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The Role of Family Communication Patterns and Parenting Styles in the Self-Esteem of Students with Learning Disabilities

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ABSTRACT:

The purpose of this study was to investigate the role of family communication patterns and parenting style in the self-esteem of secondary school students with learning disabilities in Ardabi in the year 1399. The present study is a descriptive-correlational study. The instruments of this study include the Revised Family Communication Patterns Questionnaire (2004), Baumrind Parenting Questionnaire 1973, Cooper-Smith Self-Esteem Questionnaire (1967). These questionnaires were administered to 200 adolescents with learning disabilities. Finally, the collected data were statistically analyzed through the implementation of questionnaires. The results show that the effect of communication patterns and parenting styles in explaining self-esteem is significant. Multiple regression results also showed parenting styles have the power to explain the variable of self-esteem more than communication patterns; Therefore, the best predictor of self-esteem is parenting style. There is a direct and significant relationship between communication patterns and parenting styles with the self-esteem of adolescents with learning disabilities.

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Introduction:

Adolescence is a period of transition from childhood to adulthood during which individuals experience significant changes in almost all areas of their lives, including biological function, cognitive capacity, social environments, and family relationships and peers (Bailen, Green & Thompson, 2019). This period of life includes the physical and mental development of man, which generally occurs during puberty to adulthood. The World Health Organization defines adolescence as a period of human development that takes place after childhood and before adulthood. This period is during the years 19-10 (World Health Organization, 2018). Unfortunately, during adolescence, due to cognitive, emotional, psychological social characteristics, adolescents are exposed to different disorders, one of which is learning disability. Learning disabilities are one of the most important and controversial issues in education (Atanga, Jones, Krueger & Leo, 2020). People with learning disabilities often live separately and feel deprived of their collective life (Power, 2013). Learning Disabilities refer to disorders some that may affect education and disrupt the organization, storage, comprehension, or use of verbal and nonverbal information (Chidadi, 2021). According to the Fifth Edition of the Guide to Diagnosis and Statistics of Mental Disorders, reading disorder is described as difficulty in reading words, slow reading, and difficulty in understanding the meaning of reading material (American Psychiatric Association, 2013). In another definition, it means a disorder in one or more of the basic psychological processes that exist in language, speech, or writing and may affect thinking, speaking, reading, writing, spelling, or mathematical calculations (Kirk & et al., 2006); Learning disability is therefore a neurological disorder that affects one or more basic psychological processes in understanding or using spoken or written language.

One of the components that can affect learning disabilities is self-esteem. Self-esteem, as an important structure in the development of personality of children and adolescents, plays an important role in emotional-social adjustment and mental health; And it is to have the approval, acceptance feeling of value towards oneself (Kia, Shabani, Ahqhar & Modanloo, 2016). In another definition, self-esteem is a part of a person's self-concept that includes cognitive-behavioral and emotional aspects

and is the degree of approval, approval value that one feels about oneself .one's judgment about one's worth (Keshavarzfshar, Hodhodi AliNejad, 2019). Children evaluate their achievements and personality traits by comparing themselves with others and using the feedback of others, which can affect their self-esteem (Mann, Hosman, Schaalma, & De Vries, 2004). Self-esteem refers to a person's overall sense of self-worth, credibility, and worthiness; In other words, it refers to the perception that a person has of his worth (Maleki and Hosseini, 2020). In another definition, self-esteem is the value that a person's information and beliefs about all of things that come from him (Shamloo, 2011). Self-esteem generally means that people express how they think, how much they love me how satisfied they are with their performance. In particular, how do they feel about themselves socially and academically and how much is the real self in harmony with the ideal self (Shoviachi, 2019; Tamanaifar, Sedighi Arfei Salami Mohammadabadi, 2011). Various factors, including family, can affect students' self-esteem. One of the components that are assumed in this article to affect students' self-esteem is family communication patterns. The family is the first environment in which children grow up and grow according to family communication patterns, type of relationships, interactions with the family; And good family relationships increase the potential for increased adolescent life satisfaction and self-esteem (Cava, Buelga, & Musitu, 2014; Levin, Dallago & Currie, 2012). The study of factors such as the role of the family and the way members communicate in assessing the quality of life is essential (Rashidi, Sharifi & Naghsineh, 2016). In terms of the importance and scope of quality of life, the factors affecting it have always been studied. Meanwhile, the role of the family and the way its members communicate with each other in shaping the quality of life seems to be very basic (Ahmadzadeh, 2018). If the type of family relationships and the way they treat their children are correct, it will lead to self-fulfillment and the formation of self-esteem in students; But if there are inappropriate communication patterns, it prevents the formation of self-esteem. Accordingly, parents are very influential on students 'and adolescents' self-esteem, and the family's influence on their children's self-esteem is such that some research has shown that parental depression is associated with poor self-esteem in their children (Krug, Wittchen, Lieb, Beesdo-Baum & Knappe, 2016). What is meant by

