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The relationship between intelligence quotient, emotional intelligence and spiritual intelligence among the help seekers of welfare organization of Sari Province

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Abstract

The research purpose aimed to investigate the relationship between intelligence quotient, emotional intelligence and spiritual intelligence among the help seekers of welfare organization of Sari Province. The research employed a descriptive method and the statistical population included 7000 individual under the support of welfare organization in Sari, out of which, 382 individuals were selected. Library and field methods were used to gather the required data. The data gathering tools included intelligence quotient questionnaire, emotional intelligence questionnaire and spiritual intelligence questionnaire. Findings were analyzed using descriptive and inferential statistics by SPSS. Results indicated that, there exists significant relationship between intelligence quotient, emotional intelligence components, spiritual intelligence and intelligence quotient and emotional and spiritual intelligence. Overall, it can be concluded that, individuals with higher quotient have higher emotional and spiritual intelligence.

Keywords: intelligence quotient, emotional intelligence, spiritual intelligence.

Introduction

For years it was thought that, intelligence determines individuals’ success in life. Schools in order to enroll students in various programs and also companies and employers for the selection of individuals
used the intelligence quotient tests. But in recent decades, researchers have found that, intelligence quotient is not the only indicator of success. Now emotional intelligence and spiritual intelligence are considered as indicators of success. Emotional intelligence is a different type of intelligence that includes understanding one’s emotions in making right decisions in life. Emotional intelligence is the ability to handle stressful situations and control the reactions. Emotional intelligence is a social skill that includes working with other people, the usage of emotions and relationships and the ability to lead other people.

On the other hand, spiritual intelligence represents a unique set of experiences (eg, sublimation) and human capabilities (e.g., ability to establish meaningful and important link between discrete events), that all individuals enjoy regardless of being different (Zohar and Marshall, 2000). Although, in the past it was thought that, intelligence is an unchangeable inherited ability on which training has no effect. Recent theorists do not insist on the immutability of intelligence and consider educational measures and learning experiences as a way to enhance the intelligence of the students. According to Cianciolo & Sterenberg it seems that, individuals’ intelligence training improve individuals’ performance on tests of intelligence, and also individuals’ broader intellectual functions (e.g., school achievement). Also, Slavin (2006) has mentioned that, one of the longtime dreams of teaching refers to finding a way to make students smart (Seif, 2007).

Over nearly two decades since introducing the emotional intelligence to the scientific community by Salvoy and Meyer in 1990, no single definition is presented for the practitioners in this area. However, researchers have tried to explain all the definitions and conceptualizations of these constructs based on two patterns of ability and trait patterns or a combination of both (Yousefi, 2006). On the other hand, spiritual intelligence is an inherent intelligence and like any other intelligence can grow, be described and measured (Faramarzi, Homayi and Hosseini, 2009).

Perhaps it could be said that, no research has been done on the relationship between intelligence quotient, emotional intelligence and spiritual intelligence among the patients of welfare organization. However, several studies have studied the relationship between these two intelligences with each other or with one of these intelligences with one or more psychological variables in different samples. Here, we can refer to the research of Faramarzi et al (2009) as the relationship between emotional intelligence and spiritual intelligence among the students. Results showed that, spiritual intelligence is related to the emotional intelligence, and such relationship was found in different aspects of the spiritual and emotional intelligence.

Van Der Zee, Thijs and Schakel (2002) conducted a study on the relationship between emotional intelligence and general intelligence (academic), and concluded that, there is significant relationship between emotional intelligence and general intelligence. Moreover, the components of emotional intelligence are stronger predictor of social and academic success as compared to two traditional predictors including personality and general intelligence. Petrides, Furnham and Martin (2004) conducted a study to estimate the emotional intelligence and general intelligence. Results showed that participant fathers have higher intelligence but low emotional intelligence than their mothers.
Parker, Summerfeldt, Hogan and Majeski conducted a study on emotional intelligence and academic success and found that, people with high emotional intelligence are more successful in the transition from high school to college. There is a relationship between emotional intelligence and general intelligence. Other research entitled the influence of intelligence quotient, emotional intelligence and spiritual intelligence in adjusting with the prison among the prisoners in Nigeria was conducted and by Animasahun (2010) the results showed a significant positive correlation between the independent variables and coping with prison with emotional intelligence of .95, with spiritual intelligence of .83, and finally with intelligence quotient of .79.

A study entitled the relationship between emotional intelligence, defense mechanisms and general intelligence was conducted by Besharat and Haji Aghazadeh and ghorbani (2007) and the results showed that, there is no significant relationship between any of the components of emotional intelligence and intelligence quotient in the level of emotional intelligence. Martin and Hoffer (2009) presented a model of spiritual intelligence and emotional intelligence and concluded that, there is a relationship between emotional intelligence and spiritual intelligence. Harmer and Fullon (2009) studied the role of emotional intelligence in pursuing spiritual life, and concluded that increase in individuals’ spirituality increases the emotional intelligence. Lynn, Harvey and Nyborg (2009) investigated the relationship between intelligence and religiosity among 137 various nations in Europe and the United States of America and concluded that, there is a negative correlation between intelligence quotient and religious belief.

According to aforementioned literature, and the fact that, only general intelligence quotient or spiritual intelligence or three of them matters in the anticipation of individuals’ success and efficiency, today is an issue which has attracted the minds of most researchers, because there is a question that despite the separate components of these three types of intelligence, is it possible to find common factors that can anticipate and predict one from another and using them in predicting individuals’ success?

If there was any possibility to find a significant association between these three types of intelligence (general, emotional and spiritual) in this case, considering them to predict the success of individuals would be possible. Therefore, the main objective of this study was to determine the relationship between intelligence quotient, emotional intelligence and spiritual intelligence of the clients, Sub-goals is to determine the relationship between intelligence quotient, components of emotional intelligence and spiritual intelligence.

**Method and materials**

The research employed a descriptive method. The statistical population included all the help seekers (disables) under the support of welfare and rehabilitation office in Sari (7000), out of which, a sample of 382 was randomly selected according to Morgan table. First of all, a list of all the disabled individuals and help seekers was provided by the statistics and technology office and the sample was selected through random sampling.
Table 1 - the number of the groups according to gender, age and educational level

<table>
<thead>
<tr>
<th>variable</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>245</td>
<td>64.1</td>
</tr>
<tr>
<td>Male</td>
<td>137</td>
<td>35.9</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under Diploma</td>
<td>62</td>
<td>16.2</td>
</tr>
<tr>
<td>Diploma</td>
<td>131</td>
<td>34.4</td>
</tr>
<tr>
<td>As</td>
<td>47</td>
<td>12.3</td>
</tr>
<tr>
<td>Ba</td>
<td>112</td>
<td>29.3</td>
</tr>
<tr>
<td>MA And Higher</td>
<td>30</td>
<td>7.9</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>31.45</td>
<td>8.89</td>
</tr>
<tr>
<td>Male</td>
<td>33.08</td>
<td>8.08</td>
</tr>
</tbody>
</table>

Quotient questionnaire: Raven’s progressive matrices test was designed and developed in 1937. This questionnaire has 60 images that have been characterized to 12 series based on progressive difficulty. Each subject should choose from among 6 or 8 separated pictures that act in accordance to the dominating rule of matrix.

Emotional intelligence questionnaire of Broadberry and Grieves has been employed. This test has 28 items that assess two individual and social aspect of emotional intelligence in four realms of self-awareness, self-management, social awareness and relationship management. The score of individual aspect is obtained from the sum of the scores of subscales of self-awareness, self-management and the score of individual aspect is obtained from the sum of the scores of social awareness and relationship management subscales.

Spiritual intelligence questionnaire was designed and developed by Badi et al. this 42-item questionnaire has four factors. The items that are placed on the first factors evaluates individuals’ overall thinking and belief, the second factor evaluates coping skills and interaction with problems, the third factor evaluates the ethical values and the fourth factor individuals’ self-awareness, interest and love.

Results and findings
Table two shows the central indices of the subjects in the scores of general intelligence, emotional intelligence, components of emotional intelligence (self-awareness, self-control, social awareness and relationship management), spiritual intelligence and components of spiritual intelligence (individuals’ overall thinking and belief, the ability to cope with the problems, ethical values, self-awareness, interest and love).

Table 2 - mean and standard deviation of the scores of intelligence quotient, emotional intelligence, its components, spiritual intelligence and its components

<table>
<thead>
<tr>
<th>Group and index</th>
<th>General intelligence</th>
<th>Self-awareness</th>
<th>Self-management</th>
<th>Social awareness</th>
<th>Relationship management</th>
<th>Overall thinking and ethical aspect</th>
<th>The ability to cope with problems</th>
<th>Ethical values</th>
<th>Self-awareness, love and interest</th>
<th>Emotional intelligence</th>
<th>Spiritual intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean</td>
<td>98.94</td>
<td>30.92</td>
<td>25.60</td>
<td>27.32</td>
<td>31.70</td>
<td>47.30</td>
<td>44.80</td>
<td>30.3</td>
<td>26.06</td>
<td>115.5</td>
<td>148.5</td>
</tr>
<tr>
<td>sd</td>
<td>7.64</td>
<td>3.28</td>
<td>5.68</td>
<td>3.14</td>
<td>4.87</td>
<td>5.99</td>
<td>8.34</td>
<td>4.01</td>
<td>4.60</td>
<td>12.34</td>
<td>14.40</td>
</tr>
</tbody>
</table>

variable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
Quotient  | — |  |  |  |  |  |  |  |  |  |
Self-awareness | .152** | — |  |  |  |  |  |  |  |  |
Self-management | .168** | .304** | — |  |  |  |  |  |  |  |
Social awareness | .179** | .323** | .252** | — |  |  |  |  |  |  |
Relationship management | .122* | .461** | .319** | .435** | — |  |  |  |  |  |
General thinking and ethical aspect | .133** | .202** | .55 | .74 | .235** | — |  |  |  |  |
The ability to cope with the problems | .127* | .53 | .91- | .59 | .53 | .207** | — |  |  |  |
The ability to cope with ethical values | .107* | .247** | .320** | .142** | .163** | .337** | .62- | — |  |  |
Self-awareness, love and interest | .109* | .088 | .198** | .082 | .164** | .238** | .012- | .399** | — |  |
In order to investigate the relationship between the research variables, the correlation coefficients were investigated (table 3). Results indicate that, there exists significant relationship between intelligence quotient and components of emotional intelligence and intelligence quotient and spiritual intelligence components. Moreover, there exists significant relationship between intelligence quotient and emotional quotients, intelligence quotient and spiritual intelligence, emotional intelligence and spiritual intelligence.

Table 3- spearman correlation coefficient of the variables of quotient, emotional intelligence and its components, spiritual intelligence and its components

<table>
<thead>
<tr>
<th>Emotional intelligence</th>
<th>.121**</th>
<th>.700**</th>
<th>.761**</th>
<th>.590**</th>
<th>.797**</th>
<th>.220**</th>
<th>.133***</th>
<th>.355**</th>
<th>.239**</th>
<th>—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual intelligence</td>
<td>.224**</td>
<td>.189</td>
<td>.73</td>
<td>.58</td>
<td>.147</td>
<td>.673</td>
<td>.586</td>
<td>.581</td>
<td>.531</td>
<td>.176**</td>
</tr>
</tbody>
</table>

In order to investigate the relationship between the research variables, the correlation coefficients were investigated (table 3). Results indicate that, there exists significant relationship between intelligence quotient and components of emotional intelligence and intelligence quotient and spiritual intelligence components. Moreover, there exists significant relationship between intelligence quotient and emotional quotients, intelligence quotient and spiritual intelligence, emotional intelligence and spiritual intelligence.

Table 3- spearman correlation coefficient of the variables of quotient, emotional intelligence and its components, spiritual intelligence and its components

Overall, the goal of this study was to investigate the relationship between intelligence quotient and emotional intelligence and its component, intelligence quotient and spiritual intelligence and its component between emotional intelligence and spiritual intelligence of clients of welfare department of the city of Sari. The Spearman correlation coefficient was used in order to investigate the relationship between intelligence quotient and emotional intelligence and its components. The results showed that, there is significant relationship between intelligence quotient and emotional intelligence (total) and the components of self-awareness, self-management, social awareness at the level of .01 and between intelligence quotient and management component related to emotional intelligence at the level of .05. These results are consistent with the results of Van Der Zee et al (2002), Petrides et al (2004) and Parker et al (2004) but the results are not in agreement with the results found by Amin Abadi et al (2011) and Besharat et al.

The verification of these relationships indicates that, the higher a person's IQ, the individual will have the ability to accurately identify their emotions and know when such emotions are produced. By increasing intelligence quotient, a person can have more control over their desires in response to the situation and different people. Also, people with high intelligence quotient, in using "Emotional Awareness" acquire more ability in order to remain flexible, positive direction of behaviors which means that, they can control their emotional reactions while facing different people and different situations.

In addition, people with high IQ, develop greater ability to accurately recognize emotions in others and understand exactly what is happening. In other words, one can understand the thinking and feelings of others despite of having the same feelings or thoughts. By increasing the IQ, individuals gain more ability to apply "awareness of others' emotions" in order to achieve success in controlling and interactive management, in other word, individuals’ ability to communicate with the condition increase.

The Spearman correlation coefficient was also used in order to investigate the relationship between intelligence quotient and spiritual intelligence and its components. Findings indicate that, there is significant relationship between the intelligence quotient and spiritual intelligence (total) and a component of the overall thinking and ethical dimension at the level of .01, between IQ and components.
and between IQ and ability to deal with problems and addressing ethical issues, self-awareness, love and affection at the level of .05, which are in agreement with the results of Animasahun’s research (2010), but are not in agreement with results of the research by Lynn et al (2009) in where between IQ and religious belief there is a negative relationship. Confirmation of this relationship indicates the fact that individuals' IQ lead to stronger belief in superhuman power (God). Those who have overall thoughts and have stronger belief, enjoy solving others’ problems and believe that, there is another world after this physical world, and a huge power guides movements and actions, and success or failure are attributed to wisdom.

The individuals also have more ability to cope and deal with the problem and are able to cope with problems in the best way. The individuals, who have more skills to cope and deal with the problems, are not concerned about things that are beyond their actions, do not look at the problem as a complicated issue, are able to express their opposition to any question, avoid comparing themselves with others and have the ability to say NO. Confirming the relationship between IQ and addressing ethical issues, suggests that the higher a person's IQ, the individual is able to better deal with ethical issues. People who are strong in moral issues admit their mistakes, find happiness in helping others, and use opportunity to use new thoughts and new ideas, accept criticism, accept difficulty of problems and forgive others, confirmation of the relationship between intelligence, self-awareness, love and affection represent the fact that individuals’ higher IQ lead to more affection, love and self-awareness.

People who have stronger self-awareness, love and affection, are satisfied with their lives, love themselves as they are, have confidence and feel every day is better than yesterday. About the disagreement between the present research with the findings of researches abroad, we can say that the sample used in this study may have been different, another possibility could be attributed to the culture of American and European countries or we can say that religion of the sample in the study of Lin et al used in their study was different from the religion of the present study. Another reason for such disagreement can be attributed to the educational level of both sample groups. Their samples were mostly educated people with higher education, but the educational level of the samples in the present study was mostly BA and even under BA. The results of this study indicate that, there is significant relationship between emotional intelligence and spiritual intelligence at the level of .01. Which are not in agreement with the findings of Faramarzi et al (2009), Amin Aldin (2009), Martin and Hoffer (2009) and Harmer and Fullon (2009).

Confirming the relationship between emotional intelligence and spiritual intelligence represents the fact that, if individuals are emotionally intelligent, they are gifted spiritually and vice versa. Spiritual Intelligence is increased by increasing the emotional intelligence, and emotional intelligence is increased by increasing the spiritual Intelligence. Therefore, based on the research findings, an interactive relationship can be discovered between IQ, emotional intelligence and spiritual intelligence. So all the three intelligences have a direct impact on each other; In other words, by increasing the growth of intelligence, the other growth will be achieved. It seems that, the existence of all these three types of intelligence is necessary for the success in any realm and these three types of intelligence are correlated and, except the present research, no research has been conducted to measure the relationship between these three types of intelligence and since it is believed that, IQ grows up to the age of 18 and has no growth later, most studies have focused on measuring the relationship between emotional intelligence and spiritual intelligence. The result of the study shows that there is a significant relationship between emotional intelligence and spiritual intelligence and the present study confirm the relationship between IQ and components of emotional intelligence and spiritual intelligence.
Thus, parents’ religious education program for children is top on the priority to raise their children emotional intelligence. Organizations as well hire faithful and committed individuals. It can also be acknowledged that, an individual who trusts God in worldly affairs by and focuses on his orders and commandments, communicates with others and helps others in any circumstances can be an example of a pious, deist and God-fearing individual. Indeed, such behaviors satisfy God and His creation. Therefore, strengthening the spiritual intelligence which is the obedience of God, improves the social behavior, respect feelings and rights of others, or in other words, improves and strengthens emotional intelligence.

References


The Relationship between Attachment Style, Self concept and Anxiety

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Abstract
Anxiety is a psychological and physiological state that is characterized by somatic, emotional, cognitive, and behavioral components. Anxiety includes a feeling of lack of confidence, insolvency, and physiological arousal. Therefore, the relationships between attachment style, self concept and anxiety in university students were studied as the aim of current research. 180 students university (90 male and 90 female) who started studying in Damghan University at the academic year (2013-2014) were selected by simple random sampling method as sample of this study. They completed Tennessee Self-Concept Scale (TSCS), Adult Attachment Inventory (AAI) and Cattel Anxiety Inventory. The research design was correlation, so Pearson and canonical correlation, part and partial correlations, and stepwise regression were used for data analyzing. Results showed that secure attachment and self concept were associated as well as insecure attachment with anxiety positively. Meanwhile, there was negative relationship between self concept and anxiety. Results of stepwise regression showed that secure attachment style and self concept could predict anxiety well (P<0/05). Consequently Student’s Attachment styles could predict self concept and anxiety. It means that more secure attachment and positive self concept can predict low anxiety.

Keywords: Attachment style, Self concept, Anxiety.

Introduction
Numerous studies have considered the family as one of the predictors of behavior problems in children and adolescents (Conger et al, 1992; Diaz, 2005). In this connection, parenting style that indicates emotional relationships and the overall relationship manner of the parents with their children, has essential role in the process of development and learning (Baumrind, 1991) and is regarded as one of the prominent structures of world (Darling, Steinberg, 1993).

Following the parenting styles, emotional communication is formed during attachment process in relation to the parent – child, and the quality of the relationship is characterized by parenting style (Darling & Steinberg, 1993).

According to Cohen (1969), the factors which are related to the cultural context of parents can affect their goals and values so that we can observe differences in parenting manner that it makes differences in their children behavior (Goodnow & Collins, 1991).

Bowlby's attachment theory (1969) that is related closely to the above content, proposes that the nature of children's relationships with significant people brings about social, emotional, and cognitive development in their
lives. Hence, a secure attachment pattern and three insecure attachment patterns are formed. Also, examining the attitudes and actions of parents in the rearing process is impressed by Baumrind’s investigation (1967).

The attachment parenting style is one of the creative factors of attachment that can impact on children’s self-concept drastically. The self-concept or attitude and perception which a person has about oneself or those around, is one of several factors that affects people’s behavior (Niscky, 1984).

Self-concept is a psychological concept that involves feelings, assessments, attitudes and the descriptions which we have in regard with ourselves as well. According to Rogers and Kelly, this variable plays a pivotal role in making the integrated human performance (Khoramroudy, 1388). This concept can be considered from two parts: self-esteem and self-image. Nevertheless, the concept is not a mirror of the reality, but the results that a person has attained in the past, are expected to obtain in the future (Walter, 1981).

In other words, as we have perceptions and attitudes towards phenomena and humans and based on past experiences, we understand them compared to other people differently and we have perceptions of ourselves that might be positive, negative, and false or true (Mohseni, 2009). In some approaches, self-concept is considered as a cognitive schema (Kaplan et al, 1996), which controls the related information processing (Kihlstrom et al, 1998).

Consequently, as the cognitive theories proposing that people’s cognition impact on their emotions (Lazarus, 1999), it is assumed that there is a relationship between the self-concept and emotions.

Having different positive and negative feelings might be resulted from the self-concept which is formed. Several affective and emotional problems can be created because of inconsistent beliefs about the “self” (Cooper and Pervin, 1998). Indeed, the nature of self-esteem, thought, affections, emotions, and goals influence (Coopersmith, 1967).

The findings of a research concluded that low self-esteem is a predictor of aggressive behavior and psychosomatic symptoms (as cited at Coopersmith, 1967).

Waschull and Kernis (1996) demonstrated that people, who have unstable self esteem, focus on events which threaten self-esteem and are more anxious (Rosenberg, 1979). Another area is anxiety that is affected by attachment style. Anxiety can be defined as an anticipatory concern toward danger or misfortune in future along with a feeling of no pleasure (anhedonia) or physical symptoms of stress (DSM IV, 1994).

The clinical study symptoms of anxiety have revealed that anxiety can be occurred in different levels of behavioral, physical, communicative, and cognitive. (Dadsetan, 2003). According to Bowlby (2007), people with insecure attachment styles are more vulnerable to psychological problems such as anxiety. In other words, individuals who do not trust themselves are included in the group of insecure people that this makes it hard for them to adjust with stressful situations properly. Thus, this leads to psychological distress which in turn increases the level of anxiety. Therefore, in the state of insecure attachment, emotional problems can be predicted (Rahimian, Nouril, Orazi, Molawi, & Foroughi, 2007).

Cassidy and Shaver (2008) state that secure attachment makes the person feel safe, but in contrary insecure attachment leads to fear and fright. In this respect, Roberts, Gotlib, & Kassel (1996) have suggested that following insecure attachment style, anxiety and depression could be occurred. On the other hand, following secure attachment, comfort is provided for an individual.

A study by Safford (2002) revealed that people with insecure attachment are more likely prone to anxiety and depression. An investigation conducted by Nayebi Nia et al, (2011) yielded that stress, anxiety, and depression have a negative correlation with secure attachment and significantly, positive association with cold attachment style.

Regarding the salient effects of factors, such as anxiety and stress on healthy life styles, the goal of the current study is to investigate the relationship between attachment style, self-concept and anxiety in students.

**Method**

The design of current research was the correlation study. The statistic population was consisted all students of University of Dameghan in academic year 2013-2014. The sampling group were comprised of 180 students (90 male and 90 female) which were selected randomly. The average age and standard deviation of the given group were 20/80 and 0/99 respectively.

Tennessee Self Concept Scale (TSCS): This scale innovated by Fitts and Warren (1996) and composes of 100 items are placed on a five degrees Likert scale. In this scale, the eight components that have constituted the base of an individual’s self-concept comprise 90 items, and are included: the elements of physical, moral, personal, familial, social, identity, behavioral and self-satisfaction. The 10 items are also comprised self-criticism
(Jamaludin, Ahmad, Yusof, & Abdullah, 2009). A study conducted by Hainse (1989) reported the validity of this scale 0.92. Chenari (1995) obtained validity (0.82) by using retest method. Mahmoudi (1998) reported the validity (0.74) utilizing the split-half method.

Adult Attachment Inventory (AAI): The scale is made by Hzen and Shaver (1987) which contains 15 items. Collins and Read (1990) executed the factor analysis to extract the three main factors of secure attachment, avoidance and anxiety that the researches interpreted as joining capacity of intimate relationships. Five statements belonged to each of the three attachment styles. The scoring of this inventory is performed from never to almost always (0-4) respectively on rating scale (Likert scale). Hzen and Shaver (1987) reported the test-retest reliability (0.81) and the Cronbach’s coefficient alpha (0.78) and highly favorable construct validity. Likewise, Collins and Read (1990) reported the reliability 0.79. Rahimian, et al (1386) obtained the Cronbach’s coefficient alpha for this inventory for total statements, styles of anxiety, avoidance, and secure 0.75, 0.83, 0.81 and 0.77, respectively.

Cattell anxiety questionnaire: The questionnaire comprises 40 questions and the scoring is on rating scale 0-2 (Likert scale). It has five subscales including: lack of coherence of self consciousness, loss of ego power or general neuroticism, paranoid insecurity, the tendency of feeling guilty, and being tensed. A study executed by Salari and Etemad (2011) indicated validity of the questionnaire 0.77 and it had a desirable level of reliability.

**Results**

To analyze the data, Pearson correlation, focal, denotative and semi-denotative, and stepwise regression analysis resolution were utilized. According to table 1, there is a negative and significant association between the secure attachment and anxiety (-4.43) and between self-concept and anxiety (-0.32) (P<0.01). Likewise, there is a positive and significant correlation between secure attachment style and self-concept (0.17) (P <0.05). Moreover, the avoidance attachment and anxious attachment have a negative correlation with self-concept -0.26 and 0.21 at level of (P <0.01) respectively.

Table 1- The correlation between styles of attachment, anxiety, and self-concept

<table>
<thead>
<tr>
<th>Variable</th>
<th>Anxiety</th>
<th>Self-concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure attachment style</td>
<td>-4.44**</td>
<td>0.17*</td>
</tr>
<tr>
<td>Avoidance attachment style</td>
<td>0.02</td>
<td>-0.26*</td>
</tr>
<tr>
<td>Anxious attachment style</td>
<td>0.16</td>
<td>-0.21**</td>
</tr>
<tr>
<td>Self-concept</td>
<td>-0.32**</td>
<td>1</td>
</tr>
<tr>
<td>Anxiety</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

As it can be observed in Table 2, self-concept is a good predictor for the anxiety (F (1,176)) =20/30, P<0.05).

