Building Blocks early intervention program in improvement of developmental ability in preschoolers with autism spectrum disorder, 6th International Congress on Child and Adolescent Psychiatry, 2013.

67. Maryam asaseh, Aghdas baigi, Akbar talebi, Education of self differentiation to reduce the rate of anxiety in Adolescents of the divorced families, life science journal 10 (2), 11-15, 2013