communication patterns that occur optimally in a family is how family members interact with each other and to what extent they are attached (Safipour, 2018). In another definition, family communication patterns include how parents communicate with their children. This concept also refers to how family members mean family relationships (Soltani Benavandi, 2018).

The next component that is assumed to be able to affect self-esteem is parenting styles. Parenting styles are very important in the self-esteem of students with learning disabilities; Because part of the problems that children with learning disabilities experience in the family environment is due to ignoring the basic needs of the child and parenting practices (Sahu, Bhargava, Sagar and Mehta, 2018). Also, naughty children who are the focus of the family and who consider themselves important people from an early age expect others to surrender to them. Such children have false self-esteem and inferiority complex who have not yet learned to be patient with problems, to overcome problems, or to adapt to the needs of others (Mann et al., 2004); Parenting styles can be defined as a set or behavioral system that describes the interaction of parents and children in a wide range of situations and creates an atmosphere of effective interaction (Zokaeifar and Mousazadeh, 2020). Parenting refers to methods and behaviors that individually or in interaction affect a child's development. the basis of parenting style reflects the efforts of parents to control and socialize their children. Educational methods are an opportunity for children to create a positive image of themselves in the current situation by evaluating their relationships with others. When parents' expectations and aspirations about their children are based on the reality of their existence, the image that the child creates of himself is very rich and constructive, and this factor will build self-confidence in him (Najjaran Tusi, Sharif Talebian Abd Khodaei, 2014).

Baumrind (1971) introduced three parenting styles that include Authoritative, Authoritarian permissive. Powerful parents, while paying attention to their children's needs, articulate their expectations and enforce rules and regulations. Authoritarian parents do not accept their children's needs, but emphasize obedience to rules and regulations. Negligent parents also exercise a lot of love and a little restraint (Kalantari, Neshat Dost, Oreyzi and Bapiri, 2019; Hillstrom, 2009). Mothers with depressive, anxiety obsessive-compulsive disorder seem to place more emphasis on harsh disciplinary practices,

unreasonable adherence to harsh rules, and coercive punishment for mistakes, and a less talkative style. These parents less rely on Friendly explanations and reasoning which is a feature of the powerful method (Farzi, Raoofian, Asgari Mogadam, 2003); Thus, unhealthy behaviors can lead to low self-esteem in their children. Galambos et al. (2003) found that Authoritative parents play a more effective role in their adolescent adjustment. The authoritative style is the best way to predict social maturity and also Authoritative style can lead to a significant reduction in behavioral disorders in adolescents. Bagheri and Ehteshamzadeh (2015) in a study concluded that there is a significant positive relationship between The family communication model in terms of compliance with self-esteem. Farahani et al.'s (2011) studies have examined the relationship between family communication patterns and adolescents' quality of life. The results of this study confirm that there is a significant and positive relationship between conversational and negative orientation and self-esteem. It also predicts a positive communication pattern of communication and a negative pattern of self-esteem. The research of Fitzpatrick and Koerner (2004) in a study that examined the relationship between family communication patterns and resilience suggests that the dimension of dialogue is a positive predictor and the dimension of conformity is a negative predictor of resilience. Mandell & sweet (2005) research on the relationship between family communication patterns and resilience also confirms that the dialogue dimension is a positive predictor and the conformity dimension is a negative predictor of resilience. Research by Fliger and Vazsonyi (2006) and Aunola & Nurmi (2005) show that there is a relationship between different parenting styles and adolescents' self-esteem; And adolescents whose parents are powerful experience such students with higher self-esteem than adolescents whose parents are Authoritative, careless, and careless. Prochaska and Norcross (2007) believe that parents who do not have the right kind of relationship with their children, for example, behaviors such as nagging, blaming, ridiculing blaming parents can lead to inferiority complex in children such children can not solve their problems. They will be helpless in life and turn to destructive goals. Gerald Corey (2013; 1937) In his work, argues that many systemic perspectives have expanded because individuals can be better understood by evaluating interactions between family members; Because family members have