Table 2 - Regression analysis for predicting anxiety on the basis of self-concept

<table>
<thead>
<tr>
<th>variable</th>
<th>Correlation coefficient</th>
<th>Square correlation coefficient</th>
<th>B</th>
<th>Standard error</th>
<th>beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-concept</td>
<td>0.32</td>
<td>0.10</td>
<td>-0.07</td>
<td>0.01</td>
<td>-0.32</td>
<td>-4.50</td>
<td>0.00**</td>
</tr>
</tbody>
</table>

P<0/05**

Table 3 reveals that the anxiety is predictable by secure attachment (F (1,178) =43/53).
Table 3 - Regression analysis for predicting the anxiety based on the secure attachment style.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient</th>
<th>Square correlation coefficient</th>
<th>B</th>
<th>Standard error</th>
<th>beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>secure attachment</td>
<td>0.44</td>
<td>0.19</td>
<td>-0.43</td>
<td>0.06</td>
<td>-0.44</td>
<td>-6.59</td>
<td>0.00*</td>
</tr>
</tbody>
</table>

Discussion and Conclusion

As it was mentioned, the goal of this study was to investigate the correlation between attachment style, self-concept and anxiety among students. One of the research findings yielded that there is a negative correlation between the Self-concept and anxiety and self-concept can be a good predictor for anxiety as well. These findings are consistent with the results of studies conducted by Rosenberg (1979); Waschull & Kernis (1996). Individuals who have an inconsistency in their self-concept, do not believe in their positive features, and if they are confronted with negative events, they are likely affected by a more emotional distress (Spencer et al., 1993). Anxiety is one of the emotional distresses that affect many people. The initial symptoms stage in the anxious people can go into a thorough period or they attain a partial stability in the anxious states, these may depend on to what extent the person is familiar with coping strategies.

The false attribution of physical symptoms and having problems in the thoughts control result in primary signs of developing into a thorough anxiety and may trigger beliefs about lack of control over up coming hazards and events.

The anxious people have a selective attention, meaning that, if they attempt to prove their status as frightening, they are entitled and they indicate the right response. In this circumstance their choice reaction anxiety is reinforced and a vicious circle of anxiety is occurred. In other words, an individual is in a state of confusion and unable to manage a distress. These individuals, particularly, as it was noted, have conflicts in their self-concept. Hence, they cannot create a required integration in their level of personality. Consequently, the formation of self-concept that is on the basis of the negative character, can observed as an increased anxiety in these individuals.

Another finding of the current study demonstrated that there is a positive correlation between secure attachment and anxiety. The secure attachment style also predicted anxiety. These findings are not compatible with the results of investigations by Roberts, Gotlib, & Kassel (1996); Safford (2002) and Nayebi Nia, Salari, &Modaress Gharavi (2011). According to some researchers, the attachment correlates with experiences of negative emotions such as anxiety. Hence, the people with insecure attachment style, experience more negative emotions Safford (2002). The reason that the secure attachment could be a predictor of anxiety in the present study is that, Iranian families pay a lot of attention to protect and check daily routine affairs of their children and even sometimes it becomes excessive (overprotection), so that, in some cases, it results in a protest and resistance.

In other words, such individuals, despite their family have done their supports and protections, feel that their privacy is not recognized and sometimes they cannot maintain their independency as they like. This leads to anxiety because the person is suffering from a lack of mastery on their own affairs and decisions and sometimes also, the predictions are not going on as expected.

Usually it is seen in anxious people, worry about future, inhibition the current behavior, doubts in the encountering the fact, expressing the disproportionate excitement to a situation which are contemporaneous with activation of certain rigid assumptions and excessive resistant in these people. These issues impact on their thought and reasoning way of events.

With regards to utilizing a questionnaire for data collection, probably, the lack of sufficient accuracy, motivation and fatigue may interfere with answering the questions precisely.
Investigating the relationship between attachment styles and social self-concept is favourable to be addressed in future research. It is also suggested that the relationship between attachment style and self-concept and anxiety in psychiatric disorders should be probed.

The findings of this study took into consideration the significant interaction during childhood and subsequent development which can be worthwhile and fruitful in providing psychological services.

References


Investigating the relationship between gratitude and depression in women and men

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Abstract

The concept of gratitude has a considerable presence in philosophy, theology, morality, and psychology. The purpose of this research is to study the relationship between gratitude and depression in addition to comparing gratitude between women and men. It is a descriptive correlational research regarding the method of data gathering. 300 subjects have been selected by convenient sampling method. They completed the questionnaires of gratitude (GQ-6), and Beck’s Depression Inventory (BDI). The data has been analyzed using Pearson correlation, analysis of covariance, and Fisher’s Z. The results indicated the existence of a negative and significant relationship between gratitude and depression \( (r=-0.46, P<0.05) \). Analysis of covariance showed that there is not a significant difference between women and men in gratitude while controlling auxiliary random variables of age and depression. Fisher’s Z-test indicated that there is not a significant difference in correlation magnitude between women and men. These findings clarified negative relationship between gratitude and depression. It seems that depressive symptoms can be influenced via instructions enhancing and internalizing gratitude and thankfulness traits in the individuals.

Keywords: gratitude, depression, analysis of covariance

Introduction

Psychology is more interested in vices than virtues (Myers and Diener, 1995). It seems that gratitude is one of the virtues overlooked in psychology. Although in all main religions the importance of gratitude is emphasized (Emmons and Crumpler, 2000), in social science scant attention has been devoted to gratitude (Watkins et al., 2003). Researches have represented that many people regard gratitude as important (Gallup, 1998). In a research conducted by Dumas, Johnson, & Lynch (2002), gratitude was among top 4% of loveliest words in a list of 800 words describing people’s traits. In contrast, ingratitude was one of the most negative words (Watkins et al., 2003).
Bertocci and Millard (1963) have stated that gratitude is the process of recognizing the fact that the person has enjoyed the favor of another person, and Emmons (2004) defined gratitude as recognition of an altruistic gift and being thankful for it (Polak and McCullough, 2006).

In psychology, gratitude is a cognitive-emotional state. This state usually accompanies with the perception that an individual has received a benefit for which he did not deserve or has not tried to achieve it. Yet, he has gained this benefit due to the good intention of another person (Bono & McCullough, 2006). Gratitude is emerged as a result of a benefit which is interpreted as premium and valuable with altruistic intention. The feeling of gratitude acts as a moral gauge and draws people’s attention to the amount of daily benefit obtained (McCullough, Kimeldorf & Cohen, 2008). More attention to others’ assists leads to more satisfaction with life (McCullough, Emmons & Tsang, 2002) and according to Watkins (2004) gratitude causes people not to habituate to positive aspects of their social environment and as a result it brings longer term life satisfaction for them (Aghababaei & Farahani, 2011).

Watkins et al. (2003) believe that grateful people possess 4 traits:

1-The do not feel deprived in their lives.
2-They are grateful for the others’ participation in their well-being.
3-They are more grateful for simple rejoicing. Simple rejoicing is the one easily accessible by the majority of people.
4-They admit the importance of feeling of gratitude and expressing it.

Depression is one of the prevalent disorders in human societies causing different individual and social harms. It is a kind of mental disorder in which the person’s mood is disordered. Nearly all people have experienced depression at least at low level (Seyvandipour & Abdollahi, 2012) National Institute of Mental Health defines depression as lack of positive thoughts and plans plus inability to experience positive emotions (Lambert, Fincham and Stillman, 2011).

Depressed temperament, decreased interest or enjoyment, overweight or underweight, hypersomnia or insomnia, fatigue or loss of energy, confusion or mental-motional slowness, the feeling of being valueless, decreased concentration and power of thinking, returned thoughts about death (Sadock & Sadock, 2012)

According to the World Health Organization about 12% of the population of different countries is suffering some degrees of depression. Some researchers believe that about 30% of people, specifically in the western countries, suffer depression in their life. Our country, Iran is not an exception in this regard either and a considerable percentage of the youth and adults, particularly girls and women, suffer some degrees of depression (Seyvandipour & Abdollahi, 2012). Different psychological perspectives including biological psychology and psychiatry, behaviorism, psychoanalysis, and cognitive psychology have suggested their views about treatment of and intervention in this disorder. Major treatment methods utilized are: pharmacotherapy, cognition therapy(CT), behavior therapy and psychoanalysis (Sadock & Sadock, 2012).

A variety of empirical researches have shown that gratitude accompanies with positive psychological consequences. Gratitude is correlated with spirituality, psychological well-being, marital satisfaction, and commitment to the spouse and it can be utilized in cognitive therapy. Most studies have focused on gratitude without specifying the person or entity for him the feeling of gratitude is perceived. Yet, all major religions in the world encourage their followers to be grateful, particularly grateful for God.
(Aghababei, Farahani and Tabik, 2012). Further, high levels of gratitude correlates positively with satisfaction with school experience, team satisfaction of athletes, social integration, educational performance, empathy, prosocial behavior, and forgiveness and relates negatively to materiality, and jealousy (Aghababaei & Inanlou, 2010).

In a longitudinal study, Kleiman et al. (2013) found out that people with high levels of gratitude had less suicidal ideations. This research has considered gratitude as one of the elements of meaning of life and a factor immunizing a person against suicide.

Li et al. (2012) also found relation between gratitude, suicidal ideation, and suicidal attempt. In a research, Carver, Scheier, and Segerstrom (2010) showed that there is a relationship between gratitude and optimism. In another research, Froh et al. (2011) indicated that gratitude can be a predictor of low depression and low jealousy via decease in materialism.

Other studies have also showed that there is a negative relationship between incline to gratitude and symptoms of anxiety and depression (Aghababaei, Farahani & Tabik, 2012; Diener et al., 1985) and gratitude predicts low depression (Wood et al., 2008). There is a positive relationship between gratitude and positive emotions, rejoicing, happiness, life satisfaction, hope, and optimism (McCullough, 2002). Gratitude relates with positive emotions, rejoicing, and life satisfaction (Adler and Fagley, 2002).

Freud believes that paying attention to spiritualties is substituted by excessive competitions and astonishing appearances of life which have strengthen present anxiety of human being consequently. Rapid social transformations, loss of values, traditional beliefs and the most important of all, weaken beliefs and lack of religion and faith which can support human against problems and difficulties, have increased anxiety and unhappiness of human (Azad, 2008). Freud as one of the founders of science of psychology, seriously and deeply considered spiritualties, religion, beliefs, and values and he believes overlooking them is the source of present problems of human. Thus, we will investigate the role of gratitude as an element of value and morality.

As explained, we will study the relationship between variables of gratitude and depression with regards to theoretical importance of gratitude and its consequences. Thus we propose research hypotheses as follow:

1- Gratitude has a negative relationship with depression.

2- There is difference between women and men in the index of gratitude.

**Method**

The present research is correlational descriptive regarding the method of data gathering. Statistical indices and methods such as mean, standard deviation, Pearson correlation, analysis of covariance, and Fisher’s Z have been utilized to analyze the data.

The research population includes the people of Evaz town (Lar city) in the second half of 2013. Research sample includes 300 subjects (206 female and 94 male) which has been selected by convenient sampling method and have been invited to participate in the research and complete the questionnaires. The participants were aged between 14 and 59 years old. The average age of them was 25.76 and standard deviation was 7.39. With regards to education level, 5% of the participants finished secondary school, 21% held diploma, 11% held associate’s degree, 52% held bachelor’s degree, 11% held master’s degree and higher degrees. The tools used were:

1- Gratitude Questionnaire (GQ-6)
This questionnaire has been developed by McCullough et al. (2002) including 6 items to assess individual differences in preparedness to experience gratitude in daily life. The questionnaire is rated 1 (strongly disagree) to 5 (strongly agree). Each item measures the magnitude and strength of the gratitude experienced by the person. (e.g. I am grateful for a lot of people or I possess many things in life for which I should be grateful). This questionnaire is a self-report and one-dimensional scale assessing trait gratitude in the group ages of teenagers to adults (11 to 75 years old). The individuals’ scores vary from 6 to 30 and higher scores reflect higher levels of gratitude. The reliability of questionnaire in different researches conducted in various cultures has been acceptable and its Cronbach’s alpha has been reported 75% to 82% (Aghababaei & Farahani, 2011). Cronbach’s alpha in the present research is 77%.

2- Beck’s Depression Inventory (BDI)

The scores range from at least 0 to at most 63. However, the scores 40 or 50 are obtained only at the very high levels of depression. Normally the scores of clinically depressed individuals and maladaptive non-patient individuals are ranged from 12 to 40. Researches done by using Beck’s Depression Inventory have constantly shown high internal consistency coefficients ranging from 89% to 94% in different populations (Seyvandipour & Abdollahi, 2011). Cronbach’s alpha of the mentioned questionnaire is achieved 91% in this research.

Results

Demographic information indicated that 69% of participants is female and 31% is male. Thus, the majority of participants are female.

Table 1: Pearson correlation coefficient between gratitude and depression

<table>
<thead>
<tr>
<th>Variables</th>
<th>Depression Pearson Correlation</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gratitude</td>
<td>-0.46**</td>
<td>0.001</td>
</tr>
</tbody>
</table>

According to table 1, Pearson correlation analysis indicated the existence of negative and significant relationship between gratitude and depression and hypothesis 1 is supported. Correlation magnitude is -0.46(P<0.01). In other words, null hypothesis is not supported and research hypothesis is supported.

Table 2: Analysis of covariance test
As indicated in Table 2, after controlling auxiliary variables of age and depression, significance level of F test for the variable of gratitude is more than 0.05 (0.465). Thus, it can be concluded that there is no significant difference in the magnitude of gratitude between women and men groups and hypothesis 2 is not supported.

Table 3: Fisher’s Z-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>r</th>
<th>z</th>
<th>Significance Level One-tailed</th>
<th>Two-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>206</td>
<td>-0.489</td>
<td>-0.91</td>
<td>0.1814</td>
<td>0.3628</td>
</tr>
<tr>
<td>Male</td>
<td>94</td>
<td>-0.397</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fisher’s Z has been employed to test significance of difference between correlation coefficients of gratitude and depression between women and men, and there is no significant difference between correlation magnitude of depression and gratitude in women and men.

Discussion and Conclusion

Moral capabilities and virtues like gratitude, forgiveness and kindness can be referred to as factors increasing individuals’ happiness and health. These capabilities can be utilized for both treating mental disorders and improving mental-social condition and temperament of healthy people. Present research studied the relationship between gratitude and depression.

Based on the findings of this research it has been indicated that there is significant and negative relationship between gratitude and depression. This finding is consistent with research findings of Kleiman et al. (2013), Li et al. (2012), Froh et al. (2011), Diener et al. (1985), Aghababaei, Farahani and Tabik (2012), and Wood et al. (2008). Wood et al.’s research indicated that gratitude, thankfulness and kindness result in increasing people’s happiness, and decreasing depressive symptoms consequently. Further, in the view of Lambert, Fincham, and Stilman (2011) gratitude prevents and improves depression via creating and expanding other positive emotions.

Otake et al. (2006) showed that gratitude and kindness are two important capabilities of people, influencing mental health, because kindness leads to good social relationships and gratitude accompanies with increasing in social motivation (Naito et al., 2004). Moreover, gratitude causes to create positive emotions in the individuals, it can be said that this process tends to simplify social relationships and to increase social support which leads to decrease depression as a result.
Another finding of this research was non-existence of a significant difference between women and men groups with regard to gratitude. As many moral traits and virtues like truthfulness, honesty, etc. seem not to depend on gender; it can be said that gratitude is not gender-dependent either. Also, the results of Fisher’s Z test showed that there is no significant difference between the magnitude of depression and gratitude in women and men.

With regard to the incremental increase in depression and its negative effects on the social and economic areas, it is crucial to pay more attention to the methods of preventing it or the ways of less-expensive treatment. In this research it is proved that gratitude has negative relationship with depression. Thus, depending on the findings of this research and other scientific researches, gratitude can be employed to increase happiness and decrease depression. Gratitude leads to positive emotions, it seems we can influence depressive symptoms via employing instructions to enhance, to internalize, and to make the culture of gratitude and thankfulness among people. Gratitude can also be used as an index of people’s well-being and they can be led to more peaceful and healthier life by fostering the trait of gratitude.

Like any other research, findings of the present research are limited to the layout of this research. The proportion of the gender was not suitable for comparison. It is suggested to employ samples meeting gender proportion in the future researches. Further, it is suggested to study the relationship between gratitude and other variables in the scope of mental health via experimental method.

References


The relationship between personality traits (16 PF) and marital adjustment in women
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Abstract
The present study investigated the simple and multiple relationship between personality traits (16 PF) and marital adjustment among women who referred to the counseling centers in Shahreza city in 2013. The sample in this study, was 100 women referring to the counseling centers in 2013 that was selected by convenience sampling. Assessment instruments were Cattell Personality Inventory (16pf) and Dyadic Adjustment Scale (DAS). Study employed correlation method and the research hypothesis were analyzed using regression, correlation coefficient and t-test. The results showed that with the exception of temerity, fantasy, empiricism, privacy and self-sufficiency, other factors are predictors of marital adjustment.

Keywords: Marital adjustment, personality traits

Introduction
The family is the first social organization in which the person lives (Sanaei, 2000) and marriage is considered as a very important and valuable element in human life.

Marital adjustment is one of the most important factors that affect on the family's growth (Sinha and Mackerjec, 1990). The marital adjustment is a process of change and a set of four performance dimensions, includ: 1. marital satisfaction, 2. adherence to common life, 3. agreement and consensus in common life and 4. manifested and expressed emotions in a family environment (Vick, 2006).

Johnson et al, have said that marital adjustment has a double character and property is not something that people could have moved it from a marriage to another marriage (Hendrick, 1998, cited in Shaker, Fathi-Ashtiani and Mahdavian, 2010).

Brief review of theories and models proposed in this area of marital life shows that different factors affect on marital adjustment, one of the important factors is spouses personality traits (Samani, 1386 cited in Golparvar et al, 2009, Watson and Clark, 1984, cited in Khojastemehr, 2003). Therefore, in recent decades the influence of personality on couples emotional and intimacy relationships has attracted much attention (Davis & Oathout, 1987 cited in Jalili et al, 2009).

Theory and research suggest that people personality traits are associated with marital satisfaction and adjustment. (Robinze et al, 2000 cited in Mahmoudzadeh, 2009). If the traits shape daily interactions
and reactions, personality traits that person brings within a relationship not only affect on satisfaction, but also influence on the spouse's satisfaction of the whole of life (Drinforth, 2010 cited in Mahmoodzadeh, 2009).

Based on a systemic view, personality calls on certain and different types of responses from partners that affect on their adjustment (Caughlin et al, 2000 cited in Attari et al, 2006).

In 1967, Cattell and Nesellrud (1968, 1967 cited in Carroll and Russell, 1995) examined the theory of similarity and complementarity mate selection using 16PF. Similarity hypothesis states that spouses which are more similar to each other in personality, more likely have a satisfying and lasting relationships.

Complementarity theory is based on this assumption that people are seeking to spouses who recoup their personality defects. The 1967 study showed that people that are similar to their spouses in some factors of 16PF, more likely have stable marital status.

Carroll and Russell (1995) studied the relationship between scores obtained from the 16PF factors and Marital Satisfactin Inventory (MSI) scores and Dyadic Adjustment Scale (DAS) in 321 couples. In many ways, these new findings corresponds with results of Cattell and Nesellrud (1968) study, which it was done three decades before.

Finally, Carroll and Russell (1995) have said that couples who have more emotional stability (C+), openness into change (Q1), lower alert and suspicious (L-), have higher scores on IM. Couples who have less satisfaction take lower scores in their reasoning ability (B) and have high grade on the fear factor (O) and tension (Q4).

These findings is consistent with the results of the study carried out by Cattell and Nesellrud (1967, 1968) that taken in the last three decades. Also, several studies have investigated the role of personality characteristics in marital adjustment such as:

Kenneth et al (1999) study on the relationship between personality factors and marital adjustment showed that there is a significant relationship between personality factors and marital adjustment.

King Research (1993 cited in Jallii et al, 2009) shows that there is a significant relationship between the husbands multiple personality trait, and wives' satisfaction and adjustment.

Shakerian (2011 cited in Shakerian et al, 2012) study's the role of personality and gender on marital adjustment. He indicated that extroversion, agreeableness, conscientiousness, neurosis and gender can explain adjustment variance significantly. In this study, women reported greater marital adjustment.

Golparvar et al (2009) investigated the personality -psychological characteristics in incompatible couples and their marital adjustment in Iran and Toronto. The results showed that personality - psychological traits (depression, mental confusion, boredom, mental and emotional alienation) have negative relationship with marital adjustment.

Attari et al (2006) in their study foundout that there is a significant relationship between personality traits and marital satisfaction.


**Method and materials**

This study employed a correlational research method in which simultaneously examined the relationship between several variable. Research hypothesis were analyzed by regression, correlation coefficient and t-test. The population of the study was all the women who referred to counseling centers in shahreza city in 2013 who were selected randomly.

The sample in this study was 100 women referring to the counseling centers in 2013 that was selected by convenience sampling. Assessment instruments were Cattell Personality Inventory (16pf) and Dyadic Adjustment Scale (DAS).
Results and findings

Table 1-Phenotypic correlations between personality traits and marital adjustment

<table>
<thead>
<tr>
<th>Predictive variable</th>
<th>Correlation coefficient</th>
<th>Number</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion</td>
<td>.55</td>
<td>100</td>
<td>.002</td>
</tr>
<tr>
<td>Abstract reasoning</td>
<td>.48</td>
<td>100</td>
<td>.002</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>.88</td>
<td>100</td>
<td>.008</td>
</tr>
<tr>
<td>Dominance</td>
<td>-.23</td>
<td>100</td>
<td>.005</td>
</tr>
<tr>
<td>Vitality</td>
<td>.54</td>
<td>100</td>
<td>.001</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>.72</td>
<td>100</td>
<td>.000</td>
</tr>
<tr>
<td>Impetuosity</td>
<td>-.13</td>
<td>100</td>
<td>.111</td>
</tr>
<tr>
<td>Soft temperamental</td>
<td>.41</td>
<td>100</td>
<td>.002</td>
</tr>
<tr>
<td>Pessimism</td>
<td>-.49</td>
<td>100</td>
<td>.000</td>
</tr>
<tr>
<td>Fantasy</td>
<td>-.21</td>
<td>100</td>
<td>.652</td>
</tr>
<tr>
<td>Privacy</td>
<td>.24</td>
<td>100</td>
<td>.059</td>
</tr>
<tr>
<td>Feelings of guilt</td>
<td>-.48</td>
<td>100</td>
<td>.008</td>
</tr>
<tr>
<td>Empiricism</td>
<td>-.12</td>
<td>100</td>
<td>.423</td>
</tr>
<tr>
<td>Self-sufficiency</td>
<td>-.23</td>
<td>100</td>
<td>.241</td>
</tr>
<tr>
<td>Regularity</td>
<td>.53</td>
<td>100</td>
<td>.001</td>
</tr>
<tr>
<td>Stress</td>
<td>-.67</td>
<td>100</td>
<td>.000</td>
</tr>
</tbody>
</table>

Results in Table 1 indicate a positive and significant relationship between extraversion, abstract reasoning, emotional stability, vitality, conscientiousness and soft-temperamental with marital adjustment. And exists a negative and significant relationship between dominance, pessimism, guilt, stress with marital adjustment and a non-significant and negative correlation exists between impetuosity, fantasy, empiricism and self-sufficiency with marital adjustment and eventually relationship between the privacy and marital adjustment is positive and significant.

Table 2-The multiple correlation coefficient

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R2</th>
<th>Adjusted R2</th>
<th>Standard error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.652</td>
<td>.425</td>
<td>.314</td>
<td>17.44</td>
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</tbody>
</table>

Table 3- Analysis of variance for R2

<table>
<thead>
<tr>
<th></th>
<th>Squares</th>
<th>DF</th>
<th>Mean-square</th>
<th>F</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between group</td>
<td>18651.232</td>
<td>16</td>
<td>1165.702</td>
<td>3.829</td>
<td>.000</td>
</tr>
<tr>
<td>Intergroup</td>
<td>25269.358</td>
<td>83</td>
<td>304.450</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>43920.590</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the above table, R2 value shows that 31.4 percent of the subjects marital adjustment due to their personality traits that this result is significant at .01 alpha level.

Table 4- Regression coefficients

<table>
<thead>
<tr>
<th>Variables</th>
<th>Crude coefficients</th>
<th>Standardized coefficients</th>
<th>T</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Standard error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital adjustment</td>
<td>31.98</td>
<td>31.88</td>
<td>-</td>
<td>1.003</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------</td>
<td>--------</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td>Extraversion</td>
<td>1.14</td>
<td>.787</td>
<td>.148</td>
<td>.453</td>
</tr>
<tr>
<td>Abstract reasoning</td>
<td>.314</td>
<td>.783</td>
<td>.038</td>
<td>.401</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>.176</td>
<td>.559</td>
<td>.030</td>
<td>.314</td>
</tr>
<tr>
<td>Dominance</td>
<td>1.162</td>
<td>.585</td>
<td>.195</td>
<td>-.94</td>
</tr>
<tr>
<td>Vitality</td>
<td>.904</td>
<td>.542</td>
<td>.160</td>
<td>.66</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>1.464</td>
<td>.729</td>
<td>.198</td>
<td>.628</td>
</tr>
<tr>
<td>Impetuosity</td>
<td>1.66</td>
<td>.594</td>
<td>.279</td>
<td>-.801</td>
</tr>
<tr>
<td>Soft temperamental</td>
<td>.549</td>
<td>.602</td>
<td>.083</td>
<td>.911</td>
</tr>
<tr>
<td>Pessimism</td>
<td>1.304</td>
<td>.610</td>
<td>.217</td>
<td>-.140</td>
</tr>
<tr>
<td>Fantasy</td>
<td>.807</td>
<td>.593</td>
<td>.140</td>
<td>-.392</td>
</tr>
<tr>
<td>Privacy</td>
<td>1.850</td>
<td>.662</td>
<td>.258</td>
<td>.795</td>
</tr>
<tr>
<td>Feelings of guilt</td>
<td>.216</td>
<td>.577</td>
<td>.035</td>
<td>-.375</td>
</tr>
<tr>
<td>Empiricism</td>
<td>1.076</td>
<td>.687</td>
<td>.151</td>
<td>-.577</td>
</tr>
<tr>
<td>Self-sufficiency</td>
<td>1.271</td>
<td>.568</td>
<td>.228</td>
<td>-.413</td>
</tr>
<tr>
<td>Regularity</td>
<td>.071</td>
<td>.675</td>
<td>.011</td>
<td>.105</td>
</tr>
<tr>
<td>Stress</td>
<td>.048</td>
<td>.579</td>
<td>.008</td>
<td>-.583</td>
</tr>
</tbody>
</table>

Based on the above table with the exception of temerity, fantasy, empiricism, privacy and self-sufficiency, other factors are predictors of marital adjustment.

Discussion and conclusion

In the research literature (as far as the researcher was able to check), there is no study in which the relationship between personality traits (16PF) and marital adjustment to be analyzed, thus, this study appears to be unique in this regard. Although results of this study are consistent with some other studies such as: Kenneth and etal (1999), King (1993 cited in Jalili et al, 2009), Shakerian (2011 cited in Shakerian et al, 2012), Golparvar et al (2009), Attari etal (2003), Abdullah Zadeh (2002 cited in Attari et al, 2003).

Although the above studies indicate that mate choice with similar characteristics, predicted marital satisfaction, but the results of the study carried out by Luo (2009), in the newly married people (less than 6 months) was revealed that the couples differences more predict life satisfaction among married couples.

Certainly couples should not show excessive enthusiasm, they must be adaptability and must be willing to grow with their spouse and have an intimate relationship.

References

Khojastemiah R, 2003. Personality characteristics, social skills, attachment style and demographic variables as a predictors of success and failure on normal and divorced couples in Ahvaz. PhD
thesis in Psychology, Faculty of Psychology and Educational Sciences University of Ahwaz Shahid chamran.


The evaluation of personality disorders in divorcee couples, and its comparison with normal couples in Isfahan

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2- MA in Family Counselling, University of Isfahan, Iran
3- Associate Professor in Family Counselling, University of Isfahan, Iran

Abstract

This study examined the personality disorders among the divorced couples and compared them with normal couples. The population of the study consisted of all the divorced and normal couples who lived in Isfahan from May 2013 to July 2013. Sampling method used in this study was convenience sampling.

In this way, Millon Clinical Inventory (MCMI) were completed by 106 divorced couples referred to the Justice and Dispute Resolution Council and 106 normal married couples who didn’t have any record of referral to these centers. Data analysis was using SPSS-18 software.

T-test comparison showed that the two groups had significant difference on some of the subscales of the Millon Clinical Inventory (MCMI) including clinical personality patterns, severe personality patterns, clinical symptoms and severe clinical symptoms. But, the two groups hadn’t significant difference on the dramatic and obsessive personality disorders.

Keywords: Personality, personality disorders, divorce

Introduction

Marriage is considered as a very important and valuable element in human life. The marital problems can cause harm in the lives of individuals and the family members (Farhangi, 2005).

Despite the importance of the family as an environment for socialization and training duties to the future generations, today, many families suffer from problems such as divorce, marital discord, suicide, children running away and violence that eliminate healthy relationships that are essential for the families' survival and strengthening.

Among the types of damage that threatens the foundation of family, the personality disorders are very important (Farhangi, 2005).

In variate studies, several factors have been identified as affecting factors on marital adjustment such as social - cultural and personality factors (Ahmadi, 2006). Among the interpersonal characteristics, personality variables is one of the factors that affect on marital adjustment.

Researchs show that the personality factors, are the empirical predictors for marital adjustment. Millon (2000) has said that the personality is a sophisticated pattern of psychological characteristics that can not be easily eradicated them and almost reveals itself in all aspects of individual performance.
When personality traits are inflexible and non-adaptive, they create functional disorders and psychiatric problems, and it is possible to diagnose them as personality disorders (PD). (Sotude et al., 2003). 10 types of personality disorders are specified in the Diagnostic and Statistical Manual of Mental Disorders (DSM). Social and occupational functions in personality disorders may be damaged.

PD sufferers feel that their living conditions are normal. Divorce may be caused by disorders and mental illnesses and the other hand cause mental disorders.

Several studies examined the role of personality traits and personality disorders on marital adjustment and satisfaction.

In Genevce & Stephan study (1999) the results showed that the personality trait is an important predictor for family function. Therefore, this study examined the personality disorders among the divorced couples and compared them with normal couples. Review and identify factors that associated with marital satisfaction and divorce can be an important step in prevent of this phenomenon.

Assumptions of this study were:

A) The clinical personality patterns will be significantly different between the normal couples and the divorced couples.

B) The severe personality patterns will be significantly different between the normal couples and the divorced couples.

C) The clinical syndrome will be significantly different between the normal couples and the divorced couples.

D) The real clinical syndrome will be significantly different between the normal couples and the divorced couples.

Method and materials

The population of the study consisted of all the divorced and normal couples who lived in Isfahan from May 2013 to July 2013. Sampling method used in this study was convenience sampling.

In this way, Millon Clinical Inventory (MCMI) were completed by 106 divorced couples referred to the Justice and Dispute Resolution Council and 106 normal married couples who didn't have any record of referral to these centers.

Data analysis was using SPSS-18 software.

Results and findings

Table 1- Results of t-test for the first hypothesis

<table>
<thead>
<tr>
<th>Variable</th>
<th>Levine test</th>
<th>T test.</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
<td>t</td>
<td>df</td>
<td>Sig</td>
<td></td>
</tr>
<tr>
<td>Schizoid</td>
<td>.109</td>
<td>.742</td>
<td>-3.090</td>
<td>210</td>
<td>.002</td>
<td></td>
</tr>
<tr>
<td>Avoidance</td>
<td>1.414</td>
<td>.236</td>
<td>-4.236</td>
<td>210</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Depressed</td>
<td>1.886</td>
<td>.171</td>
<td>-5.191</td>
<td>210</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Dependent</td>
<td>6.791</td>
<td>.010</td>
<td>-2.456</td>
<td>210</td>
<td>.015</td>
<td></td>
</tr>
<tr>
<td>Dramatic</td>
<td>.030</td>
<td>.863</td>
<td>2.703</td>
<td>210</td>
<td>.522</td>
<td></td>
</tr>
<tr>
<td>Narcissistic</td>
<td>10.198</td>
<td>.002</td>
<td>-6.41</td>
<td>210</td>
<td>.007</td>
<td></td>
</tr>
<tr>
<td>Anti-social</td>
<td>.108</td>
<td>.742</td>
<td>-2.902</td>
<td>210</td>
<td>.004</td>
<td></td>
</tr>
<tr>
<td>Aggressive</td>
<td>2.120</td>
<td>.147</td>
<td>-3.204</td>
<td>210</td>
<td>.002</td>
<td></td>
</tr>
<tr>
<td>Obsessive</td>
<td>.273</td>
<td>.602</td>
<td>1.092</td>
<td>210</td>
<td>.276</td>
<td></td>
</tr>
<tr>
<td>Negatively oriented</td>
<td>.034</td>
<td>.855</td>
<td>-4.210</td>
<td>210</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Harassment</td>
<td>2.218</td>
<td>.138</td>
<td>-3.227</td>
<td>210</td>
<td>.001</td>
<td></td>
</tr>
</tbody>
</table>

Comparison of the two groups shows that, normal couples are significantly different from couples at risk of divorce in some scales including schizoid, avoidance, depressed, dependent, narcissistic,
anti-social, aggressive, negatively oriented and harassment. But, the two groups hadn’t significant difference on the dramatic and obsessive personality disorders.

Table 2- Results of t-tests for the second hypothesis

<table>
<thead>
<tr>
<th>Variable</th>
<th>Levine test F</th>
<th>Sig</th>
<th>T test F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schizotypal</td>
<td>.480</td>
<td>.489</td>
<td>-4.391</td>
<td>.002</td>
</tr>
<tr>
<td>Borderline</td>
<td>.502</td>
<td>.479</td>
<td>-3.970</td>
<td>.000</td>
</tr>
<tr>
<td>Paranoid</td>
<td>.187</td>
<td>.667</td>
<td>-3.495</td>
<td>.000</td>
</tr>
</tbody>
</table>

With refer to the last column of the table we conclude that the normal couples are significantly different from couples at risk of divorce in all scales including schizotypal, borderline and paranoid disorders.

Table 3- Results of t-test for the third hypothesis

<table>
<thead>
<tr>
<th>Variable</th>
<th>Levine test F</th>
<th>Sig</th>
<th>T test F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>6.964</td>
<td>.090</td>
<td>-3.268</td>
<td>.216</td>
</tr>
<tr>
<td>Physical form</td>
<td>4.218</td>
<td>.041</td>
<td>-4.331</td>
<td>.653</td>
</tr>
<tr>
<td>Bipolar</td>
<td>5.798</td>
<td>.017</td>
<td>-3.144</td>
<td>.607</td>
</tr>
<tr>
<td>Dysthymic</td>
<td>5.415</td>
<td>.021</td>
<td>-5.982</td>
<td>.434</td>
</tr>
<tr>
<td>Alcohol dependence</td>
<td>20.373</td>
<td>.250</td>
<td>-4.343</td>
<td>.313</td>
</tr>
<tr>
<td>Drug dependence</td>
<td>4.349</td>
<td>.038</td>
<td>-2.761</td>
<td>.898</td>
</tr>
</tbody>
</table>

According to the above table, results indicates that the normal couples are significantly different from couples at risk of divorce in all scales of the clinical syndrome including anxiety, physical form, bipolar, dysthymic, alcohol dependence and drug dependence.

Table 4- T-test results for the fourth hypothesis

<table>
<thead>
<tr>
<th>Variable</th>
<th>Levine test F</th>
<th>Sig</th>
<th>T test F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought disorder</td>
<td>4.016</td>
<td>.046</td>
<td>-4.820</td>
<td>.000</td>
</tr>
<tr>
<td>Major depression</td>
<td>17.302</td>
<td>.321</td>
<td>-5.748</td>
<td>.000</td>
</tr>
<tr>
<td>Delusional disorder</td>
<td>1.371</td>
<td>.243</td>
<td>-4.817</td>
<td>.000</td>
</tr>
</tbody>
</table>

According to the above table, results indicates that the normal couples are significantly different from couples at risk of divorce in all scales including thought disorder, major depression, delusional disorder.

**Discussion and conclusion**

This study examined the personality disorders among the divorced couples and compared them with normal couples.

The results of this research in clinical personality patterns (including schizoid, avoidant, depressive, dependent, dramatic, narcissistic, anti-social, aggressive, obsessive, and mazokhism and negatively oriented) are consistent with the results of the study carried out by Zoheyroaldin and Khodayarifar(2003), Bani Asadi (1996), Mohamadaliloo et al (2012) and Grill et al (2002).
The second hypothesis examined the severe personality patterns (schizotypal, borderline and paranoia) among the divorced couples and compared them with normal couples.


The results of the third hypothesis suggests that divorced couples in clinical symptoms (anxiety, somatic form, bipolar, dysthymic, alcohol dependence, drug dependence and post-traumatic stress disorders) are different with normal couples.


Finally, the fourth hypothesis showed that the divorced and normal couples in serious clinical symptoms (thought disorder, major depression and delusional disorder) are different.

These findings are consistent with the results of the study carried out by Zoheyredin and Khodayarifar (2003) Norouzzadeh et al (2007, cited in Gharehdaghi, 2010).

In a summary we can say that the psychological and personality traits and personality disorders through several mechanisms enter to couples relationships and provide the grounds for incompatibility that if no preventing and no treating such problems, they can lead to divorce.

References


Khojastemehr R, 2005. Personality characteristics, social skills, attachment style and demographic variables as a predictor of success and failure on nonalcohol divorced couples in Ahvaz. Phd thesis in Psychology, Faculty of Psychology and Educational Sciences University of Ahwaz Shahid Chamran.


The effects of computer games on social growth and creativity of pre-school children

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2- MA student of educational planning, Payam-e Nour University, Tehran, Iran

Abstract

In the current era, children and adolescents are strongly influenced by computer games. Computer games are an inevitable part of social growth and mental creativity of children. Hence, the present research aimed to investigate the effectiveness of computer games in the social growth and creativity of pre-school children. The sample comprised 100 children (50 girls and 50 boys) who were selected through multi-stage cluster sampling from among the pre-school centers located in Tehran city in the school year of 2013-2014. The research employed a casual-comparative (post-facto method) and the data gathering tools included Wieland social growth scale and test of creativity in action and movement (TCAM). T-independent test was used to analyze the data. Results indicated that computer games exert positive impact on the creativity of pre-school children. Moreover, results also demonstrated that computer games exert significant and negative impact on the social growth of male and female pre-school school children. However, no significant difference was observed in terms of creativity. With regard to the research results, it can be concluded that the strategies for employing the computer games to enhance the creativity and preventing its overuse.

Keywords: creativity, social growth, computer games, pre-school children.

Introduction
Social development is the most important aspect of any person, because the assumption is that children without social development and skills are unable to carry out their duties with others. (cited in Moghtaderi, Refahi, Khosravi, 2011). Also the development of creativity and its influence on cognitive processes in recent decades have been regarded by many psychologists and education specialists. Since this generation is the generation of the technologies which are made by humans' innovation and creative thinking, thus study of their impact on human creativity, especially children, it is very important until in this way to reach to new and more efficient findings in both fields of new technologies and also in the field of children's innovation (Farhoodi, 2008)

Nowadays, computer games as one of the latest communication technology achievements is considered to be the most popular forms of entertainment and leisure facilities, especially for the younger generation. Also teenagers today prefer to stay home and play with their computers rather than engaging in activities with their friends on the streets and neighborhoods (Gelfond & Salonius- Pasternak 2005). The results of surveying articles about the impact of computer games are very contradictory. Some researchers by considering the educational and entertainment dimension of these games have emphasized the positive aspects of them. They believe that with the entry of these devices to the field of education, positive effects to facilitate, enhance or even substitute teachers has been proposed. As it is known some computer games promote problem solving skills and the ability to relieve some of the symptoms of mental illnesses while the researchers have considered the negative effects of computer games such as violence and reinforcement of gender roles.

In addition to the negative effects, these types of entertainment, social relations and interactions between individuals and the skills needed to link human and physical consequences such as hypertension, obesity, and eye symptoms etc. have been confirmed in several studies. Due to the positive and negative effects of computer games on children's growth, the necessity of paying more attention to proper training and careful planning in this area is emphasized. Colwell and Payne (2000) examine the effects of computer games on adolescents and have concluded that computer games are not directly related to social isolation but are related to aggression. MacPherson (2004) argues that growing teenagers who use computer games face with the problem in the context of problem solving, because these games are obstacles to the development of their imagination and creativity. These two elements are essential for the development of problem solving skills in students.

Tuzun’s studies (2004) suggest that computer games can boost creativity, imagination, motivation, participation and cooperation among the students and will help them in problem solving. Lee (2005) in his study on computer usage and creativity in Korea concluded that the video games include innovative and challenging issues that attract all individuals; he also believes that involving with these games will help the students to gain high-level cognitive skills such as problem solving and creativity.
Farhoodi (2008) about the effects of computer educational games in enhancing the creativity of children in third grade showed that educational games of computer increases the originality, fluidity and flexibility in the third grade students of primary school. However, educational computer games do not make any progress to the children in the third grade. Ahmadi (2010) in examining the relationship between computer games with social skills and mental health in the third grade students in the city of Shiraz showed that there is no significant relationship between computer games with social skills and also there is no significant relationship between computer games with male and females’ students’ social skills. Khalifeh and Novindegani (2011) in their study showed that there are significant differences between students’ creativity and performance regarding the experience and time they consider for playing video games.

Gholami, Tooranposhti and Karimzade (2011) about the effect of computer games on creativity and its relation to students’ psychological adjustment achieved to the results that computer games can reduce students’ creativity. Mazaher (2012) in a study examined the effects of computer games on social intelligence and academic self-efficacy of male adolescents between the ages of 12-15 years and achieved that computer games have no effect on social intelligence but have effect on academic self-efficacy.

Thus, based on the available evidence about the effect of computer games, the aim of this study is to evaluate the impact of computer games on the social development and creativity of preschool children. One of the major issues that some schools face with is academic dislike in schools and lack of strong scientific motivation among students for having serious scientific effort. As a result, motivation is what that moves us from boredom toward interest. Interactive approach occurs in the classroom and in the presence of teacher, but teacher should try to evaluate the needs from learner’s view, help them to understand the needs and to choose strategies, to enable them to effectively fulfill their decisions and to guide their own learning experiences. (Shabani, 2007).

End of the school year for children who have failed is a critical moment. Because failure changes the child’s idea about him, and also changes other’s ideas. (Raoufi et al, 2007). Educational drop off in this study means falling from a higher level to a lower level of education, in other words, when the average grade and scores of student decrease, it can be said that students have educational drop off.

Educational engagement is a structure which was used for the first time in order to understand and explain the decline and failure of students’ level of education and was considered as the root for reforming efforts in the field of education (Fredricks, Blumenfeld, Paris, 2004). Structural involvement is the core of many dropouts theories (Finn, 1998). The concept of educational engagement: refers to the quality of efforts students spend for educational purposeful activities to directly achieve the desired results (Linnenbrink and Pintrich, 2003).

Behavioral involvement: includes students observing behaviors in dealing with the homework which include components of effort, persistence, and seeking help from others. Cognitive engagement:
refers to the types of processes that can be used by students for learning (Ravindran, Green and DeBaker, 2005). Cognitive strategies involve cognitive and metacognitive strategies. Emotional involvement: includes three patterns of feelings, values, and affection, for example, the indicator of value reflects the students' beliefs about why the material and skills they learn are useful, significant and attractive (Wolters and Rosental, 2000). In Iran, extensive research has been done in conjunction with educational drop off. However, these studies did not refer to educational engagement and its relationship to educational drop off.

Trautwen et al (2002) in a study by controlling of intelligence, socioeconomic status, motivation, and type of school examined the relationship between doing homework at home and educational progress in mathematics; they showed that doing more assignment is positively related to gaining higher grades in mathematics. They add that the long duration of assignments is negatively related to educational progress. Rastegar et al (2009) in their study entitled "Intelligence beliefs and educational progress: The role of achievement goals and involvement" concluded that the relationship between intelligence beliefs and educational progress is under the influence of achievement goals and aspects of educational engagement. While the innate intelligence through the performing goals, performance, performance avoidance goals, and value of homework affect educational progress indirectly.

According to the findings, mastery goals and metacognitive strategies (high cognitive involvement) is directly related with effort and task of values (behavioral and motivational aspects) (Pintrich, 2000; Elliot, McGregor, 2001; Bannyasgari, 2009). The most important pest of education in the world, including in Iran is educational drop off, which is consistently wasting many of human potential and economic resources of society, and are leading to the ravages of individuals, family and community (Bannyasgari, 2009).

Kids and teenagers in the course of study, obtain positive or negative attitudes towards themselves and their surroundings. It largely depends on successful or unsuccessful experiences of students at the time of school. In schools they are growing. In fact, over their best years of life, they will engage with various factors affecting the evolution of cognitive, emotional and social interactions. In the case of educational failure and stress, students' mental health disturbs and thus, damages will notice them and society. That is why we should pay more attention to the issue of educational drop off, indeed by the recognition of it the ability and skills and competencies of children and teenagers can be fertilized. This study examined the relationship between educational engagement and educational drop off, which is aimed to answer the following questions:

1 – Is there any relation between educational drop off, cognitive involvement, affective involvement and behavioral involvement? 2 – Can educational involvement of students predict their educational drop off?

Hypotheses

First hypothesis: computer games will improve the social growth of pre-school children.
Second hypothesis: computer games will increase the creativity of pre-school children.

Third hypothesis: there will exist significant difference between the social growth of male and female pre-school children.

Fourth hypothesis: there will exist significant different between the creativity of male and female pre-school children.

Method and materials

This research comprised 100 children (50 girls and 50 boys) who were selected through multi-stage cluster sampling from among the pre-school centers located in Tehran city in the school year of 2013-2014. The selected sample was assigned to two experimental groups and two control groups (each of which: 25 individuals). The inclusion criteria was three days of weekly computer games in the previous six months in the experimental group and lack of experience or very limited experience of computer games in the recent 6 months in terms of computer games.

Wieland social growth scale: this questionnaire has 8 components or subscales including general self-help, wearing the clothing self-help, eating food self-help, relation with others, self-regulation in one’s behavior, body movement, occupation and job. The Wieland scale was normalized on 620 individuals including 10 men and 10 women in the age range of birth until 30 years old. The reliability coefficient with retest was reported to be .92 on 123 individuals. The retest interval was from one day to 9 month. Wieland scale of social growth was normalized by Tavakkoli et al in 2000. This research has reported acceptable reliability for Wieland social growth scale in Iran (Pour Shakouri Sharemi, Movahhedi and Abedi, 2011).

Torrance Test of Thinking Creativity in Action and Movement (TCAM) was first designed to measure the creativity in children in the age range of 3 to 8 years old. The subjects’ responses on this scale are scored for the components of fluidity, originality and imagination. The individual administration of this scale takes 10 to 20 minutes. Bollen (1976, cited in Torrance, 1981) reported its reliability to be equal to .96 by its administration on 30 children. Moreover, Torrance et al obtained the reliability coefficient to be between .97 and .99 for the multiple components (Torrance, 1981). Moreover, this test was normalized by Seyyedan in 2000 using bisection and the reliability of .81 was obtained for that (Noferesti, Hamid Pour and Derogar, 2010).

Results and findings

T-independent test was used to investigate the hypotheses of the research. The ratio of variances (F) was not significant and therefore, the assumptions using t-test is significant. The results of table 1 indicates that computer games exerted significant effect on the social growth of pre-school children and the comparison of the experimental and control groups (using independent t test) indicates that the experimental group that had higher levels of computer games had less social growth as compared to the group that didn’t have the experience of computer games. Therefore, it can be concluded that computer games exert negative and reverse effect on the social growth and this rejects the first hypothesis of the research.

| Table 1- results of t-test for the difference of social growth |
The effect of computer games in children’s creativity in table 2 indicates that computer games produced effect on the creativity and comparison of two means in the experimental and control groups (using independent t-test) indicates that computer games increases the creativity in children.

<table>
<thead>
<tr>
<th>variable</th>
<th>group</th>
<th>n</th>
<th>mean</th>
<th>sd</th>
<th>df</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social growth</td>
<td>Experimental</td>
<td>50</td>
<td>71.4</td>
<td>1247.</td>
<td>98</td>
<td>4.03</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>50</td>
<td>83.20</td>
<td>16.47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2- results of t-test for the difference of creativity

<table>
<thead>
<tr>
<th>variable</th>
<th>group</th>
<th>n</th>
<th>mean</th>
<th>sd</th>
<th>df</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>creativity</td>
<td>experimental</td>
<td>50</td>
<td>135.52</td>
<td>31.35</td>
<td>98</td>
<td>2.19</td>
<td>.03</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>50</td>
<td>122.50</td>
<td>27.85</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For investigating the effect of gender on the scores of children’s social growth who play computer games, the results presented in table 3 indicates that girls score higher on social growth as compared to boys (p=.001).

<table>
<thead>
<tr>
<th>variable</th>
<th>group</th>
<th>n</th>
<th>mean</th>
<th>sd</th>
<th>df</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social growth</td>
<td>girl</td>
<td>25</td>
<td>77.64</td>
<td>9.99</td>
<td>48</td>
<td>3.57</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>boy</td>
<td>25</td>
<td>66.40</td>
<td>12.14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As observed in table 4 and in the investigation of the effect of gender in the creativity of pre-school children who play computer games, results indicate no significant difference between the mean of girls and boys in the variable of creativity.

<table>
<thead>
<tr>
<th>variable</th>
<th>group</th>
<th>n</th>
<th>mean</th>
<th>sd</th>
<th>df</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social growth</td>
<td>girl</td>
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<td>77.64</td>
<td>9.99</td>
<td>48</td>
<td>3.57</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>boy</td>
<td>25</td>
<td>66.40</td>
<td>12.14</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>variable</td>
<td>group</td>
<td>n</td>
<td>mean</td>
<td>sd</td>
<td>df</td>
<td>T</td>
<td>Sig.</td>
</tr>
<tr>
<td>----------</td>
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<td>-------</td>
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<td>-----</td>
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<td>------</td>
</tr>
<tr>
<td>creativity</td>
<td>girl</td>
<td>25</td>
<td>138.12</td>
<td>28.47</td>
<td>48</td>
<td>.58</td>
<td>.56</td>
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<td>132.92</td>
<td>34.38</td>
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</tr>
</tbody>
</table>

**Discussion and conclusion**

The present research was carried out to investigate the effect of computer games on the social growth and creativity of pre-school children. Results indicated that computer games exert negative effect on the social growth of preschool children. It’s to say that, children who constantly play more computer games have less social growth as compared to children who play less computer games. This finding is not in line with the results of the research by Colwell and Payne (2000), Ahmadi (2010) and Mazaher (2012). In the explanation of this finding it can be said that nowadays, with regard to the expansion of computer games, most children allocate their time to computer games and spend less time to play the traditional games with their peers and therefore, the range of their physical activities decrease and they can’t grow adequately in social realms. Moreover, Zimbardor (1982) asserts that computer games can gratify the natural needs that are normally satisfied in social interactions and therefore, it results in social isolation.

Moreover, the results of this research indicated that computer games can increase the creativity in pre-school children. Put it differently, computer games help enhance children’s creativity through establishing challenging environment. This finding is in line with the results of the research by MacPherson (2004); Tuzun (2004); (2005); Farhoudi (2008) and Mazaher (2012). However, the results are not in line with the results of the research by Gholami Touran Poshti and Karim Zadeh (2011). Results indicated that children who do more physical sport at school have higher social growth as compared to children who play the computer games (Rakhsh Bahar and Sami, 2011).

In the explanation of these findings, it can be said that, computer games that have challenging environment and are based on problem-solving force the children to win and obtain the desirable results and this will lead to the growth in creativity. Here, players identify the possible challenges and think about that to solve the problems. Therefore, computer games are important elements in the creativity of adolescents and in addition to being amused; they can develop their potential for creativity. Some other computer games are flexible and do not have specific structure and therefore, enable the children and adolescents to increase their creativity and adds to their abilities (Khalifeh and Ebrahimi, 2012). According to the carried out research, computer games are one of the important sources in the increase of children’s creativity (2005). Computer games that are based on challenging environment and problem solving stimulate the creativity (Roe & Muijs, 2000).