a set of habits and patterns act that have a great impact on the behavior of children and other family members (quoted by Seyed Mohammadi, 2014). Shimmel (1992) believed that the influence of low-income parents on their children is generally greater, because this type of influence is transmitted to a small number of people. In families with large populations, on the other hand, parents do not have enough time to take care of their children. Whereas in sparsely populated families, especially in single-parent families, parents can easily pay special attention to their children; And unfortunately, our knowledge about family relations is very little that we need special attention in this area (Fazlullah & Ghaemi, 1992); Thus, it has been shown that people with learning disabilities have lower self-esteem than others (Cooper, Smith, & Russell, 2017). Therefore, assessing self-esteem in adolescents with learning disabilities is very important; Because self-esteem can also be an important goal in the treatment of reducing psychological pathology, increasing performance, and possibly preventing problems related to self-esteem later in life; Therefore, this study aimed to investigate the role of family communication patterns and parenting styles in self-esteem of students with learning disabilities.

General Hypothesis:

Communication patterns and parenting styles have a positive effect on students' self-esteem.

Partial hypotheses:

Communication patterns and their components are correlated with the self-esteem of students with learning disabilities.

Parenting styles and their components are correlated with the self-esteem of students with learning disabilities.

Materials and Methods:

This research is a descriptive correlational study. The statistical population of those students has learning disabilities in Ardabil high school, which has been done in covid-19 conditions. At first, 200 students were selected by simple random sampling. Then questionnaires were administered to 200 students. Then, the collected data from the implementation of questionnaires were statistically analyzed. In this study, after extracting the data, SPSS software was used and descriptive and inferential statistical methods were used to analyze the data; In this way, descriptive statistics (mean and standard deviation of variables) were used to

summarize and describe the data of demographic factors, and in the second part, inferential statistics were used to test the hypotheses to examine the research questions and hypotheses.

Data collection tools:

A. Revised questionnaire of family communication patterns: This questionnaire was developed in 2004 by Koerner and Fitzpatrick, which is used to assess family communication patterns. This questionnaire has 26 statements, the first 15 of which are related to the dialogue aspect the next 11 statements are related to the compliance dimension, which the examiner must determine the degree of agreement or disagreement. This test has 5 rating scales that include strongly agree (score 5) and strongly disagree (score 1). A higher score on both scales means that the subject inferred that there was more conversational orientation or conformity in his or her family. Koerner and Fitzpatrick reported the validity (Cronbach's alpha coefficient) of the scale at 0.89 (range 0.92 to 0.84) for the speech dimension and 0.79 (range 0.84 to 0.73) for the compliance dimension. Koerner and Fitzpatrick also consider this questionnaire to have good validity from all three perspectives of content, criterion structure. In Iran, Kouroshnia (2006) has reported good validity for this tool using factor analysis and internal consistency. Kouroshnia (2006) reported 0.87 alpha for the speech dimension and 0.81 alpha for the conformity dimension but reported the eigenvalues of the two factors of speech and conformity in the factor analysis of 6.48 and 3.26, respectively, which was 37.43% of the variance of the scale Evaluated. The correlation coefficients of the dimensions with the total score were 0.75 and 0.44, respectively. In this study, to determine the reliability of Cronbach's alpha method. The conformity was 0.88, the dialogue was 0.84, and the whole scale was 0.80. Also, to evaluate the validity of the structure and also to confirm the factor structure of the scale, the factor analysis method was used using the principal component method with vertical rotation. According to the data, the KMO value was 0.89 and the Bartlett test was 2454.84, which was significant at $P < 0.0001$.