Overall, with regard to the obtained results it can be concluded that computer games exert negative effects on interpersonal interactions and limit social skills and abilities. Moreover, computer
games help in the growth of creativity. Therefore, it’s proposed that specific educational programs be designed to enhance the level of creativity among the pre-school children. Moreover, with regard to the negative effects of computer games in social growth of children, it’s recommended that sport equipment be provided to limit the excessive use of computer games.

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Survey of Factor structure and reliability Relationship Style Questionnaire (RSQ) in the students

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Abstract

The study of interpersonal relations from attachment point of view is a topic that has drawn the attention of researchers in the recent decades and various tools have been devised for its assessment. In this research, we study the psychometric characteristics of the Relational Scales Questionnaire (RSQ) as one of these tools. The studied sample consists of 368 female students of bachelor’s program at Ferdowsi University of Mashhad in academic year 2012-2013. The sample was selected by quota sampling method from among all faculties of this university. The sample was tested by Relational Scales Questionnaire (RSQ). Internal consistency was used in order to study reliability of questionnaire. The exploratory factorial analysis method was used to assess its construct validity. The exploratory factorial analysis of the Relational Scales Questionnaire showed two different patterns. The Collins and Rid three-factor Model showed 40.16% of the total variance, and Simpson two-factor Model determined 35.36% of total variance. Cronbach’s alpha coefficient was 0.67 for two-factor model, and 0.57 for three-factor model. Both of the analyzed models showed a relatively average validity for the Iranian version of this questionnaire. Moreover, the three-factor model had a higher acceptable validity.

Keywords: Relational Scales Questionnaire, attachment style, psychometric characteristics

Introduction

Attachment theory which was introduced to explain the formation process of the relationship between an infant and his primary caregiver was developed by Bowlby and was expanded by Ainsworth through experimental observations (Rholes and Simpson, 2004). Bowlby who was a physician and a psychoanalyst formed the bases of his theory based on the information he obtained from children and
adolescents with trauma. His underlying assumption was that all humans have a common need to create a close emotional tie (Çelik, 2004). He called this important emotional bond, which is produced between a child and another person, “attachment” (Morsünbül, 2009). According to theories proposed by Bowlby and Ainsworth, an infant, through frequent interactions with his mother, gradually begins to anticipate his mother’s behavior. These interactions make the infant form mental representations of self, others, and the relationships between these two that were called internal working model (Egeland, 2009; Hammond and Marmarosh, 2011; Daniel, 2006; Cassidy and Shaver, 2008). According to Bowlby work patterns are a set of cognitive-emotional structures including concrete memories of interaction with manifestations of attachment, beliefs and attitudes about self and others which provide general information about relationships and interactions of attachment and also practical information about the way of emotional discipline and behavior in close relationships (Mikulincer and Shaver, 2007).

The starting point of attachment assessment is known to be the research conducted by Ainsworth et al. on infants. By designing strange situation experiment, Ainsworth figured out that a mother is considered as a secure base for infant who can explore the environment by relying on it. This sense of trust and confidence towards the mother depends on the rate of her accessibility and accountability. By observing infants responses to maternal separation and return, Ainsworth classified each one of the infants in one of three classifications of secure (B), insecure ambivalent (C), and insecure avoidant (A) (Fraley and Waller, 1998; Mikulincer and Shaver, 2000; Armbruster, 2008). These observations led to a large volume of researches. Some of those researches were conducted to investigate the similarity of different kinds of attachment in other cultures (like those carried out by Grossman, Huber, and Warner, 1981; Takahashi, 1986) and some others were carried out to investigate the stability or instability of attachment styles in different ages and situations Like (Takahashi, 1990; Main, Cassidy, 1988).

Bowlby believed that early attachment relationships are models for later relationships, so that they affect expectations and beliefs about oneself and others (working models of oneself and others) (Collins and Read, 1990). This matter resulted in conducting a lot of researches to investigate attachment relationships in different periods of life including the adulthood. In this regard, two kinds of common narratives were formed in research literature each one of which presents a particular conceptualization and methodology of attachment (Bartholomew and Shaver, 1998; Rietzschel, 2012). In the first narrative, Main et al. (1985) by designing adult attachment interview and conducting various studies on it showed that the type of parents’ attachment (secure, autonomous, preoccupied, dismissing, and unresolved) can predict the quality of attachment relationship between parent-child. The second narrative was based on the application of attachment theory in understanding adult romantic relationships. This work which began with the research of Hazan and Shaver(1987) and with the polynomial description of each of Ainsworth three patterns, established the construction of self-reporting tools about attachment relationships (Shaver and Mikulincer, 2005; Rietzschel, 2012; Collin and Read, 1990; Fraley and Shaver, 2000; Fraley and Waller, 1998). Despite the widespread acceptance of classified view of Hazan and Shaver, some researchers discussed the limitations of this tool. That is why some researchers like Simpson (1990) and Collins and Read (1990) designed multi-item self report scales based on Likert and Read scale (1990).

Despite the creation of new tools, investigations on Ainsworth’s et al research by Brennan, Clark and Shaver (1998) revealed remarkable points which affected the research process in this field. Considering the results of continuous gradation of infants behavioral observations in strange situation experiment, they argued that three attachment patterns are based on two dimensions of anxiety (crying, failure in restoring confidence in absence of mother and showing anger towards mother when she returns) and avoidance (discomfort with closeness and dependence). What is shown in Figure (1), confirms the expansion of Ainsworth’s et al. diagram by Brennan, Clark, and Shaver (Brennan, Clark, and Shaver, 1998; Stein et al., 2002).
In the field of adult attachment research, Bartholomew (1990) reviewed the results of the studies conducted by Main et al. (1987) as well as those by Hazan and Shaver (1988) and figured out that in adult attachment interview, people with avoidance style (dismissing style) deny their mental attachment and distress needs, while in self-report method, avoidant individuals are those who raise their distress and discomfort of approaching others. Due to this difference, he concluded that there might be two types of avoidance style in adult attachment relationships. In order to justify this matter, he offered a new interpretation of two work patterns of self and others raised by Bowlby and also different dimensions of Ainsworth diagram. He defined four attachment styles according to two fundamental dimensions of self and others model. Self model is the rate of internalized self value of each person and thus is linked to the rate of anxiety and dependency in close relationships. Others model also shows the rate of others accessibility and support and thus is related to tendency towards approaching or avoiding others. Accordingly, four attachment styles are created: secure (two positive work models), preoccupied (negative self and positive others model), indifference (positive self and negative others model), and fearful (negative for both models) (Bartholomew and Horowitz, 1991; Griffin and Bartholomew, 1994; Bartholomew and Shaver, 1998; Çelik, 2004).

What was raised by Bartholomew caused the researchers perspective to change from pure classification of attachment models towards the dimensional approach. Unlike classification perspective which emphasized attachment styles as independent classes, in dimensional approach it is assumed that each individual owns different degrees of attachment styles. This shift led to designing tools based on dimensional approach among which self report scales questionnaire (Bartholomew and Horowitz, 1991), relationship scales questionnaire (Griffin and Bartholomew, 1994), and revised version of close relationship experience (Fraley, Waller, Brennan, 2000) could be referred to. Among the mentioned questionnaires, psychometric characteristics of relationship scales questionnaires has been less analyzed. This questionnaire which is designed by Griffin and Bartholomew (1994) includes 30 items for measuring feeling about close relationships (Stein et al., 2002). The items of this questionnaire and Shaver's (1987) questionnaire, and also relationship questionnaire of Bartholomew are made based on

**FIGURE 1.** An adaptation of Figure 10 from Ainsworth, Blehar, Waters, and Wall (1978), with the names of the two attachment dimensions (quoted from Mikulincer and Shaver, 2007)
Hazan and Horowitz’s scales (1991) and the revised scale of adult attachment style by Collins and Read (1990). Siegert, Ward, and Hudson (1995) examined the factor structure of this questionnaire on New Zealand students. First, they examined Four-factor model (secure, preoccupied, dismissing, fearful), then three-factor model (anxiety, avoidance, secure) and finally two-factor model (anxiety and avoidance). The results indicated the lack of certain evidence to confirm the four-factor model, but factor loads could justify underlying two-factor structure (closeness / independence or avoidance and secure / anxiety or anxiety) of this tool. Unfortunately, the results of the analysis of three-factor model were not mentioned in this article. Sumer and Gungor (1999) obtained similar results by testing the validity of Turkish version of this questionnaire on a sample of students. Unlike the findings of these two researches, Backstrom and Holmes (2001) obtained different results in examining the validity of its Swedish version. Through exploratory and confirmatory factor analysis on the data of 515 students, they found that the infrastructure of relationship scales questionnaire could be justified by three-factor model. The calculation of the validity of sub scales by Cronbach’s alpha also indicated a low stability of secure and preoccupied subscales and acceptable validity of subscales of avoidance-fearful and avoidance-dismissing. Furthermore, the stability of dimensions of self work model (anxiety) and others work model (avoidance) was investigated and it was revealed that the validity of self work model was low, but the validity of others work model was acceptable (0.68). Similar results were obtained in factor analysis of the French version of relationship scales questionnaire by Guédeney, Fermanian, and Bifulco (2008). Heuristic factor analysis of data obtained from the patients who referred to social care center showed that three-factor structure (anxiety, avoidance, secure) would explain 48% overall variance of questionnaire items. Moreover, the coefficient of Cronbach’s alpha for subscales of secure, preoccupied, and avoidance-fearful was low and for the subscale of avoidance-dismissing it was medium (0.64). However, three obtained factors (avoidance, anxiety, and secure) had medium validity. In addition, the internal consistency of original scales (four-factor) was relatively low (less than 0.70) which three factors resulting from factor analysis had high internal consistency.

Since the items of relationship scales questionnaire are made to investigate attachment styles of Hazan and Shaver (secure, anxiety, avoidance), adult attachment scale of Collins and Read (closeness, dependency, and anxiety), anxiety and avoidance styles of Simpson, Roles, and Neligan, and also four-factor styles of Bartholomew and Horowitz (secure, preoccupied, dismissing, fearful), Kurdek (2002) investigated the confirmatory factor analysis of this questionnaire according to the questions compatible with above scales. For example, he considered those kinds of items which were similar to questions of adult dependency scale of Collins and Read as one model and analyzed their factors. Kurdek did the same thing for other scales separately. Finally he concluded that factor analyses based on adult dependency questionnaire of Simpson et al. (two-dimensional model of anxiety and avoidance) would justify underlying dimensions of relationship scales questionnaire more acceptably.

Relationship scales questionnaire is considered important since it cares for the totality of individual’s relationships (not just romantic relationships). That is why it could be used in investigating individuals’ attachment styles in different relationships. Since this questionnaire has not been used in Iran yet and with regard to its importance, this research aims to investigate psychometric properties of relationship scales questionnaire on a sample of Iranian population.

**Method**

The population of the research involved undergraduate students at Ferdowsi University of Mashhad (population: 6733 students) and 375 students among them were selected as the sample via quota sampling. Since the relationship scales questionnaire had not been used in Iran yet, it was first translated to Persian and then to English again by specialists in English. After evaluating it by professors, its translated copy was sent to the questionnaire designer and at last, after removing the problems which were raised by the designer, the final copy was prepared. Afterwards, in order to select the sample, the
number of female students of each faculty of Ferdowsi University in academic year of 2012-2013 was obtained from center of statistics and computer; then, by considering the population ratio, the sample was selected from each faculty. It should be noted that due to altered responses or not answering all the questions, 7 questionnaires were discarded from the whole ones and finally the date of 368 questionnaires were statistically analyzed.

Relationship Scales Questionnaire (RSQ): This questionnaire which is designed by Griffin and Bartholomew (1994) includes 30 items for measuring the feelings about close relationships (Stein et al., 2002). The items of this questionnaire are made based on scales of Hazan and Shaver(1987), Relationship questionnaire of Bartholomew and Horowitz (1991) and the revised scale of adult attachment style of Collins and Read (1990). By evaluating two dimensions of anxiety and avoidance, RSQ examines attachment styles of secure (questions 3, 9, 10, 15, 28), preoccupied (6, 8, 16, 25), dismissing avoidance (2, 6, 19, 22, 28), and fearful avoidance (1, 5, 12, 24). (Questions 9, 28, and 6 have reversed grading). The answer to each item is ranged based on Likert scale from 1 (not at all) to 5 (very much). By calculating the means of the items of each style, the score of that style is obtained (Backstrom and Holmes, 2001). Of course with regard to dimensional perspective of Bartholomew, for determining individuals' attachment style the highest score should be considered if necessary. In researches conducted outside of Iran, the internal consistency of two dimensions of anxiety and avoidance is obtained ranging from 0.85 to 0.90. (Shvil, 2011). Retest reliability of the questionnaire ranged from 0.54 to 0.78 and correlation coefficients of RSQ and Relationships questionnaire (RQ) ranged from 0.41 to 0.61 (Bartholomew and Horowitz, 1991; quoted from Dereli and Karakuş, 2001).

Results

Since this research aims to investigate psychometric properties of relationship scales questionnaire for Iranian students, all the models referred to in previous studies were noticed with an emphasis on Kurdek research (2002). Therefore, the validity of RSQ was evaluated considering two-factor models (anxiety and avoidance by Simpson), three-factor (dependence, closeness, and anxiety by Collins and Read) and for styles resulting from two dimensions of anxiety (self work model) and avoidance (others work model) by Bartholomew. To verify the validity of relationship scales questionnaire, the internal consistency method (Cronbach’s alpha coefficient) was used. The results are presented in Table (2).

<table>
<thead>
<tr>
<th>Models</th>
<th>Subscales</th>
<th>Cronbach’s alpha</th>
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<tbody>
<tr>
<td></td>
<td>Subscales</td>
<td>total</td>
</tr>
<tr>
<td>two-factor</td>
<td>anxiety</td>
<td>0/72</td>
</tr>
<tr>
<td></td>
<td>avoidance</td>
<td>0/61</td>
</tr>
<tr>
<td>three-factor</td>
<td>dependence</td>
<td>0/57</td>
</tr>
<tr>
<td></td>
<td>closeness</td>
<td>0/60</td>
</tr>
<tr>
<td></td>
<td>anxiety</td>
<td>0/68</td>
</tr>
</tbody>
</table>
As it is observed in Table (2), the coefficients of Cronbach’s alpha are generally more satisfactory for the two-factor model in terms of psychometric characteristics, but all three models have moderate validity. Furthermore, it could be said that the sub scales of three-factor model also have relatively acceptable validity.

To test the validity of relationship scales questionnaire the heuristic factor analysis was used analyzing the principle components with varimax rotation on the surface of material. Test results of Kaiser-Maier-Olkin sampling adequacy (two-factor model: 0.71, three-factor model: 0.76) and Bartlett’s test of sphericity (for two-factor model: p<0.001 and chi-square (153) = 739.25, for three-factor model p<0.001 and chi-square (78) = 436.02) indicate the optimal sample size and operation ability of scales items for both models.

Table (3) shows the factor loads after varimax rotation. As it is seen a series of questions have a common factor. These factors in three-factor model include anxiety (factor 1), closeness (factor 2), and dependency (factor 3) and in two-factor model they include anxiety (factor 1) and avoidance (factor 2). It should be noted that factor loadings less than 0.3 have been ignored and consequently question 15 in three-factor model and questions 10 and 18 in two-factor model have been discarded.

Table 3. Rotated component matrices for two and three-factors

<table>
<thead>
<tr>
<th>questions</th>
<th>two-factor</th>
<th>three-factor</th>
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<tbody>
<tr>
<td></td>
<td>factor 1</td>
<td>factor 2</td>
</tr>
<tr>
<td>11</td>
<td>0/75</td>
<td>0/43</td>
</tr>
<tr>
<td>21</td>
<td>0/72</td>
<td>0/71</td>
</tr>
<tr>
<td>23</td>
<td>0/72</td>
<td>0/36</td>
</tr>
<tr>
<td>25</td>
<td>0/61</td>
<td>0/63</td>
</tr>
<tr>
<td>24</td>
<td>0/60</td>
<td>0/69</td>
</tr>
<tr>
<td>29</td>
<td>0/37</td>
<td>25</td>
</tr>
<tr>
<td>30</td>
<td>0/51</td>
<td></td>
</tr>
</tbody>
</table>

According to Table (4), two-factor model and three factor model explain 35.39% and 40.16% of variance respectively. As a result, it could be said that three-factor model has greater explanatory power. The investigation of factor structure of Bartholomew four styles showed that would not be able to explain infrastructures of relationship scales questionnaire.

Table 4. Rotation sums of squared loadings for two and three-factors

<table>
<thead>
<tr>
<th>Models</th>
<th>factors</th>
<th>total</th>
<th>% of variance</th>
<th>% of cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>two-factor</td>
<td>factor 1</td>
<td>2/38</td>
<td>18/30</td>
<td>18/30</td>
</tr>
<tr>
<td></td>
<td>factor 2</td>
<td>2/21</td>
<td>17/05</td>
<td>35/36</td>
</tr>
<tr>
<td></td>
<td>factor 1</td>
<td>2/88</td>
<td>16/05</td>
<td>16/05</td>
</tr>
<tr>
<td>three-factor</td>
<td>factor 2</td>
<td>2/24</td>
<td>12/46</td>
<td>28/51</td>
</tr>
<tr>
<td></td>
<td>factor 3</td>
<td>2/09</td>
<td>11/65</td>
<td>40/16</td>
</tr>
</tbody>
</table>

Discussion

In the last few decades intensive studies have been done to evaluate individuals’ attachment styles. One of the scales designed in this field is the relationship scales questionnaire. The present research was
also conducted to investigate the validity and factor structure of this questionnaire in a sample of Iranian students. The coefficients of Cronbach’s alpha showed the relatively moderate validity of Iranian version of this questionnaire for all the models which were analyzed while the coefficients of Cronbach’s alpha for most of subscales, in a few conducted studies such as Backstrom and Holmes (2001) and Guédeney, et al. (2008) have been more than the present study. However, the validity of the subscales of relationship scales questionnaire is generally ranged from moderate to low due to the small number of items in each subscale.

In order to assess the validity of the structure of this questionnaire, its factor structure was examined using heuristic factor analysis with an emphasis on Kurdek study (2002). The results showed that the three-factor model of Collins and Read explained 40.16% of the total variance, while the two-factor model Simpson explained 35.36% of it. In three-factor model, the first factor indicates anxiety, the second one indicates closeness and the third one indicates dependency/dimension; however in two-factor model, the first factor represents anxiety (self work model) and the factors of closeness and dependency together represent avoidance dimension (others work sample). These results are consistent with the findings of Backstrom and Holmes (2001) and Guédeney, et al. (2008). In order to investigate the factor structure of Swedish version, Backstrom and Holmes (2001) in their research found that even though both models are acceptable, three-factor model has more explanatory ability than the two-factor one. Besides, Guédeney, et al. (2008) which investigated the French version of relationship scales questionnaire, stated that three-factor structure (anxiety, avoidance, secure ty) would explain 485 of the total variance of the questionnaire items and provides different explanations from the two-factor model. They believe that recent studies have shown that one factor is related two secure ty and two factors (anxiety and avoidance) are related to unsecure.

As mentioned in the results, the four-factor structure was not much supported. This result is consistent with the research of Siegret, Ward, and Hudson (1995) on New Zealand students. In other words, there was no evidence that certain items (questions) were related to a particular scale. Siegret, Ward, and Hudson (1995) concluded that two-factor structure explains the infrastructures of RSQ. Moreover, the factor analysis of Turkish version of this questionnaire by Sumer and Gungor (1999) provided similar results. In addition to these studies, Kurdek (2002) stated that two factors of anxiety and avoidance can more explain the factor structure of this questionnaire items.

As observed in this research and with regard to previous studies on relationship scales questionnaire, the four-factor model of Bartholomew (secure , preoccupied, dismissing , fearful) which are resulted from considering two dimensions of anxiety and avoidance, cannot be considered as a proper justifier of evaluating its underlying structures while the two-factor model (anxiety and avoidance) and three factor model (anxiety, avoidance, secure ty) identify underlying dimensions of the Persian version of relationship scales questionnaire. As the present research has been conducted on a small sample of Iranian population, it seems like that doing more extensive studies on different Iranian samples and populations could be helpful in expanding the obtained results. Moreover, since the studied sample was selected from among the female students, using this questionnaire for male students and comparing the results could provide valuable information about the psychometric characteristics of relationship scales questionnaire.

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Study of child sexual abuse in Iran with psychological approach

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Abstract

Child abuse is a pervasive phenomenon with high prevalent in all societies and it is usually kept as a secret and it could cause negative effects on abused people. In this study, it has been tried to assess child sexual abuse experiences with qualitative and ex post facto methods among the students. Also the aim of this study is to psychologically assess those who have often abused people. Sample group include 120 girls and boys who lived in dormitory and have been chosen with accessible sampling. Out of this group, 60 girls and boys (live in PHD dormitory) had born 1980s, and 60 girls and boys (live in bachelor dormitory) had born 1990s. To assess child abuse experience, a researcher-made questionnaire has been used. Data have been analyzed by chi square method. Results showed that there is no difference among boys and girls in terms of abuse rate and relativity of abuser and also there is no difference between students born in 80s and 90s in terms of abuse experiences. The results of this research show that child sexual abuse in all decades and genders is a prevalent phenomenon that must be considered in mental health programming.

Key words: Child Sexual Abuse, Born Decades, Girls, Boys

Introduction

Child abuse is a hidden and pervasive phenomenon in many societies. Every year more than 3 million reports of child abuse are reported in United States of America. Among industrialized countries, United States of America has the highest rate of child abuse and every day 4 to 7 children die due to child abuse (USGAO⁴, 2011). There are different types of child abuse including physical, neglect, psychological and sexual abuse. Child Sexual abuse is attributed to using and forcing a child to engage in sexual acts or display sexual behaviors, rape, sexual contact, prostitution, sexual exploitation of children for pleasure of sexual desire (Aghabiglouyi et al, 2001). In addition, child sexual abuse is defined by the World Health Organization as using, persuading, creating incentives or forcing a child to engage in sexually explicit activity or acting to create pornography pictures.

⁴United States Government Accountability Office
The precise information about the number of child sexual abuse in most societies is not available because it is often kept as a secret and abusers often do all their efforts to isolate the victims and the community does not support disclosure and discussion about it. Also there are some problems in defining child abuse. Most people think child sexual abuse is carried out only by an adult, but there are many cases of child sexual abuse by adolescents. Therefore, different definitions of this topic could provide different results in each research (Veneziano, Veneziano & Legrand, 2000). Furthermore, many studies have been conducted with people who referred to the agencies but as we know, most people do not come to these agencies so, the estimation of the number of victims could not be right (Finkelhor, 2005; Briere and Elliott, 2003; finkelhor and Leatherman, 1995).

As stated, although abusers do all efforts to conceal child sexual abuse, it should be noted that in adulthood, since people feel safer for telling their experiences of sexual abuse, it is easier for them to express it. Also, as they are exposed to other people's experiences, it is more probable that they speak about it. (Huot, 1999).

Stoltenborgh et al (2011) in their research performed a meta-analysis on 217 articles published in the field of child sexual abuse conducted in 1980 - 2008. Participants' total number included 9,911,748 people. The results showed that self-report in women was (1,801,000) higher and more frequent than men (761,000). Also Asian Girls (1,131,000) and boys (411,000) had the lowest rate of self-report and highest rates of self-reports were in Australian women (2,151,000) and African boys (1,931,000). They also found in their review that not only the child sexual abuse is a significant problem, but the method of gathering information makes differences on determining the extent of child abuse report in different people.

A meta-analysis on American women and adolescent by self-report method showed that sexual abuse have a range of 3 to 9 percent (Ruggiero, 2004) and other meta-analysis showed the range of 24 to 32 percent as indicating high estimates of it (Vogeltanz, 1999). Although the results of this method in articles have variations, one of the best ways to explore this sensitive issue can be qualitative method. The other meta-analysis was conducted on 22 articles on child sexual abuse in America, explain that the rate of it was 30-40% in girls and 13% in boys (Jones and David, 2004).

Almost half of children (46%) who are sexually abused are abused by family members, 26% are abused by family friends and acquaintances and few (22%) by other people such as teachers and 6% by strangers (Snyder & Howard, 2000). Burgess, et al (1984) and Kiser, et al (1991) in their research concluded that boys were abused more by strangers and have been abused outside the home. Another study also showed that pedophilic people abuse boys outside the house (Abel, 2007). Barth, et al (2013) has conducted a Meta-analysis of research on child sexual abuse began between the years 2002- 2009. They examined 55 researches of the 24 countries. The prevalence of child sexual abuse is estimated for girls 8 to 31% and for boys 3 to 17%.

In Iran, Based on the results of researchers' findings, few studies have specifically addressed the issue of child sexual abuse. Toghifi and Hooshdar (1995) examined case study of the child sexual abuse. Their review showed that the rate of sexual abuse in females was 7/2 higher than boys. Khooshabi (2003) also reported a case study of sexual abuse. Some studies regarding child abuse in Iran have paid attention to the frequency of sexual abuse (Raheb, et al 2008; Rahimi movaghar et al, 2003). Also, in none of the studies available for researchers, the relativity of the abused person by abuser had not been assessed. Madani (2004) examined the factors contributing to child abuse in accordance with effective factors.
It is of great importance how to collect data, since the issue of child sexual abuse is a very sensitive subject and people show severe reaction to it. Studies have shown the way life is one of the best ways to gather information in this area. In this way, the adult or adolescent is asked whether or not in childhood has been the victim of sexual abuse. The purpose of this study was evaluating sexual abuse rates in people who were born in 1980-1990 and in different genders by using life time method.

**Method**

The sample consisted of 120 students living in the dormitory of Shahid Beheshti University which 60 students were female and 60 students were male. Also, further evaluation of individuals based on the year they have been born, they were divided to 80s and 90s. 60 boys and girls have born in 80s and 60 of them in 90s. To perform this study, the short form of self-report was prepared by the researcher. As child sexual abuse is a highly sensitive issue in our society and people often avoid this issue, one of the best ways of gathering information is self-report, as previous research has shown.

**Research procedure**

In this form, first, a brief definition of child sexual abuse was explained for student to have the right knowledge for answering the questions. In the next section there was a place to write their age. Then they were asked about the experience of sexual abuse. If their answers were positive they answered next question that was about the relativity of abuser. There were some choices to select, that include close relatives, distant relatives, family friends and others. Finally, they were asked to note every particular experience that they tend to express it.

It was tried that people be alone while answering the questions, because being in group will affect the quality of responses. However, before they see the form, all participants were said that they can refuse to participate in research if they do not wish. Also the participants were asked to honestly answer the questions because they will not take any personal information.

**Results**

Data analyzed with descriptive method. First due to low number of distant relatives and family friends, classification of sexual abuser changed. It was divided in to two groups. Familiar group that include close and distant relatives and unfamiliar group that include family friends and others. Table 1 shows the prevalence of sexual abuse experience and relativity of abuser in different ages. As the results in Table 1 show, the most experience of sexual abuse happen in 90s decade. Also people who born in 80s abused more by unfamiliar people, but in 90 decade, there was no different between frequency of familiar and unfamiliar abuser.

<table>
<thead>
<tr>
<th>Relativity of abuser</th>
<th>Sexual abuse</th>
<th>Non abused</th>
<th>Familiar</th>
<th>Un familiar</th>
<th>Non abused</th>
</tr>
</thead>
<tbody>
<tr>
<td>80s</td>
<td>20</td>
<td>40</td>
<td>7</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>90s</td>
<td>24</td>
<td>36</td>
<td>12</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>76</td>
<td>19</td>
<td>25</td>
<td>76</td>
</tr>
</tbody>
</table>
In Table 2, the prevalence of sexual abuse and relativity of abuser in different gender is shown. As shown in Table 2, girls had more experience with sexual abuse than boys and also girls frequently abuse by familiar people and boys by unfamiliar people.

Table 2- Frequency of sexual abuse and relativity of abuser in different gender

<table>
<thead>
<tr>
<th>Sexual abuse</th>
<th>Relativity of abuser</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non abused</td>
</tr>
<tr>
<td>girl</td>
<td>23</td>
</tr>
<tr>
<td>boy</td>
<td>21</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
</tr>
</tbody>
</table>

Table 3 show chi square results for the difference between gender and sexual abuse experience. Results explain that there is no significant difference between genders in sexual abuse experience.

Table 3- Results of chi square for difference between gender and child sexual abuse experience

<table>
<thead>
<tr>
<th>Chi square</th>
<th>P value</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.144</td>
<td>0.705</td>
<td>1</td>
</tr>
</tbody>
</table>

As it is clearly shown in table 4, there is no significant difference between gender and relativity of abuser.

Table 4- Results of chi square for difference between gender and relativity of abuser

<table>
<thead>
<tr>
<th>Chi square</th>
<th>P value</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.566</td>
<td>0.763</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 5 show that there is no significant difference between age decades and relativity of abuser.

Table 5- Results of chi square for difference between bon decades and relativity of abuser

<table>
<thead>
<tr>
<th>Chi square</th>
<th>P value</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.56</td>
<td>0.457</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 6 show that there is no significant difference between age decades and sexual abuse experience. Although as it was shown in table 1, people in 90 decade had a higher frequency of abuse but it was not significant difference.

Table 6- Results of chi square for difference between bon decades and sexual abuse experiences
Discussion and conclusion

Child sexual abuse in most societies happens regardless of culture, race, ethnicity, religion and socioeconomic situation. As sexual relationship with a child in nearly all societies is against the law, it is kept hidden and occurs in hidden places. Denial of sexual relationship occur more than physical and emotional abuse (National Committee for Prevention of Child Abuse, 1990). The first study of the prevalence of child abuse and neglect of children was conducted in 2,240 high school students (boys and girls) between the ages of 14-18, in Tehran in 1980. In this study, the following results were obtained. 43% of high school teens reported that they were physically abused at least once in his short period of life.

23% of students reported being emotionally abused, 4.7% sexually abused, and 5/15% have at least one type of neglect (Nowroozi, 1881). Another report in 2007 by Mohammadkhani on 1,443 students have been conducted, found that 38 students have been subjected to serious abuse. Unfortunately, until now, there are no official reports of the organizations that deal with children and their families.

As the research findings show there is no difference between boys and girls in sexual abuse experiences, although it had higher frequencies in girls than boys. This finding is consistent with the findings of many other studies in other parts of the world as well as Iran. Finkhlor (1994) and Holmes (1998) studies has shown that the rate of sexual abuse in girls is more than boys. Wide and varied range of abuse have been reported that for girls was 20% to 30% and for boys was from 4% to 76%. Doobe and colleagues (2005) in their study found that 25% of women and 14% of men have experienced sexual abuse. Ajudovic, Susac and Rajtr (2013) in assessment of the differences in child sexual abuse rates have found no difference in boys and girls, and the only difference is in the type of sexual abuse.

In Other researches, it has shown that girls are 2.5 to 3 times more likely to be victims of child sexual abuse than boys (Sobesy, Randall & Parrila 1997). Fygnbam & De Silva (2000) has shown that mental health professionals ask fewer questions about sexual abuse of men. Boys are more reluctant to express their experiences and also because of many negative results of this experience, they can have several disorders such as drug abuse, and enter other treatment systems, such as drug abuse treatment and have fewer references for problem related to child sexual abuse.

Two meta-analysis on child sexual abuse indicate that the prevalence of child sexual abuse victimization for boys is 7.9% and for girls is 19.7%, which indicates a significant difference between boys and girls. This meta-analysis also shows that the differences between different parts of the world are not the same, In Europe 9.2%, Asia 10%, America 15.8%, and in Africa 34%. However, this meta-analysis suggests that the differences depended upon in the definition of sexual abuse, their age and differences in data collection methods.

Akhzary (1998; as quoted Aghabiglouyi, 2000) in a study of all cases of child abuse proposed in the mass media, that girls are abused more than boys. Tofighi (1993) in a study of child sexual abuse stated that the rates of child sexual abuse in girls are 2.7 times more than boys. Noroozi (1991) in his study on child sexual abuse showed that the rate of sexual abuse in girls is more than boys. However, this increase can be related to this fact that boys talk fewer about this issue and prevent disclosing. May
be for this reason this study did not find significant differences between boys and girls. Boys are socialized in ways that reveal no weaknesses and fears (Faller, 1988). Khooshabi (2003) explain that in many of the statistics on child abuse, child abuse in girls is more than boys. But it can be said that boys are often physically abused and girls are often sexually abused. But it seems that in our country boys are abused more than girls because they have more freedom and less supervision and it provides an opportunity for the unfamiliar abuser to do it.

The findings also indicate that a greater proportion of people born in the 90s have experienced sexual abuse, although this difference was not significant. These findings are in line with the Madani investigation (2004) which considers the growing trend of child abuse in Iran. Madani in assessing the factors influencing the incidence and prevalence of child abuse such as poverty, addiction, mental disorders conclude that considering the increasing rates of these factors in recent years, there is more probability to abuse children by familiar and unfamiliar abuser.

Moreover, According to the research findings of this study it could be said that the frequency of child abuse by familiar abuser in girls is more than boys while boys are frequently abused by unfamiliar abuser, friends and classmates. However, differences were not significant. These finding are based on the last researches.

Boys often experience sexual abuse by unfamiliar people (Burgess, 1984; Kiser et al, 1991). Abel (2007) in his research on pedophilic people found that abusers targeted boys out of the home, while most of sexual abuse in girls occurs at home. FaIr (1988) in their study on the clinical characteristics of abused children suggests that most sexual abuse of boys happens out of the house by unfamiliar people. There are no significant differences between boys and girls in the selection of familiar and unfamiliar abuser. According to our surveys, there is no study in Iran to examine this issue.

Another finding of this study is relatively similar prevalence of sexual abuse by familiar and unfamiliar abuser in people who were born in the 80s and 90s. As stated earlier, researches that has been conducted since the 1990s, show identical results in different decades in both groups in relation to sexual abuse by familiar and unfamiliar people. It means that there is no difference by relativity of abuser in different decades.

Suggestion

According to the findings of this study it is suggested that families pay more attention to child sexual abuse by increasing their own information. Also it is needed to increase society awareness on this issue to reduce the number of abuse victims. In further research these topics could be mentioned: amount of families’ awareness of child sexual abuse, child sexual abuse survey in different regions of Iran and psychological disorders in adults who have experienced sexual abuse.

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The relationship between conflict management strategies and organizational health in high schools

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Abstract

In any entity or organization, a healthy environment is a part of the organization’s need; the organizational health of the schools is no exception in this regard. Conflict management style is among the factors influencing the organizational health of the schools. The aim of this study was to investigate the relationship between conflict management strategies and organizational health in high schools. The research method is descriptive – correlational. The population consisted of all the high school teachers in Garmi Province that included 140 individuals (35 women and 105 men). Based on the number of the population and Morgan table, a sample of 103 subjects (25 females and 78 males) was selected using stratified random sampling method. Results showed that, there is a significant negative correlation between conflict management strategies, solution-oriented strategies, avoidance strategy and organizational health strategy of the school. However, there was no correlation between the control strategy and the organizational health of schools. There is a significant negative correlation between solution oriented strategies with the spirit, academic emphasis, compliance, structuring, supporting resources, director’s influence and unity of institution, but there is no correlation with regard to the observation. Moreover, no correlation was observed between the control strategy with spirit, academic emphasis, compliance, structuring, support, resources, management influence and unity of entities. A conflict management strategy is higher than the average and organizational health of the school was assessed as moderate. The strategies solution-oriented and conflict avoidance have the highest effect in predicting the organizational health of schools (respectively, β= .30 and β= -.35). However, control strategy, cannot predict the organizational health of schools and the
conflict management strategies explain 28% of the variance in the organizational health of schools. It can be concluded that, the use of conflict management strategies has been affective in improving the organizational health of schools. And by frequent use of conflict management training strategy, organizational health of schools increase; whereas, it decreases using avoidance strategy.

**Keywords:** Conflict, conflict management strategies, organizational health of schools

**Introduction**

One of the most important variables within the school is “Organizational climate” in which the structure is called “organizational health” and is used for evaluation and measurement. The term organizational health first was proposed by Miles in 1969 to study organizational climate. According to Miles, healthy organization is an organization that constantly uses its ability to survive and overcome the problems in the long time (Korkmaz, 2007). After the 1980s, organizational health has become a major issue both in practice and thoughts (Korkmaz, 2006). Before the emergence of this term, it was believed that the problems of the educational system were made by the elements within the system or outside it, such as migration, population growth and the insufficient budget (Abdeen, 2012) and the solutions to these problems were considered external. The term of organizational health made the educators focus on the internal and external chain of the relationships of schools (Korkmaz, 2006). Hui et al in 1987 were the first who used and developed the term of organizational health with a new list instead of organizational climate.

This was the beginning of the organizational health catalogs that permits the measurement of the organizational health of schools (Janice Johnston, 2001). A healthy organization is an organization that is able to achieve its goals and objectives, encounter with the obstacles in achieving its goals and by recognizing the obstacles and removing them. A healthy organization is realistic about both its own self and the position in which it is located; it’s flexible and able to deal with the problem based on its best resources (Ansari, Ostadi, and Javari, 2009). Parsons in defining of a healthy organization says that, all the social systems have to adapt to their environment for being able to develop and to survive and should focus on their resources to achieve their objectives, coordinate their activities and motivate their employee and in this case their health would be guaranteed (Hoy and Miskel, translated by Seyyed Abbas Zadeh, 2008).

From Kit Davis’ view, an organization is healthy in which the employees feel that, they are doing good work and achieve a sense of personal development. They love and accept most a challenging and rewarding act that brings inner happiness. Many of the employees seek responsibility and opportunities for advancement and career success (Shariatmadari, 2009). In this regard, Brisson and Henner (1997) also stated that if an organization is healthy, the problems only stimulate, but in an unhealthy organization the problems would be dominant (Soltan Hussein, Alidoust Ghahtarokhi, Homaei and Mousavi, 2010).
Conflict management is among the influencing factors of the organizational health of schools. Conflict normal is a part of our everyday life and the fact that humans have always been familiar with, unfortunately, because of mismanagement; it has become more militant and hostile. So today, conflict is regarded as a negative phenomenon. Conflict is not necessarily a negative thing, and is the ability of conflict management conflict that affects the outcomes (Hotepo, Asokere and Abdul-Azeez, 2010). Conflict from the perspective of Thompson refers to any behavior by members of an organization in order to express disagreement with other members (Mirkamaly, 1992; Tonkeneghad, 2005; Qajari, 2006; Turabi, Akbari and Arab, 2008). In another definition, conflict is the perception of incompatible activities (goals, values, ideas, beliefs, desires, emotions, etc.) that cause interference, prevention, injury and damage (Gray, Coleman and Putnam, 2007). Conflict management is the planning processes to avoid the possibility of conflict wherever it may exists, and organize it for conflict resolution whenever it may occur (Slocum, 2002).

Conflict is a phenomenon that has positive and negative effects on the performance of individuals and organizations (Robins, 2010). Proper and effective use of conflict improves organization's health level (Krither and Angel, 2004). Some also believe that the lack of conflict in the organization leads to apathy, stagnation, and inefficiencies and reduces the efficiency of the organization (Ghorbany, 2000) and depending on how the conflict is managed its outcomes can be constructive or destructive (Rizkalla, Wertheim and Hodgson, 2008). The researcher in this study intends to answer the following question: Is there any relationship between the conflict management strategies and organizational health in high schools.

Zare and Keramati (2005) showed that there is a significant relationship between the strategies of conflict management and organizational health of schools and each strategy is also separately related to the organizational health of schools. Schools in which the leaders use solution strategies in conflict management have a high organizational health. And managers whose schools use the control strategy in conflict management has an average organizational health. Finally, the general conclusion was that, the use of different strategies depends on the different circumstances.

Hamidi, Nasri and Mohammadi (2009) showed that the health of the schools is slightly below the average level. From the view of teachers, there is significant difference between the organizational health of teachers working in Kurdistan province schools based on gender. And there is no significant relationship between the schools in different cities of Kurdistan Province and the organizational health. Torabi, Akbari and Arab (2008), showed in an investigation that, the strategy of avoidance of coping, control strategy and solution-focused strategy comprise 49.7, 44.6 and 5.7 of the different strategies of conflict management, respectively.

Ghahremani, Abolghasemi, Arefi and Khatami (2012) in the assessment of organizational health in the faculty of Shahid Beheshti University reached the conclusion that, the organizational health of schools was rated as low. Heydari, Askarian and Davaei (2010) in a study have examined the relationship between the components of conflict management and organizational climate. Results showed that 1 -
there is a significant direct relationship between the spirit of organizational climate and the cooperation and compromise methods in dealing with conflict. But no significant relation has been observed between the spirit and the three ways of competition, avoidance, and forgiveness. 2 - There was a significant inverse relationship between the perturbed climate and collaboration methods in dealing with conflict, but no significant relationship has been observed between disturbance and other ways of dealing with the conflict. There is a direct relation between the interest aspect of organizational climate and methods of cooperation in dealing with conflict and there is an inverse relationship in using avoiding methods in dealing with conflict. 4 - There was a significant relationship between the organizational climate intimacy and competing methods (inverse relationship), cooperation (direct relationship), avoidance and forgiveness (inverse relationship) in dealing with conflict; however, there was no relationship between intimacy and compromise style.

5 – There is a significant relationship in dealing with conflict between considerable organizational climate with cooperation methods (inverse relationship), avoidance and forgiveness (direct relationship); however, there was no significant relation between considering and methods of competition and compromise. 6 – There is a significant relationship between the distance made by organizational climate with compromise and competing methods (inverse relationship) in dealing with the conflict, but there is no significant relation between making distance and methods of cooperation, avoidance and forgiveness. 7 - There is a significant relationship in dealing with conflict between the influence of organizational climate and cooperation methods (direct relationship) and forgiveness (inverse relationship). But no significant relations have been observed between the influence and methods of cooperation, avoidance and forgiveness. 8 - There is a significant relationship between the emphasis on organizational climate and competing methods (inverse relationship), cooperation and compromise (direct relation) in dealing with conflict, but no significant relationship has been observed between emphasis on production and avoidance and forgiveness methods.

Butler's research as "The relation of conflict management styles on negotiating the objectives of dialogue" reach the conclusion that unity method (collaboration) was very effective but other third styles were not efficient (Eizadi Yazdanabady, 2000, Zare and Keramaty, 2005). Rhoades and Eisenberger (2005), in a study reached the conclusion that, the implementation of conflict management properly (using a collaborative style) leads to favorable results in employees (work satisfaction, positive mood) or organization (positive commitment, positive action) that finally results in the effective implementation of the strategy in the organizations. Chey Koh and Booin in another study (2001) concluded that, due to the growing competition in the global business arena as well as the growth of conflict management studies in organizations, constructive conflict management is essential for achieving the goals of the management. In their studies they found that, organizational conflict makes strategies and objectives of business managers in the international business environment more efficient and effective through the commitment of employees towards organizational goals

Main research question:

1 - Is there a significant relationship between conflict management strategies and organizational health of schools?
2- Is there any significant relationship between the components of conflict management strategies and organizational health components of schools?

3- What are the dominant conflict management strategies?

4- How is the condition of organizational health condition?

5- What is the contribution of conflict management strategies in predicting the organizational health of schools?

**Method and materials**

The research employed a descriptive-correlation method. The statistical population included all the teachers working in the high schools of Garmi Province (140 individuals, 35 female individuals and 105 male individuals), out of which a sample of 103 individuals (25 female individuals and 78 male individuals) were selected through stratified sampling.

Conflict management questionnaire: This 30-item questionnaire was designed by Stephen P. Robins in 1991 and measures five styles of conflict management in three strategies of solution-focused strategy, avoidance and control. This questionnaire evaluates the rate of managers’ usage of five styles of competitive, cooperation, compromise, avoidance and adaptation in conflict management. The responses are scored on 7-point Likert scale from 1 to 7.

Organizational Health Inventory for Secondary Schools is a 44-item questionnaire which was designed and developed by Hoy and Tarter (1997) and Alaghe Band has translated this questionnaire into Persian (1999). This questionnaire includes 7 subscales of unity, organization, observation, influence, support of resources, spirit and scientific emphasis. The previous studies (Hoy et al, 1991) reported the reliability coefficient to be higher than .90 for this questionnaire. In the confirmative factor analysis of the fit indices, the measurement model of the variable of organizational health showed to have good fit with the above-mentioned seven subscales.

**Results and findings**

The demographic data of the variables of the research were reported. Frequency, t-independent test, Pearson correlation coefficient and multi-variate regression were used to analyze the data.

Table 1- demographic data of the research subjects
The demographic variables such as gender, length of service and level of education have been presented in table 1. The data of the table indicate that, male individuals comprise 75.7 percent of the sample. 62.2 percent of individuals had 1 to 10 years of length of service and 3.9 percent had 26 to 30 years of length of service. Most of the teachers (76.6 percent) had Bachelor degree.

Research first question: Is there a significant relationship between conflict management strategies and organizational health of schools?

Table 2- results of correlation coefficient between conflict management strategies and organizational health

<table>
<thead>
<tr>
<th>variables</th>
<th>Organizational health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution-focused strategy</td>
<td>**.41-</td>
</tr>
<tr>
<td>Avoidance strategy</td>
<td>**.44-</td>
</tr>
<tr>
<td>Control strategy</td>
<td>.08-</td>
</tr>
<tr>
<td>Conflict management strategy</td>
<td>**.49-</td>
</tr>
</tbody>
</table>

**p<.001
As observed in Table 2, there exists significant and reverse relationship between the solution-focused strategy, avoidant strategy and organizational health at confidence level of $P<.001$ ($r=-.44$, $r=-.41$). However, no significant relationship was observed between control strategy and organizational health. Moreover, there exists significant and negative relationship between the conflict management strategies and organizational health ($r=-.49$) at $P<.001$.

Question 2- is there any significant relationship between the conflict management strategy and organizational health components?

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Solution-Focused Strategy</th>
<th>Avoidant Strategy</th>
<th>Control Strategy</th>
<th>Spirit</th>
<th>Scientific Emphasis</th>
<th>Observation</th>
<th>Support of Resources</th>
<th>Managers' Influence</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution-focused strategy</td>
<td>39.8</td>
<td>8.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Avoidant strategy</td>
<td>52.9</td>
<td>11.08</td>
<td>**.324</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Control strategy</td>
<td>26.1</td>
<td>7.25</td>
<td>.338**</td>
<td>-.048</td>
<td></td>
<td>.181</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Spirit</td>
<td>24.1</td>
<td>4.45</td>
<td>-.318**</td>
<td>-.309**</td>
<td>-.161</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Scientific emphasis</td>
<td>21.0</td>
<td>4.61</td>
<td>-.361**</td>
<td>-.369**</td>
<td>-.033</td>
<td>.461**</td>
<td></td>
<td></td>
<td>.658**</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Observation</td>
<td>11.4</td>
<td>2.66</td>
<td>-.454**</td>
<td>-.139</td>
<td>-.111</td>
<td>.490**</td>
<td>.658**</td>
<td></td>
<td>.686**</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Organization</td>
<td>14.0</td>
<td>3.33</td>
<td>-.523**</td>
<td>-.229*</td>
<td>-.177</td>
<td>.464**</td>
<td>.668**</td>
<td></td>
<td>.835**</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Support of resources</td>
<td>11.3</td>
<td>3.72</td>
<td>-.250*</td>
<td>-.424**</td>
<td>.029</td>
<td>.497**</td>
<td>.755**</td>
<td></td>
<td>.547**</td>
<td>.529**</td>
<td>3</td>
</tr>
</tbody>
</table>

*p<.05
As observed in table 3, there exists significant and negative relationship between the solution-focused strategy with spirit, scientific emphasis, observation, organization, support of resources, influence and unity. Moreover, there exists significant and negative relationship between avoidant strategy with spirit, scientific emphasis, organization, support of resources, influence and unity. However, no significant relationship was observed between avoidant style and observation. Moreover, no significant relationship was observed between control strategy with spirit, scientific emphasis, observation, organization, support of resources, managers’ influence and unity.

Third research question: what is the dominant strategy of conflict management?

Table 4- frequency and percentage of frequency of conflict management strategies

<table>
<thead>
<tr>
<th>variables</th>
<th>frequency</th>
<th>Percentage of frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution-focused</td>
<td>34</td>
<td>33.1</td>
</tr>
<tr>
<td>Control strategy</td>
<td>19</td>
<td>18.4</td>
</tr>
<tr>
<td>Avoidant strategy</td>
<td>50</td>
<td>48.5</td>
</tr>
</tbody>
</table>

With regard to the data, the managers’ usages of conflict management strategies are as following: managers’ solution-focused strategy (33.15 percent), control strategy (18.4 percent) and avoidant strategy (48.5). According to the results, manager preferred the avoidant strategies to other strategies.

Table 5- the results of single group t-test for the dominant strategy of conflict management

<table>
<thead>
<tr>
<th>variable</th>
<th>n</th>
<th>mean</th>
<th>sd</th>
<th>t</th>
<th>df</th>
<th>Level of sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**p<.01  *p<.05
Conflict management strategy & 103 & 4.24 & .39 & 6.28 & 102 & .000 \\
\hline
Solution-focused strategy & 103 & 4.37 & .79 & 4.83 & 102 & .000 \\
\hline
Control strategy & 103 & 3.73 & 1.03 & 2.58 & 102 & .011 \\
\hline
Avoidant strategy & 103 & 4.41 & .92 & 4.54 & 102 & .000 \\

Conceptual mean has been equal to 4.

According to the data of table 5, the mean of conflict management strategy is higher than the conceptual mean. Therefore, it can be concluded that, the usage of conflict management is above the mean. That is to say that, the highest rate belongs to the avoidant strategy (4.41) and the lowest rate belongs to the control strategy (3.73).

Fourth research question: how is the condition of schools’ organizational health?

Table 6- the results of single group t-test for the condition of schools’ organizational health

<table>
<thead>
<tr>
<th>variable</th>
<th>n</th>
<th>mean</th>
<th>sd</th>
<th>t</th>
<th>df</th>
<th>Level of sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools’ organizational health</td>
<td>103</td>
<td>2.54</td>
<td>.49</td>
<td>.83</td>
<td>102</td>
<td>.409</td>
</tr>
</tbody>
</table>

Conceptual mean has been equal to 2.5.

According to the data of table 6, the mean for the organizational health of school is equal to 2.54. The obtained value was equal to .83 which is not significant at (P>.0001). The mean of the sample is a little higher than the conceptual mean and it can be concluded that the rate of the schools’ organizational health is about average.

Research fifth question: What is the contribution of conflict management strategies in predicting the organizational health of schools? In the tables below, the results of regression test have been presented for the prediction of organizational health based on conflict management strategies.

Table 7- Variance analysis and prediction of organizational health based on the conflict management strategies
As observed in the table above, $F(3, 99) = 12.52$ is significant at $P < .001$. The contributions of solution-focused strategy and avoidant strategies in explaining the variance of schools’ organizational health are equal to .30 and -.35, respectively. However, the control strategy had no predictive value for the prediction of schools’ organizational health. Overall, conflict management strategies can predict 28% of the variance of schools’ organizational health.

**Discussion and conclusions**

The aim of the present study is to examine the relationship between organizational health in high schools and conflict management strategies. According to the findings of this study, in response to the first research question: Based on whether or not there is a relationship between conflict management strategies with organizational health of schools? The results showed that, there is a negative correlation between the conflict management strategy, oriented solutions strategies and avoidance strategy with organizational health of schools. However, no correlation was observed between the control strategy and
the organizational health of schools. These findings are dissimilar with the findings of Zare and Keramati (2005). In response to the second question of the research, whether there is significant relationship between the components of conflict management strategies and components of the organizational health of schools? The results showed that, there is a significant negative relationship between the strategy-oriented solutions, morale, academic emphasis, compliance, structuring, support, resources, management influence and unity of entity. A negative correlation was observed between the avoidance strategy with the spirit, academic emphasis, structuring, support, resources, management influence and unity of entities. But no relation was observed with the observation of correlation.