B. Baumrind parenting questionnaire: This questionnaire has 30 questions about parenting styles. The initial form of this questionnaire has 30 items and was designed by Diana Baumrind (1973). This

questionnaire has been translated by Hosseinpour (2002). This questionnaire assesses parenting styles in three styles. It measures 10 authoritative style questions, 10 authoritarian style questions 10 questions of permissive style. The scale of this questionnaire strongly agree, somewhat agree, somewhat disagree, disagree, strongly disagree, which is graded from 1 to 5, respectively, which is obtained by adding the scores of the questions related to each method and dividing it by the number of separate questions (Baumrind, 1971). Buri (1991) reported the reliability of this questionnaire as 0.81 for the negligent method, 0.92 for the authoritarian method, and 0.92 for the rational authority method using the retest method. In Iran, Esfandiari and Binam (1995) reported the reliability of this questionnaire as 0.69 for the negligent method, 0.77 for the authoritarian method 0.73 for the authoritative method. In general, the results obtained from various studies indicate that the validity and reliability of this questionnaire have been confirmed.

C. **Coopersmith Self-Esteem Inventory:** This questionnaire was developed by Cooper Smith et al. In 1967 to measure the sense of worth of students in the social and educational fields. This questionnaire has 58 items, 8 of which are false positives and are not calculated in the scoring, and the subject must answer the questions with yes and no options. The other 50 articles are divided into four subscales: general self-esteem, family self-esteem, social self-esteem, and occupational/academic self-esteem. Since this questionnaire has a school subscale, this test can only be used on students. Studies show that this test has acceptable reliability and validity. Herz and Gulen (1999) Alpha coefficient 0.88 Reported for the overall test score. Also, to measure the validity between the total score of the test with the sub-scale of annoyance in the Eysenck personality test, a negative and significant divergence validity and with the sub-scale of extraversion, a significant positive convergence validity was obtained. Edmund Sean et al. (2006) also showed that internal consistency coefficient is 0.86 Up to 0.90 for the Cooper-Smith self-esteem test. Cooper Smith et al. (1990)'s retest coefficient after five weeks was 0.88. By retesting the validity coefficient of this test in Iran with an interval of four weeks and twelve days, respectively 0.77 And 0.80 Has been reported. The reported was been variable in different studies for internal consistency coefficient between 0.83 Up to 0.89. Poor Shafei (1991) with the method of halving the

coefficient 0.87 has been reported. In evaluating the validity of the Cooper-Smith test, Sabet (1996) and Naibifard (2003) obtained positive convergent validity between the Cooper-Smith test and Eysenck self-esteem test. This rate in research is constant 0.80; And in Naibifard research 0.78 have been. Also, the coefficients of validity of this test with the retest method for girls and boys are 0.90, respectively. And 0.92 has been reported.

Findings:

The necessary information for the present study was collected from a questionnaire whose validity was tested. This information was analyzed in SPSS software using appropriate statistical tests according to the research questions. The statistical results of this study include examining the characteristics of general information on the one hand and measuring and examining questions related to the main components of the research, namely communication patterns and parenting styles with the self-esteem of adolescents with learning disabilities on the other hand. Table 1 presents the descriptive indices of the variables including mean, standard deviation, skewness elongation. Klein (2011) suggests that in causal modeling, the distribution of variables should be normal. He suggests that the absolute magnitude of the skewness and elongation of the variables should not be more than 3 and 10, respectively. According to the table of the absolute value of skewness and elongation of all variables is less than two; Therefore, this presupposition of causal modeling, is the normality of univariate, is established. Table 2 presents the correlation matrices of the research variables.

Table 1. Mean, standard deviation, skewness elongation of variables

| Variables | Mean | Standard deviation | Curvature | Elongation |
|----------------------------|--------|--------------------|-----------|------------|
| Conversational orientation | 48.280 | 6.187 | -0.014 | 0.164 |
| Orientation of compliance | 38.230 | 5.179 | -0.366 | 1.287 |
| Permissive | 27.795 | 4.154 | 0.083 | -0.299 |
| Authoritarian | 34.565 | 4.995 | -0.355 | 0.400 |
| Decisive and reassuring | 34.535 | 5.360 | -0.821 | 0.676 |

| | | | | |
|--------------------------------|---------|--------|--------|--------|
| Self-esteem | 170.880 | 14.822 | 0.032 | -0.235 |
| General scale | 76.490 | 8.845 | -0.407 | 0.022 |
| Social scale | 21.015 | 4.705 | 0.729 | 0.067 |
| Family scale | 23.340 | 5.342 | 0.044 | -0.812 |
| Academic or occupational scale | 23.275 | 5.201 | -0.199 | -0.740 |
| False scale | 26.760 | 3.457 | -0.299 | 0.001 |

Review of research questions:

In this section, Pearson correlation tests are used to deduce the data obtained from the research questions according to their level of measurement; Also, to know the effect factor of each of the independent variables (predictive power), multivariate regression has been used, which is described in this section.