And also no relationship was found between the control strategy, spirit, academic emphasis, compliance, structuring, support, resources, management influence and unity of entities. Such findings are similar with some of the findings of Keramati, Lazemi and Malbousi (2004) and are dissimilar with some other findings of them. In response to the third question of the research: what are the dominant conflict management strategies? According to these findings, the level of conflict management strategies is as follows: conflict management strategies are reported as about 33.1% for solution-oriented strategy, 18.4% for control strategy, 48.5% for avoidance strategy. This finding could mean that, educational managers’ more usage of solution-oriented strategy, leads to the increase of organizational health of schools increase, and decrease of avoidance strategy. However, educational managers prefer to use avoidance strategy rather than other strategies. In general, the results obtained in the study with regard to the conflict management strategies showed that, the mean of conflict management strategies is above the conceptual mean. So, it can be said that average levels of managers’ usage of conflict management strategies is higher than the average. These findings are in line with the findings of Torabi, Akbari and Arab (2008), in the avoidance strategy (7.49%), but are not consistent with solutions – oriented strategy (7.5%) and control strategy (6.44%).

Regarding the organizational health of schools, these results were obtained: Organizational health of schools is slightly above the conceptual average, thus, school organizational health is moderate. These findings are congruent with the findings of Soleimani (2010) that organizational health of high schools in the cities of Tehran has high organizational health. This finding is also in harmony with the results of the study by Hoseininasab and Mostafapoor (2012) that found out that, the organizational health of schools from the perspectives of teachers is 63%. Ahanchian and Monideri (2004) found out that the organizational health of schools are above average, but this finding is not congruent with the findings of Hamidi, Nasri and Mohammadi (2009) who found out that, the organizational health of schools is slightly lower than the average level.

In response to the fifth question of the research what is the contribution of conflict management strategies in predicting organizational health of schools? The results showed that the means of conflict management strategies (99%) significantly explain 28% of the variance in organizational health of schools. The contribution of solution strategy (.30) and avoidance strategy (-.35) is meaningful in explaining the variance of organizational health of schools at confidence level of .001. This finding is in agreement with the findings of Zare and Keramaty (2005) that the schools with managers who use solution-oriented strategies in dealing with conflict management have a very high organizational health. Also, Rhoades & Eisenberger (2005) in a study have found that the proper implementation of conflict management (using collaborative style) leads to favorable results in employees (satisfying work, positive
mood) or organization (positive commitment, positive action) that ultimately results in the effective implementation of strategies in organizations.

References


Abstract

This study examined the relationship between marital happiness and marital burnout among the divorced women and compared them with normal women. In this way, Scale Couple Burnout and Marital Happiness Scale were completed by 53 divorced women referred to the Justice and Dispute Resolution Council and 53 normal married women who didn’t have any record of referral to these centers. Data analysis was conducted using SPSS-18 software. T-test comparison showed that, the two groups had significant difference on all the subscales of the Scale Couple Burnout including physical, emotional and mental burnout. Moreover, the two groups were significantly different on some of the subscales of the Marital Happiness Scale including responsibility towards the family, children’s nurturing, social activities, verbal and nonverbal communication, academic achievement and overall satisfaction.

Keywords: Marital burnout, marital happiness, divorce, women

Introduction

The family is the first social organization in which the person lives (Sanaei, 2000). Marriage is considered as a very important and valuable element in human life. The marital problems can cause harm in the lives of individuals and the family members (Farhangi, 2005). Despite the importance of the family as an environment for socialization and training duties to the future generations, today, many families suffer from problems such as divorce, marital discord, suicide, children running away and violence that eliminate healthy relationships that are essential for the families’ survival and strengthening. Among the types of damage that threats the foundation of family, the marital unhappiness and marital burnout is very important. Research shows that 60 percent of the couples in the United States of America in the first years of marriage are experiencing burnout (Kaiser, 1993). Several theories have been proposed on the prediction of success and failure in marital relationship. Waller (1938) was the first researcher who proposed that, the divorce may be the climax of marital burnout. Marital burnout is the gradual decline in the physical, emotional and mental health, which is due to the mismatch between couples’ expectations and the reality. In fact, the accumulated frustrations and stresses of daily life can lead to mental erosion that will eventually lead to burnout (Pines; translator Shadab, 2002). Kaiser (1993, cited in Koohi,
knows marital frustration as the final stage of marital burnout that increases the emotional alienation and feelings of indifference.

AdibRad’s study (2005) showed significant difference of beliefs and marital burnout in divorcing women and women who want to continue their life with each other. Marital burnout is an important factor in reducing the marital happiness. Marital happiness is an important component in the quality of marital relationship and overall level of people’s happiness in different aspects of the marital relationship (Kamp Dush, Taylor & Kroeger, 2008). Marital happiness is indicative of low levels of conflict (Furdy, Tucker & James, 2008; Gong, 2007). Dimensions of marital happiness are responsibility towards the family, children’s nurturing, social activities, money, verbal and nonverbal communication, sex, educational achievement (career), dependence and independence the spouse and overall satisfaction (Sanaei, 2008).

Diener et al (1999, cited in Hamidi, 2007), in one study found that, married people have more happiness as compared to the individuals who are not married or separated. Given the role of marital burnout in the divorce, disrupted family functioning as a center of healing, support for members and ubiquitous influence of marital happiness in married life, devoting more attention to these factors is crucial in order to prevent the social harms, including divorce, and its consequences.

First hypothesis: The marital burnout will be significantly different between the normal women and divorced women.

Second hypothesis: The marital happiness will be significantly different between the normal women and divorced women.

Third hypothesis: The relationship between marital happiness and marital burnout will be significantly different between the divorced women and normal women.

Method and materials

The population of the study consisted of all the divorced and normal women who lived in Isfahan from May 2013 to July 2013. Sampling method used in this study was convenience sampling.

Questionnaire of marital Burnout (CBS): This questionnaire was created by Pines (1996) with the aim of measuring the degree of marital burnout. The 21-item scale consists of three components including the physical, emotional, mental burnout. Test-retest reliability coefficient over a period of one month was .76. The reliability of the scale using Cronbach’s alpha was assessed between .91 and .93 (Pines; translated Shadab, 2002).

Marital Happiness Scale (MHS): This scale has been developed to measure levels of marital happiness by Naster and Jones (1973). Every statement is in a range from 1 to 10 (Sanaei, 2000). The reliability of the questionnaire by the method of internal consistency (Cronbach’s alpha) in the studies carried out by Haring, Hovit and Felt (2003) and Isanezhad (2011) was equal to 9. and .94, respectively.

Results and findings

Table 1- Comparison of the women’ scores at risk of divorce and normal women on marital happiness

<table>
<thead>
<tr>
<th>Marital happiness</th>
<th>Groups</th>
<th>Average</th>
<th>Standard deviation</th>
<th>Frequency</th>
<th>t</th>
<th>Degrees of freedom</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility to family</td>
<td>Normal</td>
<td>19.6</td>
<td>6.84</td>
<td>53</td>
<td>3.14</td>
<td>98</td>
<td>.002</td>
</tr>
</tbody>
</table>
Comparison of the two groups shows that, normal women are significantly different from women at risk of divorce in some scales including overall marital happiness, responsibility for the family, social activities, verbal and nonverbal communication and educational achievement (career), and the normal women’s score is higher than the women’s at risk of divorce. There is not a significant difference between normal women and women at risk of divorce in the subscales of money, sex, self-reliance and spouse independence.

Table 2-Comparison of women at risk of divorce and normal women’s scores on marital burnout

<table>
<thead>
<tr>
<th>Marital burnout</th>
<th>Groups</th>
<th>Average</th>
<th>Standard deviation</th>
<th>Frequency</th>
<th>t</th>
<th>Degrees of freedom</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>General burnout</td>
<td>Normal</td>
<td>3.64</td>
<td>3.2</td>
<td>53</td>
<td>2.77</td>
<td>98</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Risk of divorce</td>
<td>4.94</td>
<td>2.13</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>Normal</td>
<td>2.98</td>
<td>2.43</td>
<td>53</td>
<td>3.14</td>
<td>98</td>
<td>.001</td>
</tr>
</tbody>
</table>
The results of Table 2 shows that, normal women with women at risk of divorce are different in all the scales including overall marital happiness, physical, emotional, mental and general burnout, and scores of the women at risk of divorce is higher than the normal women. Therefore, the hypothesis that, the marital burnout and its subscales in normal women and divorced women are different is verified.

Table 3- Comparison of women at risk of divorce and normal women scores on marital happiness and marital burnout correlation coefficients

<table>
<thead>
<tr>
<th>Groups</th>
<th>Scales</th>
<th>Average</th>
<th>Standard deviation</th>
<th>r xy</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>Marital happiness</td>
<td>111</td>
<td>18</td>
<td>.66</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>marital burnout</td>
<td>4.89</td>
<td>1.29</td>
<td>.45</td>
<td>53</td>
</tr>
<tr>
<td>Risk of divorce</td>
<td>Marital happiness</td>
<td>103</td>
<td>16</td>
<td>.45</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>marital burnout</td>
<td>3.65</td>
<td>.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 3, the correlation coefficient differences between marital happiness and marital burnout in the divorced women and thenormal woman at a significance level of P <.05 and P <.01 is significant. This means that divorced women are less happy and more fed up as compared to the normal women.

Discussion and conclusion

The present study examined the relationship between marital happiness and marital burnout in divorced women, and compared them with normal women in Isfahan. The results of this research are consistent with the results of the study carried out by Pines (2002) who found out that, there is significant relationship between marital dissatisfaction, loss of happiness and marital burnout. This study also shows that, the marital burnout’s score in divorced women is significantly higher than the normal women. The results of this study are consistent with the results of the study by Abedi (2001) and Mansouri (2005). The results of this study have shown that happy family affect the happiness of people and it’s also effective in strengthening the family functioning. With regard to the impact of the family happiness in promoting the proper functioning of the family and mitigating the impact of traumatic divorce, training consistent with the culture for the increase of happiness in the family and the loss of marital burnout is proposed.

References


Factors influencing Child Abuse
In Esfahan

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Abstract

The increase in the number of investigations and articles specified to domestic violence in recent years in Iran is indicates the increasing rate of violence issues in family. The investigation was devoted to the analyzing the effective factors in child persecution in Esfahan in 2013. One of the different forms of domestic violence is child persecution. Since child persecution is considered as an alert warning for safety and health of the society and it is the origin of many of social harms and abnormalities, this article is proposed to search the child persecution situation with the aim of inspecting effective factors on child persecution in Isfahan. The present investigation is survey. Also the method library was used for collecting information. The research tool was questionnaire. The statistic society was 9 to13 years’ old children of different athletic clubs of Isfahan city. By randomized method 254 of children who were a member of athletic club were selected.

The amount of child abuse in research sample included 64% of children rarely, 14% some times, 2% often were persecuted by their parents. 20% of children didn’t answer this question. 0.41 of parents have educational degree of high school and 0.26 of them have university education. There is no relation between child's age, the socioeconomic base of family and child persecution. Child persecution in families with different socioeconomic bases is of the same amount.

There is a relation among the child's gender, and the education level and child persecution.

Key word: child Abuse, child persecution, domestic violence, Socio-economic status.

Introduction

Increased child abuse in families with domestic violence, is formed and it can be looked at as a social problem. In the late ’60s and early ’70s, Researchers have found their look in real relationships within the family, according to how they apply to domestic violence. Research results indicate that, contrary to popular perception, only families "problematic", "children are not treated badly, but families that are seemingly normal or desirable than its members are behaving badly. According to the annual report of the Social Work Department of Children's Rights Support Association in Iran, in 200 cases of child abuses were reported to the Social Forum. 48% of children have been victims of physical abuse cases, 49% of cases of emotional abuse, and 13% sexually abused, 20 percent were economically exploited and 12
percent are likely to be suspended. Association reports 41 percent of child's father, 28% of the child's mother, stepmother of 7 percent, 6 percent, neighbors, relatives, 4%, strangers 4%, and 3% of the teaching staff, hospital staff, 3%, and 2% stepfather prison staff have of child abuse. The same report noted that 30% of abused children lived in families that have experienced drug addiction and drug abuse40% of families in extreme differences in, 31 percent of families experiencing parental divorce, and 9 percent parental death have been reported (Sarokhani, 2008). The main purpose of this paper is to investigate the factors affecting child abuse in the Isfahan. Due to the adverse consequences of violence against children in order to create chaos and disorder, community health And the origins of deviant behaviors such as drug abuse and alcoholism, prostitution, running away from home, delinquent behavior and sexual crimes, violence against children and a willingness to tolerate violence in marital relationships is. It's appropriate that we consider very serious problem among social damages (Madani, 2005: 35). Insert a lot of press, forensic reports, published statistics by the Association for Support of Children's Rights and Welfare Organization finally launched the development of the child abuse shows the stark reality is. Because the social problems in the family and from family members and relatives mainly take place the secret is prevalent in our society and innocent children each year are victims. Scientific investigation to identify the exact origin of this problem is unavoidable; however, very little research done in this area is insufficient Experts and scholars continue to focus on violence against children as an alarm for the safety and health of society has not been paid. Undoubtedly, understanding and studying the roots of the problem of family planning to prevent reduce and eliminate the underlying causes of the violence, the promotion of health, in maintaining order and social balance Directive makes (Pvnrnaj, 2000: 49). Acts of violence towards children was seen across all social strata and not limited to particular types of families, but the likelihood of violence in some more. Such as low-income families, parents of very young mothers who separated from his wife and child or children live with parents who have unwanted children. When studying violence against children physical violence (physical) and psychological violence were distinguished. Corporal punishment includes acts such as beating, hitting with objects, throwing the National Institutes of Child Health and Human Development Child suggests that violence and abuse apply to the conduct of such other person outside the usual norms that entails a real risk of physical and emotional harm is. Actions and failures caused by acts (omissions) are included, whether they are intentional or unintentional ones are :1998 :18 Armenta(18:

National Center on Child Abuse and Neglect, violence is defined as "a physical or mental injury, sexual abuse, recklessness or misconduct with a child under 18 by a person who is responsible to the welfare of the child. Under conditions that were specified (in accordance with rules adopted by the Department of) Health and well-being of children by threatening to hurt is. Therefore, the construction of child abuse is not fixed, it is composed of four categories. Physical abuse, sexual abuse, emotional abuse and neglect of children (Rafiee Far in 2009: 118). The term child abuse is any act or failure to act by a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation is Or any act or failure to act that creates a risk of serious injury before. Pennsylvania law has identified four components. In Pennsylvania, any of the following offenses against a person under 18 is considered child abuse: any act or failure to act of serious physical injury Consecutive cause. Any act or failure to act in serious mental injury or sexual abuse or sexual exploitation Created. Severe physical neglect to endanger the life or child development or impairs the child's functioning (3-2: 2006, Rebotini). Review article seriously violent Camp Henry and colleagues (Henry kepm et al, 1962) entitled "The characteristic symptoms of beaten children began (Azazy, 2004: 13). Since then a lot of research in this area and gradually other forms of violence became clear. An
investigation of the martyr Ismaili Centre, Tehran showed that family income has a significant relationship with child physical abuse. And child abuse in families that are economically lower classes of society, there are more Results indicate that the 34.2% low-income families, the children were abused, 62.1, only 8% of the average income / high income and had a good percentage (Hosseini-Nasab, 2004).

Prevention of social pathology requires parental awareness, parenting skills training, identifying and supporting vulnerable families (Khak Rangi and Fathi, 2010). Research entitled "Effects of order and family conflict on violence against children" (Alavi, 2011) was conducted in Yazd research survey instruments and data collection GTS, ENRICH is. Typical case study of 382 children residing in Yazd and 384 people from their parents. The findings of this research show that the total average amount of violence, few fathers more than mothers against violence, which is applied to children. In the meantime, violence, physical violence, share more share of emotional neglect. The research results also show that the share of fathers of extreme physical violence such as thrashes somewhat more of mothers share. To statistically reduce parental income is became clear that with the amount of violence against children.

The level of violence against children in families where parents have lower education is more. With aging parents also increases the level of violence against children. These results indicate that violence against children in Yazd families rather than from the underlying variables may be caused by factors related to the family and outside the family. Miller (1981) argues that although child abuse is possible in any family at all levels of society with different social and economic situation occur, but occur According to reports, the lower classes should of socio-economic more (Madani, 2004: 160). In contrast, some researchers do not believe in the existence of such a relationship.

But it was clear that the majority of people belonging to the lower class required training their children from violent families violent methods used do not constitute a single cent. In paa vilainen research and collaboration between abuse and family life, including fear, poverty, relationships and aggression among members, lack of caring, loving little family activities and discussion, and the lack of kindness, there was a significant relationship was obtained (241-235: 2000, paa vilainen et at quoted Madani, 2011).

Berger (2005) research on the role of family income, family characteristics, and physical violence on the child. This study was conducted on 2,760 households and the results showed that single-parent families have a parent with depression, a history of maternal alcohol consumption, history of childhood violence and low-income households had significantly higher incidence of child abuse (Khoshabi and others, 2009: 120, quoting Madani, 2011). William J. and Associates survey in 2006 show that low education, poverty, unemployment, low self-esteem, antisocial behavior, lack of social support and social isolation and substance abuse by parents and parental factors on child abuse is (William J. & et al, 2006). An article the impact of domestic violence on children and adolescents, the impact of domestic violence on the health and wellbeing of children and adolescents to examine growth. The effects of four separate but inter-related areas (exposure to domestic violence, child abuse, impact on parental capacity, impact on the growth of children and youth at risk of exposure to adversity more) potential outcomes and key messages that They are the best practical response to the needs of children is stressed, are examined. Comprehensive review of the database of known 11-year framework (2006-1995) was performed. The study showed that children and adolescents who are dealing with domestic violence are at greater risk of experiencing sexual abuse, physical and emotional development of behavioral and emotional problems and the emergence of other adversity in their lives. These studies also provide a degree of protection that can reduce the impacts to particularly strong ties and relationships with supportive adults is usually the mother's highlights. The study of the relationship between exposure to domestic violence, child abuse and other
forms of adversity related shows and concluded To be exposed to different influences such disabilities may also potentially be harmful for children. This comprehensive review of child-centered approach to service delivery that originated from an informed assessment is designed to support and respond to the individual needs of the child and his picture on personal experience to be considered. (shields, 2008) According to research, the study of social structure theory, the theory of Patterson, Nzyh Angels Crusoe, Lund theory and Grossman, Fyldvnsln and Adler have been used.

Materials and Methods

This study is a survey. Also the method library was used for collecting information. The research tool was questionnaire. The statistic society was 9 to 13 years old children of different athletic clubs of Isfahan city in 2013. By randomized method 254 of children who were a member of athletic club were selected.

Research hypotheses
1 - Is there a relationship between substance abuse and child abuse by parents
2 - There is a relationship between parental divorce and child abuse
3 - the economic - social, parental and child abuse are related
4 - between individual characteristics (gender, age and education) of children and child abuse are related.

Definition of concepts
Child Abuse: According to the World Health Organization to all forms of child abuse, physical abuse, emotional, sexual, neglect, exploitation or exploitation of a child forms a relationship based around accountability, trust, and power is applied to cause actual harm and potential health, survival, development and greatness of the child.

Divorce: Divorce means the legal end of a marriage and separation of spouses from each other (Banerjee, 2004: 5).

Social capital: social capital's potential lies in the relationships between and among individuals (and groups), in a society which is doing them (Bliss, 2008: 177)

Economic – Social Status: is a term used in sociology and social differences between the groups in terms of social respect or the credit is applied (Hypotenuse, 1995).

Finding

According to describe the independent and dependent variables the results of this study, 64% of children rarely, 14% sometimes, and 2% of parents are often abused. None of the children were often abused by their parents are not. In addition, 20% of children have not answered these questions; it is indicating that these children have never been abused by their parents. 0.08% of parents at the illiterate and elementary level, 22/0 at the tips, 41% at the secondary level and 26% are college educated. According to the results, 96% of Children without parents are addicted and only 0.02% of children; most parents are drug addicts and the addicts. The results of this study have shown that only 0.07% parents do not live together. 0.05% parents due to divorce and 0.02% after the death of one of the parents do not live together.
Based on the results of the test correlation to the amount of sig=0.351, there is no relationship between child abuse and parental drug addictions. This could be due to the low number of addicted parents are the parents of the children. Due to the amount of sig=0.330, there is not relationship between the separation of parents and child abuse. This means that the separation of parents from each other for any particular reason for the divorce, the parents does not affect the amount of child abuse. There is not relationship between the economic status of parents and child abuse. That is child abuse in families with different economic conditions and social status of the family is to an extent that would not be affecting the level of child abuse.

<table>
<thead>
<tr>
<th>Table 1. Correlation Test of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>child abuse</td>
</tr>
<tr>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

There is a relationship between the education of children and child abuse, the relationship between the values of the test statistic, is a direct relationship. This means that even more children will be educated on child abuse rates are also added.

To evaluate the influence of violence against children as a dependent variable, with the child, the independent variables, the rate of children interact with their confidence in their children's activities and participation in social and family characteristics of the multiple regression models use. Results from the questionnaire data analysis, regression ANOVA table, to verify the linear relationship between the independent variables and the dependent variable. Results of regression analysis of variance with sig less than .05, which indicates that the model could explain the variability. Also, to verify the linear relationship between the independent variable and the dependent variable. In other words, show that at least one of the five variables are linearly related to the dependent variable. Another analysis method return multiple correlation coefficient, coefficient of determination, adjusted coefficient of determination and standard error estimates are provided. Also in this analysis to evaluate the independence of the errors of each camera test - Watson used. Regression coefficients cannot be concluded based on column values are more variable coefficients greater impact the dependent variable because of the different variables measured. To compare the impact of standardized coefficients asymptomatic use. Variables on the dependent variable in the regression equation, the following relationship is

\[ \hat{y} = 1.244 - 0.038X_1 - 0.048X_2 + 0.057X_3 + 0.122X_4 - 0.113X_5 \]

**Conclusions**

This study aims to investigate the factors affecting child abuse in Isfahan is 2013. For a three-part questionnaire was used to collect data. First, general information about age, gender, family circumstances and ... Were collected in the second and third questions were raised about the level of violence against children. Addiction, divorce, social, economic - social and personal characteristics of effective independent variables Brkvdk abuse has been studied. Parental violence or nearly 64% of child abuse rarely, 14% sometimes, 2% of parents are often abused.
Based on our results, there is no relationship between child abuse and parental drug addictions. This could be due to the low number of addicted parents are the parents of the children. The hypothesis of William J. and Associates in 2006 and in 1995 Bkhshlyan that substance abuse by parents knew of the factors affecting child abuse, the abuse is not. There is no relationship between parental divorce and child abuse. This means that parental divorce has no effect on the rate of child abuse. These findings failure theory - that aggressive marital conflict on the incidence of aggression towards children show inconsistent. The research hypothesis "burger" and Bagheri Yazdi, divorce and child abuse in the relationship between the two variables found to be statistically significant, inconsistent.

There is no relationship between the economic status of parents, and child abuse. That is child abuses in families with different economic conditions are equally. That this finding is not consistent with Social structure theory believes child abuse, poverty is closely related. But this hypothesis is consistent with studies by Strauss and colleagues. That would set the lower classes not necessarily to educate their children do not use violent methods. There was no correlation between age and child abuse. There is no relationship between sex and child abuse, in the sense that girls and boys are equally abused. There is a correlation between the education of children and child abuse is related. This relationship is directly related to the amount of the test statistic. This means that more children will be better educated on child abuse rates are also added. The hypothesis that foreign research studies in 1998 Lvndvsky be found in terms of lower class children's behavioral problems increases. In all societies throughout history, there has been child abuse. Why?

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The Effect of Divorce and Parental Death on Mathematics Self-efficacy and Achievement in Guidance School Students

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Abstract

The purpose of the current study was to examine the effect of divorce and parental death on mathematics self-efficacy and achievement in guidance school students. Using a causal comparison research design, we selected 45 divorce students and 45 students with parental death by available sampling. Also, 45 two-parent students randomly matched in age and grade with divorce and parental death groups. Mathematics Self-Efficacy Subscale was used for data collection. Students' math scores were used for assessing the mathematics achievement. Two-Way analysis of variance was used for analyzing the data. Results indicated that the mathematics self-efficacy and mathematics achievement were lower in students of divorce and students with parental death than two-parent students. Also Gender alone and interaction it with divorce and parental death is not affected the mathematics self-efficacy and achievement. Results have important implications in attending to negative consequences of divorce and parental death, especially low levels of mathematics self-efficacy and achievement in guidance school students.

Key words: divorce, parental death, mathematics self-efficacy, mathematics achievement

Introduction

Children play an important role in the growth of their societies. Therefore, the societies must provide the suitable educations for them. This education starts in the first years of life in family and affects on the children's lives. Researches indicated that the family income, family structure and parents' education has been influenced the quality of education received by children (Jones & O'Brien, 1999). Han (2008) describes the family environment as the most important factor in learning and development for children. The quality of parental relationships can have a major impact on children. For example, fathers and mothers who have a good relationship with together are more likely to be involved and to spend time with their children. Indeed, positive relationship between mother and father makes them more responsive, affectionate, and confident with their infants; more self-controlled in dealing with defiant toddlers; and better confidants for teenagers seeking advice and emotional support (Iamb, 2002). Inverse, husbands who are anger are more likely to suffer from anxious, withdrawn, or antisocial children (Gable, Crnic, & Belsky, 1994).

According to family composition perspective, children who are not grown up by both of their biological parents will suffer from lower levels of well-being than children from two parent families. The reason probably is that they lose emotional, economic and educational support from families (McLanahan...
Divorce is one of the stressors leading to the experience of having a single parent in many children. An estimate has been suggested that over 1 million marriages in the United States end in divorce each year (National Center for Health Statistics, 1998). Nearly 1.5 million children experience divorce annually (Mullett & Stolberg, 2002). It has been estimated that by the end of the 20th century between 43% and 46% of marriages ended in divorce in the United States (Schoen & Canudas-Romo, 2006). Divorce rate in Iran has been increased in recent years; Tehran, the capital of Iran, had the highest rate of divorce in 2007 and 2009 with 22% and 27%, respectively (Keshavarz-Hadad, 2010). In Iran, the ratio of divorce to marriage was 6.9% in 1980, 8.24% in 2000 and 12.29% in 2012 (Euromonitor International, 2013).