Investigation Question: Is there a relationship between communication patterns and parenting styles with the self-esteem of adolescents with learning disabilities.

Table 2. Pearson correlation coefficient to measure the relationship between variables

| Variables | Communication patterns | Parenting styles | Self-esteem |
|------------------------|------------------------|------------------|-------------|
| Communication patterns | 1 | | |
| Parenting styles | 0.560 | 1 | |
| Self-esteem | 0.313 | 0.483 | 1 |

The result of the Pearson correlation test and the level of significance regarding the relationship between variables indicate that there is a relationship between communication patterns and parenting styles with self-esteem.

Examine the second question

To what extent do communication patterns and parenting styles predict students' self-esteem?

Multiple regression tests are used to determine the effect of communication patterns and parenting styles on self-esteem. Multiple regression determines the importance and weight or effect of communication patterns and parenting styles on self-esteem.

In the regression equation, a set of independent

variables is entered to determine the coefficient of determination R^2 and the weight of each variable (beta). It is worth mentioning to determine the contribution of each variable in explaining self-esteem, multiple regression has been used (enter) method. In this method, independent variables are simultaneously entered into the analysis and their effects on the variable, which is determined due to its limitation.

Table 3. Results of multivariate regression test

| Model | Sum Of Squares | df | Mean Square | F | Sig |
|------------|----------------|-----|-------------|--------|-------|
| Regression | 10303.000 | 2 | 5151.500 | 30.366 | 0.001 |
| Residual | 33420.120 | 197 | 169.645 | | |
| Total | 43723.120 | 199 | | | |

According to the information in Table 3, the value of F is equal to 30/366, which is significant at the level of $p = 0/001$ and shows that the effect of communication patterns and parenting styles in explaining self-esteem is significant.

Table 4. Summary of the model obtained from multivariate regression

| Variable | Predictive variables | R | R^2 | Modified R^2 |
|-------------|--|-------|-------|----------------|
| Self-esteem | Communication patterns, parenting styles | 0.485 | 0.236 | 0.228 |

According to the information in Table 4, to explain the level of self-esteem motivation in terms of communication patterns and parenting styles, it was observed that their multiple correlation rate is equal to 0.485. There is a significant linear relationship between the predictor variable and the criterion with the significance level of $p < 0.01$. Value of $R^2_{Adj} = 0/228$ indicates that 22.8% of the variance in self-esteem can be predicted through communication patterns and parenting styles; Thus, the above variables explain 22.8% of the total variance of the dependent variable.

Table 5. Multivariate regression equation coefficients

| Predictive variables | Not standardized coefficients | | Standardized coefficients | T | Sig |
|------------------------|-------------------------------|------------------|---------------------------|--------|-------|
| | B | Estimation error | Beta | | |
| Constant coefficient | 260.112 | 8.784 | | 12.780 | 0.001 |
| Communication patterns | 0.094 | 0.115 | 0.062 | 0.820 | 0.413 |
| Parenting styles | 0.483 | 0.081 | 0.448 | 5.960 | 0.001 |

Criterion variable: self-esteem:

Based on the multiple regression equation, Table 5 shows the parenting styles with a beta value of 0/448. It has the power to explain the variable of self-esteem more than communication patterns. In other words, parenting styles have the greatest contribution to increasing self esteem; But communication patterns were not significant.

to predict the self-esteem variable based on communication patterns and parenting styles, the structural equation model and Amos software were used.