Children whose parents have divorced are more likely to experience physical problems such as injury, asthma, headaches and speech impediments than children whose parents have remained married (Dawson, 1991). Children of divorce tend to have lower paying jobs and less college; unstable father-child relationships; and a history of vulnerability to drugs and alcohol in adolescence. They fear about commitment and divorce and negative memories of the legal system (Wallenstein, Lewis and Blakeslee, 2000). Children with divorced parents suffer from many problems such as negative schooling outcomes, low levels of cognitive skills, psycho-social well-being, and social relations (Amato, 2001). Also, researches indicated that the adolescents’ externalizing problems were associated with wives’ increased divorce proneness (Moore & Buehler, 2011). Richards, Hardy and Wadsworth (1997) concluded that divorce and separation were associated with increased anxiety and depression and risk of alcohol abuse. Hoyt, Cowen, Pedro-Carroll, and Alpert-Gillis (1990) showed that children of divorce were judged to have higher levels of anxiety and depression than comparison subjects, and also to be experiencing more school adjustment problems.

In Iran, Sharifi Daramadi (2007) showed that depression, anxiety, somatization, interpersonal sensitivity, phobic anxiety, paranoid ideation, obsession and compulsion and psychosis dimensions in divorced were more than fatherless and normal adolescents. Yonesi, Moein and Shamshiri Nia (2010) concluded that the girls of divorced families have more problems in responsibility, self-esteem and mental health (somatic symptoms, anxiety) than those in intact two parent families. Ghamary and Fakoor (2010) indicated that mental health status was lower in children of divorce than the normal children.

Parental death is a major stressful event leading to many problems in children. Research showed that 1.5 million children have experienced the death of a parent in the United States (cited in Kirwin & Hamrin, 2005). In addition, it has been suggested that the death of a parent before the age of fifteen, was experienced by one in every twenty children (Kirwin & Hamrin, 2005). According to Harrison and Harrington (cited in Melhem, Moritz, Walker, Shear & Brent, 2007), the death of a parent is experienced by 4% of children in Western countries. A parent’s death leads to problems in family economic status, pressure to take on responsibilities of the dead parent, and impaired relationships of children with friends (Worden & Silverman, 1996; Tremblay and Israel, 1998; Stokes, Reid, & Cook, 2009). The death of mother has a permanent adverse impact of 2 cm of final height attainment and one year of educational attainment (Beegle, De Weerdt, Dercon, 2010). Death of father decreases the sense of optimism in children and leads to more negative effects on psychological and physical well-being in boys than girls (Himaz, 2009). In Iran, Sharifi Daramadi (2007) indicated that depression was higher in orphanhood adolescents than adolescents with tow parents.

Mathematics self-efficacy was described as “an individual’s beliefs about how he or she would perform a specific math task or in a specific mathematics or related course” (Clutts, 2010). Randhawa, Beamer and Lundberg (1993) indicated that there was positive correlation between mathematics self-efficacy and mathematics achievement. Researches about the effect of divorce and parental death on mathematics self-efficacy are limited; but similar researches showed that children who experienced family disruption showed lower levels of cognitive self-efficacy than those from intact families (Kurtz and Derevensky, 1994). Also, according to Kurtz (1994), children of divorce demonstrated low levels of self-efficacy, self-esteem, social support and less effectual coping styles.
According to previous researches, the children of divorce showed lower levels of academic achievements (Mulholland, Watt, Philpott, 1991) and lower scores in mathematics than their peers in intact families (Kim, 2011). De Galdeano and Vuri (2004) concluded that parental divorce was reduced test score ranks in mathematics. Abdelnoor and Hollins (2004a) showed that the death of a parent was negatively correlated to achievement in school. According to Himaz (2013), the death of a father in adolescence has had a significant negative impact on school enrolment and mathematics scores.

The purpose of the current study was to examine the effect of divorce and parental death on mathematics self-efficacy and achievement in guidance school students. Absence of parents due to divorce or death plays an important role in health and academic problems of children; therefore, research on the effects of divorce and parental death highlights the psychological assistance of psychologists and counselors for guidance school students who experienced the parental divorce and death. Given that the effect of divorce and parental death on mathematics self-efficacy and achievement is restricted, findings of the current study can help researchers, school psychologists and consolers engaged with students who experienced the parental death or divorce.

Method

The study method of this research was casual-comparison. According to this method, divorce and parental death were considered as the independent variable and mathematics self-efficacy and achievement as the independent variables.

Participants

The statistical sample of this research was 47 students of divorce and 47 students with death of a parent in guidance schools of education areas 1 and 2 in Tehran, Iran. They were selected by availability sample method. According to school managers, they had experienced the divorce in family or death of a parent. The sample of students with two parents (47 students) was matched with above two groups in academic grade and age. The participants signed the informed consent sheets, and filled the scales in their class; they spent approximately 10 minutes filling out the scales. Of these students, two students among students with parental death and one student among students of divorce were excluded from the final sample due to incomplete questionnaires. Therefore, we deleted one student in divorce group and two students in students with two parent families; they were students who matched with excluded students. Finally, our study sample consisted of 45 students of divorce, 45 students with parental death and 45 students with two parent families.

Measures

Data collection tools: In this research the following tools were used for data collection:

1. Mathematics Motivation Scale: This scale was developed by Feng and Hung (2010) and is a self-report measure consisting of 36 statements that each respondent rates them using a 5-point scale, ranging from 1 (Strongly agree) to 5 (Strongly disagree). Its score ranges from 36 to 180. The questionnaire has 3 subscales: 1) The mathematics value (intrinsic goal orientation (4 items), extrinsic goal orientation (5 items) and the task value (5 items)), 2) Expectations (control of beliefs (4 items), self-efficacy (5 items)), and 3) Affection (test anxiety (6 items)). In the study of Feng and Hung (2010), Cronbach's alpha coefficient for the subscale of mathematics value, expectations and affection was obtained 0.88, 0.87, and 0.76, respectively. Furthermore, Feng and Hung (2010) approved the validity of this questionnaire. In the Sanaee (2012) study, the items were translated to Persian by forward and backward translation and Cronbach's alpha coefficients for the value, expectancy, and affect subscales were 0.72, 0.79, and 0.705, respectively. Also, the test-retest reliabilities after two months were 0.66, 0.58, and 0.52, for above subscales, respectively. We used the mathematics self-efficacy subscale which consists of 5 questions. In the present study, Cronbach's alpha coefficient for this subscale was 0.71.

2. Mathematics achievement: In the current study we used the students' math scores in the first turn for assessing the mathematical achievement.

Data analyses: SPSS-20 software was used to analyzing the data. Two-Way Analysis of Variance was used for data analysis. P values of 0.05 or less were interpreted as statistically significant.

Results
In the present study, 44.4% of the students were girls and 55.6% boys and the ratio of girl to boy were similar in three groups. Descriptive results indicated that 37 students (82.2%) among students of divorce lived with their mothers and 8 students with their fathers; six mothers and 5 fathers of them had remarried. 80.0% of students with parental death suffered from father death and 20.0% from mother death; eight mothers and 7 fathers of them had remarried. The mean age of students divorce, parental death and two parents’ students were 13.84±0.737, 14.9±0.972 and 14.11±0.755 years old, respectively. The mean (M) and standard deviation (SD) for mathematics self-efficacy and mathematics achievement in three groups has been shown in Table 1.

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Mathematics Self-Efficacy</th>
<th>Mathematics Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Students of Divorce</td>
<td>Girls students</td>
<td>10.73</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Boys students</td>
<td>10.47</td>
<td>4.07</td>
</tr>
<tr>
<td></td>
<td>All Students</td>
<td>10.60</td>
<td>3.79</td>
</tr>
<tr>
<td>Students with Parental Death</td>
<td>Girls students</td>
<td>14.70</td>
<td>2.90</td>
</tr>
<tr>
<td></td>
<td>Boys students</td>
<td>14.58</td>
<td>2.75</td>
</tr>
<tr>
<td></td>
<td>All Students</td>
<td>14.33</td>
<td>2.81</td>
</tr>
<tr>
<td>Two Parent Students</td>
<td>Girls students</td>
<td>17.40</td>
<td>3.80</td>
</tr>
<tr>
<td></td>
<td>Boys students</td>
<td>15.80</td>
<td>3.49</td>
</tr>
<tr>
<td></td>
<td>All Students</td>
<td>16.51</td>
<td>3.68</td>
</tr>
</tbody>
</table>

The results of Two-Way Analysis of Variance showed that there was meaningful difference between students of divorce, students with parental death and two parents' students in mathematics self-efficacy and mathematics achievement; but the effect of gender and interaction between group and gender on mathematics self-efficacy and mathematics achievement was not significant (Table 2).

<table>
<thead>
<tr>
<th>Variables</th>
<th>Resource</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Group</td>
<td>815.790</td>
<td>2</td>
<td>407.895</td>
<td>34.151</td>
<td>0.001</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>Gender</td>
<td>20.280</td>
<td>1</td>
<td>20.280</td>
<td>1.698</td>
<td>0.195</td>
</tr>
<tr>
<td></td>
<td>Group*Gender</td>
<td>14.249</td>
<td>2</td>
<td>7.124</td>
<td>0.596</td>
<td>0.552</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>1540.76</td>
<td>129</td>
<td>11.944</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>28087.0</td>
<td>135</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Group</td>
<td>82.019</td>
<td>2</td>
<td>41.010</td>
<td>5.971</td>
<td>0.003</td>
</tr>
<tr>
<td>Achievement</td>
<td>Gender</td>
<td>10.022</td>
<td>1</td>
<td>10.022</td>
<td>1.459</td>
<td>0.229</td>
</tr>
<tr>
<td></td>
<td>Group*Gender</td>
<td>15.330</td>
<td>2</td>
<td>7.665</td>
<td>1.116</td>
<td>0.331</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>885.948</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>31242.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Fisher's Least Significant Difference (LSD) post hoc test was used to examine the mean of variables in the 3 groups. The results of the Fisher's LSD post hoc test showed that mathematics self-efficacy was lower in students of divorce than students with parental death and two parent students; mathematics self-efficacy was lower in students with parental death than two parent students; also, the mathematics achievement was lower in students of divorce and students with parental death than two
parent students; but, there was no meaningful difference between students of divorce and students with parental death in mathematics achievement (Table 3).

**Table 3: results of LSD test for comparing the mean of mathematics self-efficacy and mathematics achievement in students of divorce (1), students with parental death (2) and two parent students (3)**

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Groups</th>
<th>Mean Difference</th>
<th>Std. Error</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>mathematics self-efficacy</td>
<td>(1) (2)</td>
<td>-3.69</td>
<td>0.728</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
<td>-5.91</td>
<td>0.728</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>(2) (3)</td>
<td>-2.22</td>
<td>0.728</td>
<td>0.003</td>
</tr>
<tr>
<td>mathematics achievement</td>
<td>(1) (2)</td>
<td>-.200</td>
<td>0.552</td>
<td>0.72</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
<td>-1.68</td>
<td>0.552</td>
<td>0.003</td>
</tr>
<tr>
<td></td>
<td>(2) (3)</td>
<td>-1.48</td>
<td>0.552</td>
<td>0.008</td>
</tr>
</tbody>
</table>

**Discussion**

The purpose of the current study was to examine the effect of divorce and parental death on mathematics self-efficacy and mathematics achievement in guidance school students. Results of Two-Way Analysis of Variance and Fisher’s LSD post hoc test showed that mathematics self-efficacy was lower in students of divorce than students with parental death and two parent students; mathematics self-efficacy was lower in students with parental death than two parent students. Research on the effect of divorce on mathematics self-efficacy has been limited; also, similar researches showed that children of divorce suffered from low self-efficacy (Kurtz, 1994). It can be said that our finding is similar to Kurtz and Derevensky (1994). They demonstrated that children with family disruption suffered from lower levels of cognitive self-efficacy than those from intact families. Also, our research showed that the mathematics achievement was lower in students of divorce and students with parental death than two parent students. This finding is corresponding with results of Kim (2011). Kim (2011) indicated that mathematics scores were lower in students of divorce than their peers in intact families.

Due to the impact of divorce on reducing the mathematics self-efficacy and mathematics achievement in our research, it can be said that the divorce has many impacts on educational and psychological problems in children (Ghamary and Fakoor, 2010; Yonesi et al, 2010; Sharifi Daramadi, 2007; Richards et al, 1997; Hoyt et al, 1990). These problems make children show their protest against the divorce of parents via unusual behavior such as failure in school (Amato, 2001), Isolation and risky behaviors (Moore and Buehler, 2011). In addition, one of the negative consequences of divorce is the effect of it on parent who has responsible for children after divorce; because the negative attitudes of parents towards each other causes them to be more involved in the divorce problems. So, the children's education and academic problems are neglected; Hence children of divorce may be suffer from this believe that their ability is not enough to solve problems in mathematics (low mathematics self-efficacy).

Given that this study was shown that the mathematics self-efficacy was lower in students of divorce than students with parental death, it can be said that the reason for this reduction is that the students probably cope better with death of parents than divorce of them; because the mourning and going to sepulcher of parents help children to accept their parental death; hence, parental death is less problematic in their academic life than divorce. But, students of divorce have many problems and they cannot cope with parental divorce; although they live with one of their parents, but they know that the other parent is alive and they tend to see her or him.
Results of the current study showed that mathematics self-efficacy and mathematics achievement were lower in students with parental death than students who lived with two parents. Due to the limited research on the effect of parental death on mathematics self-efficacy, this finding is similar to results of Meyer-Lee (2013). Meyer-Lee (2013) showed that students who are tolerated positively their parental death, have high levels of self-efficacy; also, this result is corresponding to findings of Himaz (2013) that improved the negative impact of father’s death on mathematics scores in adolescents.

It might be argued that children who have experienced the death of a parent, are facing with loss of a parent in their life; because, the death of a parent is the ending of a child’s relationship with dead parent and leads to negative effects on mental health status and academic attainment in children (Beegle et al, 2010). Hence, these problems (psychological and academic problems) make children less interested in their education, especially in mathematics and mathematics self-efficacy or their beliefs about how they would perform a specific math task (Klutz, 2010) will be negative. Subsequently, their math performance also decreases; because, previous researches indicated that the future educational plans of children were postponed after parental death (Adolnoor & Hollins, 2004b). In other words, the loss of one parent may be reduced the material resources and parental involvement in education of children and these problems can affect their academic achievement.

One of the other results of the current study is that the gender and its interaction with divorce and parental death has no effect on reducing the mathematics self-efficacy and mathematics achievement. Clarke-Stewart, Vandell, McCartney, Owen & Booth (2000) indicated that divorce affects the boys’ cognitive problems and negative behavior of girls with their mothers. According to Kaye (1989), the academic achievement was lower in boys than girls after the experience of divorce of parents. Some studies have showed the greater impact of parental divorce on the academic achievement in boys than girls (Werner and Smith, 1982; cited in Demo & Alan, 1988) and some demonstrated the similar effect of divorce on boys and girls (Kinard and Reinherz, 1986; cited in Demo & Alan, 1988). Fronstin, Greenberg and Robins (2001) indicated that the absence of parents correlates with low levels of academic performance in girls and boy at the age of 11 and 12 years.

It can be noted that psychological and educational impacts of divorce and parental death can be the same for girls and boys; the divorce and parental death are causing the loss of one parent or both of them for children and this loss is problematic for both girls and boys. One of the other possible reasons for these findings is related the age of the students who participated in the present study. In this study, the average age of participants was about 14 years old; in Iran, students (boys and girls) at age 14 are socially, psychologically and economically depending on supports of family, and the loss of parents whether due to divorce or death has negative effects for them. It can be noted that our results should be interpreted with caution and the repetition of the results of similar future researches is required to confirm our results.

One of the limitations of the current study was that we did not examine the impact of the father’s and mother’s death and the effects of stepfather and stepmother. The reason was that the number of students based on those variables had not sufficient for statistical analysis. The important limitation of the current study was the self-reported questionnaire used in this study. Due to the lack of a standardized questionnaire about the mathematics self-efficacy, we used mathematics self-efficacy subscale of Mathematics Motivation Scale (Feng and Hung, 2010). Given the above limitations, In conclusion, the obtained results support the effects of divorce and parental death on the low levels of mathematics self-efficacy and mathematics achievement in guidance school students. According to the results it can be suggested that attention to the serious effects of divorce and parental death on educational problems (the low level of mathematics self-efficacy and mathematics achievement) in guidance school students is important for researchers, psychologists and school counselors.

References


Predicting early maladaptive schemas on the basis of family flexibility and cohesion

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Abstract

One of the main social institutions in terms of importance, role, and different functions is family which has a substantial and vital role in the formation of children’s characters and the securing their physical and mental needs. Therefore, the aim of the current study is to determine the relationship between family flexibility, cohesion, and early maladaptive schema. This research employed a correlational method. The research population included all the male students of high schools in Isfahan city who in the school year of 2012-2013, out of which a sample of 132 students was selected using random multistage sampling. The research tools included Young’s early Maladaptive Schema Scale, Family Flexibility scale and Family Cohesion scale. The data were analyzed using descriptive and inferential statistics. The findings show that, there is a meaningful relationship between family flexibility, cohesion, and early maladaptive schema. That is to say that, there is a negative and meaningful relationship between family cohesion on one hand, and disconnection and ejectment schema and impaired restrictions on the other hand. Also, there was a negative and meaningful relationship between family flexibility on one hand and impaired autonomy and performance schema, and impaired restrictions on the other hand. Since the relationship between family performance and early maladaptive schema have been clarified well in this research and other research, it is recommended that authorities devote more attention to family problems and parents’ awareness toward child rearing.

Keywords: Early maladaptive schemas, family cohesion, family flexibility

Introduction

Family is the smallest and the most important social unit. This important small social unit plays a basic and vital role in forming the children's personality and also in supplying most of the basic needs of individual and society and generally physical and mental needs. The children’s personality is directly influenced by the real behaviors of parents and is formed by their interaction with one another. (Dehillon, 2005). The science of psychology of human should pay attention to the related environmental agents and determine their role in behavioral and mental processes. In this respect, paying attention to family as proper foundation for growing
humans’ existential dimensions and removing mental needs is very important, owing to the fact that norms, values and family's behavior influence the individual (Lee, 1983). Methods which are done by parents facing their children have a deep effect on forming the children’s growth and their subsequent personality features. Improper patterns and behaviors of parents can lead to making early maladaptive schemas and behavioral problems emotional disorders, personality disorders and… (Kameli et al, 2012). After cognitive ideas of mental vulnerability and by using Piaget's ideas, Jeffry Young has developed an idea related to early maladaptive schemas. He believes that these schemas that he calls them as “a structure with reference frame” are fixed and lasting structures as lenses which affect the person’s understanding and the world around him. These schemas are formed during the childhoods experiences (which are mostly a trauma in his life) and controls person’s life and his environmental happenings. (Young, 1998).

Young, Closko and Yashar (2008) state 18 early maladaptive schemas which and classifies them in five sections and according to five dissatisfied needs, these five zones include:

First zone: disconnection and ejectment: when the children don’t have a secure environment with love, attention, respect and acceptance, they are susceptible to these schemas. There are 5 schemas in this zone which are: 1. Abandonment, 2. mistrust/abuse, 3. emotional deprivation, 4. defectiveness/unlovability, 5- social isolation/alienation. Second zone: impaired autonomy and performance: people of this zone don’t have the ability of separating from the family and the autonomous function. The schemas of this zone usually happen in families that reduce the children’s self-confidence or protect the child very much. Four schemas related to this zone are: 1. dependence / incompetence 2. vulnerability to harm or illness 3. Enmeshment 4. Failure to achieve. Third zone: limitations of disorder: people who are in this zone, their inner limitations related to mutual respect and modesty haven't developed. These people are often proud, spoiled, indifferent or narcissist. These schemas happen in families that are extremely inconsiderate and have confusion or superior feeling toward mutual cooperation, goal seeking and responsibility are their features. Two schemas are in this zone: 1. entitlement/superiority 2. insufficient self-discipline. Fourth zone: other-directedness: people of this zone have extreme focus on willing, feelings and answers of others and ignore their own needs. This leads to receiving love and acceptance, permanent relation with others or refusing revenge or make up. Three schemas are 1. subjugation 2. sacrifice 3. admiration/recognition seeking. Fifth zone: over-vigilance /inhibition: people whose schemas are here eject feelings and spontaneous impulses and mostly try to act inflexibly and innately even if they lose their happiness, ideas, relaxation, intimate relations or health. These schemas happen in those families who focus on excellent function, completeness, responsibility, hiding excitements and refusing making the mistakes. Four schemas can form in this zone: 1. pessimism/worry 2. Emotional inhibition 3. unrelenting standards and 4. self-punitivenss.

Young has suggested the theory of schemas to explain the parents’ relation pathology and it’s based on some concepts and studies based on attachment and it suggest a potential medium between parents and pathology, making early maladaptive schemas or negative core belief among children (shefflild and et al 2005). The early maladaptive schemas are the oldest cognitive factors and our belief and unconditioned feelings that are made by innate mutual temperament of the child with unpractical experience with parents, sisters or brothers and peers during the early years of life. These unconditional schemas increase vulnerability and neurotic disorders and psychological problems. (Young 1994). Young (1999, cited in Seligman and et al 2007) believes that maladaptive schemas in people lead to experiencing negative phenomena and extreme stress and dissatisfaction in life. Young says although society-related agents such as school and peers are important in forming these schemas; their effects are not as wide as family agents. (Torres, 2002).

Cohesion and flexibility of the family are two dimensions of circumflex model of Olson (1999) which is predicted to be effective on children schemas. Cohesion is an influential structure of the family, adhering feeling, connection and emotional (commitment that family members have toward each other (Olson, 1999). Lingren (2003) describes cohesion as an emotional feeling with others. In his idea two qualities related to cohesion in family include commitment and spending time together. By commitment we mean willingness to spend time and
energy in family activities and refusing its negative on other activities such as job. The other dimension of cohesion is spending time and being among the family members. Those families which have strong relation in this respect manage programs and time to do regular group work. The second dimension in circumflex model of Olson is flexibility. By flexibility we mean the scale of changes in roles, rules, control and discipline of the family. In flexible families, leading and managing the family is democratic and it is less dictating and the younger members of the family share ideas in making decision. (Olson1999). According to the theoretical bases, among all things controlled by human, family and social relationships are the most important factors which affect the early maladaptive schemas. So having a powerful family network and intimate relationships are important helping hands for the health of the mental life.

Although studies have been done separately on the variables of family’s cohesion, flexibility and early maladaptive schemas, the direct relation of cohesion and flexibility with early maladaptive schemas have not been widely taken into consideration. We can expect that the cohesion and flexibility of the family is the predictive element of early maladaptive schemas. Shahamat and et al (2011) concluded in their research that child rearing styles affect early maladaptive schemas. Gunty and Bury (2008) in their research on the effect of parents’ function in relationship state assert that three factors of nurturance, authority and control to make maladaptive schemas are predictive of some zones of schemas (disconnection/ejection and impaired autonomy and performance). Baranoff and Tain (2007) concluded that dysfunctional relationships between parents are very good predictors of early maladaptive schemas and children’s less strong relationships in the future. Harrison (2002) concluded in his research that, processes and action of the family like the quality of parent- child relationship has a lot of effect on growing the feeling of self-value and social competence during childhood. Wright et al (2009) shows that parents’ style affects the forms of schemas and these schemas affect the next psychic pathology. The aim of the current research is to study the relationship between cohesion and flexibility of the family with early maladaptive schemas.

Research hypotheses were: 1. the cohesion of the family will have meaningful predictive value for early maladaptive schemas. 2. The flexibility of the family will have meaningful predictive value for early maladaptive schemas.

Method and materials

The present research employs a correlational method. The population included all the high school students in the school year of 2012 and 2013 in Isfahan. The sample of study was 211 people selected by multi-stage random sampling. In the first stage, two of the six boroughs of Isfahan were randomly selected. In the second stage, two high schools were selected from each borough. In the final stage, two classes were selected from each school. Finally after deleting 79 Questionnaire sheet because of incompleteness, 132 people with the average age of 15 were selected as research sample.

Family cohesion scale: This scale was inspired by Olson’s circumflex model (1999) but was made by Samani (2002). This scale has 28 questions and with five options for each (completely agree – agree – no idea – disagree – completely disagree). The scores are from 1 (completely disagree) to 5 (completely agree). Samani (2001) studied this scale according to 8 factors (adhesion with father, mother, time of mutuality, place, making decision, emotional relationship, marital relationships and parent-child relationship) that approve the competency of the scale to check the family’s cohesion. The reliability coefficient of this scale using the test-retest method is 90% and 79% by Cronbach’s alpha (Samani, 2004). Also in another research by Samani (2004), the inner correlation coefficient is 85% with Cronbach’s alpha 79% and the reliability coefficient of this scale with test-retest method is 80%. In this present research, the reliability coefficient by Cronbach’s alpha method was 64%.
Family flexibility scale: this scale was inspired by Olson’s circumflex model (1999) and made by Shakeri. This scale has 16 questions and the answers are from (completely agree – agree – no idea – disagree–completely disagree). The answers are scored from 5 to 1 score. The validity of this scale during Shakeri’s study (2002) on 48 subjects was approved and its Correlation coefficient by Cronbach’s alpha is 89%. Results of factor analysis of this scale get only the general factor (g) under the name of flexibility. In this present research, the reliability coefficient by Cronbach’s alpha method was 58 %.