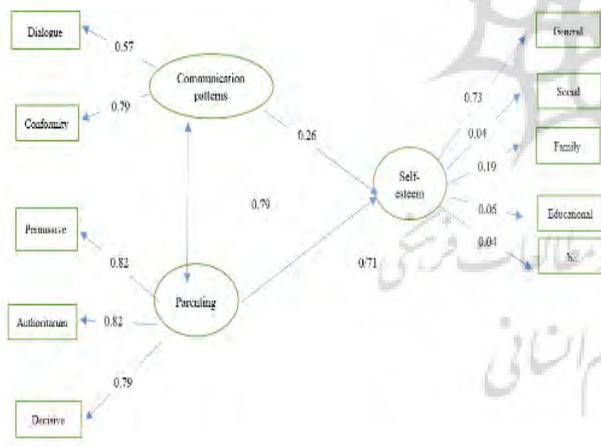


Figure 1. Standard model of relationships between variables

The model presented in Figure (1) shows the prediction of self-esteem from communication patterns and parenting styles by considering the role of mediating of self-esteem.

Table 6. Fitness index of research model fit

| index | Symbol | The original pattern model |
|-------------|---|----------------------------|
| Comparative | CFI (Adaptive Fit Index) | 0.873 |
| | TLI (Tucker-Lewis Index) | 0.821 |
| Frugal | PNFI (Parsimony normed fit Index) | 0.590 |
| | RMSEA (Root mean square error of approximation) | 0.106 |
| Absolute | GFI (Goodness of fit index) | 0.915 |
| | Chi-Square | 104.091 |
| | X2/df | 3.253 |
| | p-value | 0.000 |

By observing the fit indices mentioned in Table (6), the conceptual model had a good fit with the model obtained from the research data; So that the index (X2 / df) is equal to 3.253, CFI and TLI indices are equal to / 873, respectively; And 821 /; And RMSEA index equal to 0/106. Are. Therefore, the model has a good fit.

Discussion and Conclusion:

The first hypothesis of the study that there is a relationship between family communication patterns and self-esteem of adolescents with learning disabilities was confirmed. The results of testing the present hypothesis indicate that there is a direct and significant relationship between communication patterns and the self-esteem of adolescents with learning disabilities. These findings with the results of Bahrami & Khoshbakht (2015), Bagheri and Ehteshamzadeh (2015), Hassanzadeh & Yousefi (2011), Brooks (1998), Huang (1999), Sepehri and Mazaheri (2009) Farahati et al.(2011) are consistent.

Explaining these findings, it can be said that Huang's research on family communication patterns and adolescent personality traits showed that the dialogue dimension has positive consequences and leads to higher self-esteem, And then compliance in most cases has negative consequences and is positively correlated with low self-esteem. In other studies, the dimension of dialogue is positively related to self-esteem and the dimension of compliance is negatively related to self-esteem. In highly conversational families, members interact freely, abundantly, and spontaneously. They

spend a lot of time interacting and discussing a wide range of topics. Family members share their activities, thoughts, and feelings. The actions and activities that the family plans are discussed with all family members. The consensus of all members is taken. In these families, communication is open and they value and respect each other's opinions; On the other hand, in compliance-oriented families, children are expected to suppress their beliefs and feelings, follow their parents' instincts, to adapt their plans to the needs of the family, and to take care of the family first.

The second hypothesis of the study that there is a relationship between parenting styles and self-esteem of adolescents with learning disabilities was confirmed. The results of testing the present hypothesis indicate that there is a direct and significant relationship between parenting styles and the self-esteem of adolescents with learning disabilities. These findings with the results of (Schwartz et al. (2006), Taei (2015), Khajeh Nezami (2018), Rahmani Tabar (2015) Fathi et al. (2014) are consistent.

Explaining these findings, it can be said that the family environment in terms of relationship with parents and parental style is among the factors that affect adolescents' self-esteem and parental involvement is one of the preconditions of self-esteem. Supportive parental involvement is often seen as a positive factor. Research on parenting styles in education shows that an authoritative approach is better than an authoritarian or permissive approach. The Authoritative approach is the best way to shape children and adolescents' self-esteem. There are three parenting styles that can be found in families. Parents use a powerful inferential style, allowing their children to be involved in decision-making, taking into account the child's point of view, setting a clear standard for their children. Powerful parenting style influences children in the family and parental behavior will also affect children. Improper parenting practices can also lead to low self-esteem. The more self-esteem a person has, the more prepared he is to deal with problems and the more committed and responsible he can work in life; Therefore, the more self-esteem a person has, the healthier his life will be and the better his social relations will be.

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