Early maladaptive schemas scale: this questionnaire was made by Young (1999). The early maladaptive schemas is a self-report questionnaire that has 90 parts and measures 18 zones of early maladaptive schemas like: emotional deprivation, abandonment /instability, mistrust/abuse, social isolation/alienation, defectiveness/unlovability, failure to achieve, dependent/ incompetence, vulnerability to harm or illness, enmeshment, subjugation, sacrifice, emotional inhibition, unrelenting standards, entitlement/superiority, insufficient self-discipline, admiration/recognition-seeking, pessimism/worry, and self-punitivness. Each part is scored based on a 6-point Likert scale(1 for completely wrong for me and 6 completely right for me). In Iran the reliability and validity of the new form and the third edition of the scale (He from used in this survey) have been studied by Yousefi et al (1999). In this research the validity of the scale was (86% and 91%) in girls (84% and 87%) and in boys (81% and 84%) by two method of Cronbach’s alpha and split-half. The highest level of Cronbach’s alpha was related to the social isolation /alienation (91%) and the lowest was insufficient/self-discipline (81%). Also, factor analysis showed that the feature extracted is high and satisfactory. In this present research the reliability coefficient of the questionnaire by Cronbach’s alpha method was (88%). Data analysis is done by using the Pearson’s correlation coefficient and Stepwise multiple regression.

**Results and findings**

Table 1- Descriptive data relating to early maladapted schemas

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>disconnection and ejectment</td>
<td>55.742</td>
<td>13.909</td>
</tr>
<tr>
<td>Impaired autonomy and performance</td>
<td>38.575</td>
<td>10.182</td>
</tr>
<tr>
<td>impaired restrictions</td>
<td>32.242</td>
<td>7.040</td>
</tr>
<tr>
<td>Other directedness</td>
<td>47.909</td>
<td>9.010</td>
</tr>
<tr>
<td>Over vigilance/inhibition</td>
<td>63.697</td>
<td>12.519</td>
</tr>
</tbody>
</table>

Table 1 shows that the maximum area related to the early maladapted schemas belongs to the over vigilance/inhibition and disconnection and ejection domain.

Table 2- correlation between maladapted schemas, family cohesion, and family flexibility

<table>
<thead>
<tr>
<th></th>
<th>family flexibility</th>
<th>family cohesion</th>
</tr>
</thead>
<tbody>
<tr>
<td>disconnection and ejectment</td>
<td>-.032 .720</td>
<td>-.262** .002</td>
</tr>
<tr>
<td>Impaired autonomy and performance</td>
<td>-.266** .002</td>
<td>-.145 .098</td>
</tr>
<tr>
<td>impaired restrictions</td>
<td>.094 .283</td>
<td>-.368** .000</td>
</tr>
<tr>
<td>Other directedness</td>
<td>.012 .888</td>
<td>.040 .651</td>
</tr>
<tr>
<td>Over vigilance/inhibition</td>
<td>.079 .366</td>
<td>.027 .761</td>
</tr>
</tbody>
</table>
As it can be seen in Table 2, there is a negative and meaningful relationship between impaired autonomy, performance and the family flexibility ($p < .01$). In other words, the higher the flexibility of the family, the lower degree of impaired autonomy and performance schema among children. There is a negative and significant relationship between disconnection, ejection and the family cohesion ($p < .01$). In other words the higher the family's cohesion, the lower degree of disconnection and ejection schema among children significantly. There is negative and meaningful relationship between impaired restrictions and family's cohesion ($p < .01$). This also means that the higher the family's cohesion, the lower degree the impaired restrictions schema.

<table>
<thead>
<tr>
<th>Criterion and family flexibility</th>
<th>Predictor</th>
<th>SS</th>
<th>R</th>
<th>R²</th>
<th>P</th>
<th>B</th>
<th>β</th>
<th>F</th>
<th>DF</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>disconnection and ejection</td>
<td>Cohesion</td>
<td>1743.11</td>
<td>.262</td>
<td>.069</td>
<td>.002</td>
<td>-.361</td>
<td>-.262</td>
<td>9.601</td>
<td>1</td>
<td>.002</td>
</tr>
<tr>
<td>Impaired autonomy and performance</td>
<td>Flexibility</td>
<td>964.24</td>
<td>.0266</td>
<td>.071</td>
<td>.002</td>
<td>-.566</td>
<td>-.266</td>
<td>9.934</td>
<td>1</td>
<td>.002</td>
</tr>
<tr>
<td>Impaired restrictions</td>
<td>Cohesion</td>
<td>878.03</td>
<td>.368</td>
<td>.135</td>
<td>.000</td>
<td>-.326</td>
<td>-.469</td>
<td>15.892</td>
<td>2</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
<td>1283.81</td>
<td>.445</td>
<td>.198</td>
<td>.002</td>
<td>.396</td>
<td>.270</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The meaningful correlation between family cohesion, family flexibility and early maladaptive schemas can be analyzed in the stepwise regression. As you see in Table 3, the family cohesion has predicted the ability of disconnection and ejection schema. The amount of the square of the correlation coefficient shows that 6.9 of the disconnection and ejection schemas variance are predictable by the family's cohesion variable.

Regression analysis showed that family flexibility has predicted the ability of impaired autonomy and performance schema. The amount of the square of the correlation coefficient shows that 7.1% of the impaired autonomy and performance variance is predictable by family's flexibility variable. Regression results show that, cohesion and flexibility of the family can predict impaired restrictions schema. The first step of family cohesion determines 13.5 percent of variance that determined impaired restrictions schema. In the second step, by adding family's flexibility, the variance of impaired restrictions rose to 19.8 and 6.3 percent of this amount was about impaired restrictions variable related to family's flexibility. According to the stepwise regression analysis, the family's cohesion and flexibility negatively predicted the schemas of disconnection, ejection, impaired autonomy, performance, and impaired restrictions ($p < 0.01$).

**Discussion and conclusion**

From the behavioral perspective, parents influence children by their behavior as a model and creating the family climate. Parents may be inimical and excommunicative or intimate and accepting, and by this way have great effect on children and their role have been approved in many surveys (Razmi, 2003; Payravi et al, 2010; Kawachi and Berkman, 2001). The results of this survey showed that the family's cohesion could predict disconnection and ejection schemas and impaired restrictions schemas meaningfully. It means that in families that cohesion is more, these two schemas are formed less meaningfully. People are susceptible to the disconnection and ejection schema and do not experience an environment with love, attention, respect and acceptance during childhood. Furthermore, those whose schemas are in impaired restrictions, their inner
limitations haven’t risen with mutual respect and self continence. Such people are often egoist, spoiled, indifferent or narcissist. The schemas of this zone happen in those families which are extremely inconsiderate, enmeshed, and replete with superiority feeling instead of working together, goal seeking, and responsibility. The family’s cohesion means feelings of adherence, emotional connection and emotional commitment that a family has to one another. In families that have high cohesion, people are more intimate with each other and the result of the family’s cohesion is justifiable with disconnection and ejectment schemas and impaired restrictions.

The next result is the predictive value of impaired autonomy, performance schema and impaired restrictions schema by family’s cohesion variables. These two schemas happen less in families with high flexibility. People whose schemas are impaired autonomy and performance schemas, don’t have the ability to separate from the family and be independent and this ability is measured by the peers. Schemas of this zone usually happen in those families which reduce the children's self-confidence or protect them very much. The flexibility of the family means the changes in roles, rules, control and the discipline of the family, and in flexible families, the leadership and management of the family is more democratic and less tyrannical and the result of this research on the family's flexibility with impaired autonomy, performance schema and impaired restrictions is justifiable. The results of his research are similar to the results of Shahamat et al (2011), Wright et al (2009) Gunty and Bury (2008), Baranoff and Tian (2007), and Harris and Curtin (2002). With regard to the findings of this research we can conclude that the families in which parents and other members of have emotional connection, emotional commitment together, logical rules and fair rules usually have healthy children. Putting people’s mental health in danger causes the society health to be in danger and also it causes social inconvenience.

Because the research method is correlation, the causal conclusion is impossible. Other limitation of this research was the lack of time and performance limitations and the function of the family was just measured by one member. Moreover, this research was only done on boys and the necessity of studying gender differences is vital. It is suggested to study other family factor in forming the early maladaptive schemas. Furthermore, it seems that the results related to cohesion and flexibility of the family and maladaptive schemas and playing their role in psychological disorders can be a guide for therapeutic sessions or even decisions related to the prevention of disorders.

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Comparison of parenting style and mental-behavioral disorders of mothers with children suffering from externalizing disorders and mothers of normal children

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Abstract

Mothers’ parenting style and their mental health are one of the most important effective factors in children’s mental, physical and affective growth. Therefore, the aim of present study was to draw a comparison of parenting style and mental-behavioral disorders of mothers with children suffering from externalizing disorders and mothers of normal children. Hence, in a causal-comparative design, 30 mothers with children suffering from externalizing disorders were selected by convenience sampling method and were compared with 30 mothers who had normal children. The research tools included Bamrind’s Parenting Styles Questionnaire, Symptom Checklist-90-R (SCL-90-R), and Children Symptoms Inventory (CSI-4) questionnaire. The data were analyzed using multivariate analysis of variance (MANOVA) and Pearson correlation method. The results indicated that there is a significant difference between parenting style of mothers having children afflicted with externalizing disorders and mothers of normal children. Additionally, there was a significant correlation between mothers’ parenting style and their mental-behavioral disorders, and mothers that used authoritarian parenting style had children afflicted with externalizing disorders more than other mothers. Overall, mothers’ parenting styles and their mental health have remarkable effect on the occurrence or non-occurrence of externalizing disorders in children.

Keywords: parenting style, mental-behavioral disorders, externalizing disorders, mothers.

Introduction

Childhood is the most important stage of life through which the foundation of personality forms. Based on, a large number of conflicts and behavioral problems in adolescence and adulthood arise from the neglect to emotional and behavioral problems of childhood, lack of proper guidance of children in the process of growth and development (Bloomquist, 1996).

Attention deficit-hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), conduct disorder, which are among these conflicts and behavioral disorders, are known as externalizing disorders in the fourth diagnostic guidance and statistical Mental Disorders (DSM-IV). These disorders which are spread between 6 to 19 percent and are among the most common psychiatric disorders in childhood, not
only has affected children but also affected their families. In addition to the negative impact on children's social and academic performance, increases the risk of having mental disorders in their adulthood (Mash and Barkley, 2002)

Many factors concerning the etiology of externalizing disorders are discussed, among which, the most important may be the negative interactions of parents – children, the improper parental way of children's training, their abnormal behaviors, particularly the mothers (Bradly, 2002; Burt, Kruger et al, 2003; Bloomquist, 1996). Child training style includes a set of parental attitudes toward children which lead to the creation of an emotional atmosphere and parental behavior's in such an atmosphere. Such behavior includes the specific behaviors related to the parental goals, through them, parents do their parental tasks.

Such behaviors include the specific behaviors related to the parental goals, through them, parents do their parental tasks and also include behaviors which are unrelated to parental goals, including gestures, changes in tone of voice, expression of involuntary emotions and affects the child (Barrett et al 2003).

Bamrind (1991, cited in Dwairy, 2004) as one of the leading researchers in the field of child training style, by implementing this concept based on two elements of control and acceptance suggests three style of children's training: permissive, authoritarian and authoritative. During his studies on the dimensions of parental behaviors and its impact on children, he found that children with coercive and opinionated parents can control themselves less than the children with authoritative parents and are also largely timid and indifferent toward others.

Accordingly, Bamrind concludes that parental children’s training style can affect many aspects such as temperament, interpersonal relationships, and their children’s mental growth and could also predict their children’s behaviors. Studies conducted that during the past three decade, also support such claim. For example Zlotnik & Bornstein (2007) in a study, through studying the quality of parenting children's training, in adolescents with oppositional defiant disorder found these parents mostly use authoritarian methods while behaving with their children.

The results of a study conducted on children between 5 to 15 years showed that excessive parental criticism, and their authoritarian behaviors, caused externalizing disorders, and would also intensify the coping behaviors in children (Miller & Bank, 2013). Overall, the results indicate that the authoritative child training style leads to the lower levels of behavioral problems in children and adolescents. Permissive and authoritarian style of children’s training is associated with children's externalizing behavior problems, aggression, and their incompatibility (Qurido, Warner & Eyberg, 2002; Domitrwich & Bierman, 2001).

As it is mentioned above, in addition to child training style, parent's manners and behavior is effective in the development of externalizing disorders in children. Mental analysts believe that the mother's behavior and interaction between a mother and a child is of a quality that is essential to a child's early development, and maternal mental aberration may cause inconsistent behavior in children (Mash and Barkley, 2002). Accordingly, Barkley (1981) in his research found that depressive symptoms in mothers of hyperactive children are more pronounced than in the control group. Fengau & Chang (2013) in a study of mothers of children with attention deficit - hyperactivity and normal children found that there is a significant positive correlation between maternal depression and anxiety and impulsivity in children.
On the other hand, studies show that children, who are hyperactive, behave in a way that forces their mother to use physical punishments. And this increases mother’s level of anxiety and stress. Mother’s more Anxiety, in turn, lead to greater use of authoritarian methods and exacerbates maladaptive behaviors in children (Yousefia, Soltani Far and Abd Elahian, 2011).

In total, concentration on the researches done on the relationship between child training styles and children’s behavioral problems indicates a significant relationship between parenting child training style and children’s behavioral problems. Children’s of authoritarian and permissive parents have more behavioral problems in compared with authoritative parents. In addition, maternal mental disorders such as depression and anxiety are related to children’s behavioral problems.

Method and materials

The research employed post facto or casual-comparative method and the statistical population included all the mothers with children suffering from externalizing disorders who referred to the psychology clinic of Atiyeh located in Tehran in 2013. The sample included 30 mothers with children suffering from externalizing disorder who were selected through convenience sampling from among the mothers referring to this clinic. Moreover, the research also had a comparison group of 30 mothers with normal children who were matched with mothers of children with externalizing disorder. In order to select the comparison group that was selected using convenience sampling, the CSI-4 (parent’s form) was filled out by mothers and after the completion and reassurance of the results (score less than six in each of the components) their mothers entered the research.

Bomrind parenting styles questionnaire (Bomrind, 1972): Bomrind parenting styles questionnaire is a 30-item questionnaire that assesses three styles of child rearing including permissive, authoritarian and authoritative styles that are scored on a five-point Likert scale from zero (completely agree) to four (completely disagree). Assessment of psychometric properties of this questionnaire indicates its desirable validity and reliability. For example, Bourri (1991) reported the reliability of the subscales of this questionnaire to be equal to .78 to .81 using test-retest. In Iran, Esfandiari (1995) assessed the reliability and validity of this questionnaire and the results show adequate psychiatric properties of this questionnaire among Iranian sample. The present research evaluated the Cronbach’s alpha of .59 for permissive style, .94 for authoritarian style and .92 for authoritative style.

Children’s psychopathological symptoms questionnaire was designed based on the common screening tools of psychiatric disorders and based on the criteria of DSM-IV, this questionnaire has two forms of parents and teachers and the parents’ form has been employed in the present research. The parent’s form has 112 items, out of which 41 items (group A, B and C) assesses three disorders of ADHD disorder, coping disobedience and behavioral disorder. Each of these phrases are scored on a four-point Likert scale from zero (never) to three (very often). This questionnaire has been employed in many studies and acceptable reliability and validity has been reported for that. In Iran, the psychometric properties of this questionnaire were evaluated and the reliability coefficients using the test-retest were reported to be between .29 and .76. The content validity has also been confirmed by the professionals (Mohammad Esmaeel, 2001).

3 Brief Symptom Inventory and Matching Clinical Rating Scale (DCL-90-R): this list has been devised to assess the psychological symptoms of the clients. It’s a 90-item self-report tool that is scored on a five-point Likert scale from zero (not at all) to four (severe). The content of this questionnaire encompasses nine different aspects including physical complaints, compulsive obsession, sensitivity in interpersonal relationship, depression, anxiety, aggression, phobia, paranoid thoughts and neuroticism. In
a study by Derogatis & Savitz (1999), the internal consistency of the questionnaire was reported in the range of .77 to .90 and the reliability coefficients using retest were reported to be between .78 and .90. Investigation of psychometric characteristics of this tool in Iran is indicative of its high reliability coefficient (.80) in Iranian population (Bayani, Mohammad Kouchaki and Goudarzi (2007). The Cronbach alpha for the total questionnaire was equal to .92.

Results and findings

Investigation of demographic data of the participants indicated that the mean age of mothers with normal children and mothers with externalizing disorder is equal to 34.57 (sd of 4.28) and 34.33 (sd of 4.22). Moreover, the mean of mothers’ education with normal children and mothers with externalizing disorder is equal to 13 and 12.73 years, respectively. What's more, in the group of children suffering from externalizing disorder, 70 percent of mothers were housewives and 30 percent were employed. In the group of normal children, 60 percent of mothers were housewives and 40 percent were employed. In table 1, the related data of the parenting styles of both groups in each of the parenting styles of authoritarian, authoritative and permissive styles have been presented.

As observed in table 1, the mean of mothers’ scores with children suffering from externalizing disorders in each of the styles of permissive and authoritarian styles is more than the score of mothers with normal children. In contrast, mothers of normal children obtain higher score in authoritative parenting style.

In table 2, the data related to the psychological disorders of parents in each of the subscales of SCL-90-R have been presented.

<table>
<thead>
<tr>
<th>Parenting styles</th>
<th>group</th>
<th>number</th>
<th>Mean</th>
<th>sd</th>
</tr>
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<td>permissive</td>
<td>normal</td>
<td>30</td>
<td>13.93</td>
<td>2.87</td>
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<tr>
<td></td>
<td>With externalizing disorder</td>
<td>30</td>
<td>16.80</td>
<td>3.16</td>
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<tr>
<td>authoritarian</td>
<td>normal</td>
<td>30</td>
<td>11.60</td>
<td>6.75</td>
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<td></td>
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<td>30</td>
<td>26.17</td>
<td>4.73</td>
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<tr>
<td>authoritative</td>
<td>normal</td>
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<td>21.70</td>
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<td>8.57</td>
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<table>
<thead>
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<tbody>
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<td>Physical complaints</td>
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</tr>
<tr>
<td></td>
<td>With externalizing disorder</td>
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</tr>
<tr>
<td>Compulsive obsession</td>
<td>normal</td>
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<td>15.50</td>
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<tr>
<td></td>
<td>With externalizing disorder</td>
<td>30</td>
<td>24.27</td>
</tr>
<tr>
<td>Sensitivity in relationship</td>
<td>normal</td>
<td>30</td>
<td>11.23</td>
</tr>
<tr>
<td></td>
<td>With externalizing disorder</td>
<td>30</td>
<td>16.56</td>
</tr>
</tbody>
</table>
As observed in table 2, mothers with children who suffer from externalizing disorder obtain higher scores as compared to normal mothers and this difference is more observable in the components of physical symptoms, compulsive obsession and depression.

Multivariate variance analysis was used to investigate the difference between parenting styles (in each of the permissive, authoritarian, and authoritative styles) in mothers with normal children and mothers of children with externalizing disorder and the results are presented in table 3.

Table 3- multivariate variance analysis for investigation of mothers’ different in the components of parenting styles

<table>
<thead>
<tr>
<th>Source of change</th>
<th>Parenting styles</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>Etta coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>permissive</td>
<td>123.26</td>
<td>1</td>
<td>123.26</td>
<td>13.47&quot;</td>
<td>.189</td>
</tr>
<tr>
<td></td>
<td>authoritarian</td>
<td>3182.81</td>
<td>1</td>
<td>3182.81</td>
<td>93.54&quot;</td>
<td>.617</td>
</tr>
<tr>
<td></td>
<td>authoritative</td>
<td>2587.26</td>
<td>1</td>
<td>2587.26</td>
<td>126.56&quot;</td>
<td>.686</td>
</tr>
</tbody>
</table>

As observed in table 3, there is significant difference between mothers of normal children and mothers of children suffering from externalizing disorder at p.001.

Finally, Pearson correlation coefficient was used to investigate the relationship between mothers’ parenting styles and their psychological disorders and the results are presented in table 4.

Table 4- results of Pearson correlation between mothers’ parenting styles and their psychological disorders

<table>
<thead>
<tr>
<th>Psychological disorders</th>
<th>Mental disorders</th>
<th>permissive</th>
<th>authoritarian</th>
<th>authoritative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation coefficient</td>
<td>1</td>
<td>.282-</td>
<td>.529&quot;</td>
<td>-.521&quot;</td>
</tr>
<tr>
<td>Level of sig. number</td>
<td>----</td>
<td>.58</td>
<td>.001</td>
<td>.001</td>
</tr>
<tr>
<td>number</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
As observed in table 4, there exists significant and negative relationship between psychological disorders of mothers participating in the research and authoritarian parenting style. Moreover, there exists no significant relationship between permissive parenting styles and psychological disorders.

Discussion and conclusion

Therefore, the aim of present study was to draw a comparison of parenting style and mental-behavioral disorders of mothers with children suffering from externalizing disorders and mothers of normal children. The results of the research indicated that, there exists significant difference between mothers' parenting styles in both groups. In other words, mothers with children suffering from externalizing disorder used more authoritarian styles and mothers with normal children used more authoritative styles. This finding is in line with the results of the research by Crnic, Gaze, Hoffman and 2005 and Zlotnik and Bornstein (2007). It's can't be concluded precisely that having AHDH, disobedient or maladjusted children leads to the employment of authoritarian styles by the parents or authoritarian parents bring up children suffering from externalizing disorders. However, it can be concluded that parenting styles is somehow rooted in family learning and based on this, many individuals who are brought up in authoritarian families employ authoritarian behaviors in relationship with their own children. Therefore, it seems that authoritarian methods by parents in education and training will lead to the emergence of ADHD, maladjustment and other behavioral disorders in children. The emergence of such disorders leads to shaping vicious circle that give rise to the conflicts in parent-child relationship and more stubbornness in parents to avoid the unpredictable behaviors in children and gradually, maladapted behaviors are exacerbated by the children and authoritarian styles are prolonged.

Additionally, the results of the present research indicated that, there is significant relationship between the psychological disorders in mothers and using the authoritative parenting styles. Moreover, there exists direct relationship between psychological disorders and employment of authoritarian parenting styles. For want of a better word, mothers who have less psychological disorders employ more authoritative parenting styles and mothers with psychological disorders employ authoritarian styles in upbringing their children. This finding is consistent with the results of the research by Dwairy (2004) and Miller et al (2013). In the explanation of this finding it can be concluded that mothers who have higher mental health have higher self-confidence and employ less authoritarian styles in upbringing their children. On the other hand, some psychological problems such as depression bring about frustration. Depressed and frustrated mother employ authoritarian style as the easiest style to exert control over the child. Moreover, anxious mothers show high sensitivity to the behaviors of their children and try to over control their children's behavior and this results in the employment of authoritarian parenting style.

Overall, results of this research indicate the relationship between the parents's parenting style, the psychological disorders and externalizing behavioral problems in children. Depressed, anxious, paranoid, obsessed and sensitive mothers use more authoritarian parenting style in bringing up their children and therefore, their children show higher levels of externalizing behavioral disorders. With regard to the fact that sampling in this research was limited to a clinic in Tehran and specific age range, it's proposed that, this research be repeated with other groups and different age range.

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Islamic Lifestyle from the perspective of verses, hadiths and statements by the Supreme Leader (Damat Tofighat)

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Abstract

Lifestyle (life style) is a term, which was seriously introduced in the studies of social sciences, economics and psychology since 1950s. This term refers to the relatively stable patterns of the individuals' behavior in both communal and individual levels in various aspects of their lives. The supreme leader addressed this issue in his recent speech at a meeting with young individuals in the Northern Khorasan Province. Certainly, discussing on this issue among young people is considerably important. He started his speech with objective pathology since lifestyle is a new subject within the realm of both written and discursive studies in our country. He posed various questions in this regard, as well. Several examples of such questions can be cited here. Are the mutual rights of husband and wife and children completely observed within the families? Why do some people take pride in consumerism? What can be done to both preserve the dignity of women within their families, and shed light onto the social duties of women? The answer lies in provincial lifestyle. Then, we should extract the Islamic lifestyle from the statements and principles discussed by the supreme leader; moreover, we should implement this principle in our life. Islamic lifestyle is not a mental or even a difficult matter. It should not be imagined in our thoughts; however, it should be followed in our daily lives, from Islamic Mahr⁵ to Islamic

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⁵ In Islam, a mahr is a mandatory payment, in the form of money or possessions paid by the groom, or by groom's father, to the bride at the time of marriage that legally becomes her property.
There are many discussions on what the proper lifestyle should be. If we are fortunate, we can review this issue in this short article. It should be noted that, the principles of Islamic life could also be extracted from the Book of Love, written by Ayatollah Khamenei (Modzalal Alali), either by single or married people! Then, they can benefit from it in their lives. Without doubt, lifestyle and consumption are deeply connected with each other. The consumption includes either material consumption (cloth, food, home decoration, etc.) or immaterial consumption (including time). Such sources which will result in the formation of behavioral patterns, can be found at both individual level (individual interests) and more macro level (the role of local culture on the living location and mass media).

*Keywords:* Islam, lifestyle, verses, hadith, the statements by the Supreme Leader (hefzatolah)

**Introduction**

Why Islam is the best religion? Without any doubt, Islam is the best religion for the following reasons:

A) Completion of Islam

A complete and thorough religion refers to a collection of divine laws for humankind from his birth until the doom’s day on which: a) man can accomplish the ultimate goal; b) man may need nothing besides his own innate nature (other schools). There are various divine religions established in accordance with the nation’s needs as well as the compliance between the religion and various living locations where different nations live. Every religion completes the earlier religion. Since Islam is the last religion, it includes all the human needs for guidance and prosperity. Human being demands a string of genuine and constant needs in his life. Meanwhile, there are several facts within dignity of human life, such as the laws of nature, which does not detract from the authenticity over time because reality is always reality. Islam is also based on those facts; moreover, its rules are based on both genetic and innate needs of human being. Several number of these rules is fixed while several other one of them is not fixed. These varied rules can be inferred from general ordinances of religion and vary based on daily demands. Consequently, since all human needs for guidance and prosperity are included in Islam, it can be stated that Islam is a perfect religion.

The verse Today I have perfected your religion for you, and I have completed My blessing upon you, and I have approved Islam for your religion means that the Prophet (May Allāh honor him and grant him peace), with the force of revelation, presented the human being with the last stage of perfection along with its relevant conditions and characteristics. The prophet also removed all the obstacles in the path of the human being for the sake of perfection. Thus, there is no gap in the doctrine brought by the prophet. The objective of this doctrine lies in human guidance until the judgment day. Perfect are the words of thy Lord in truthfulness and justice; no man can change His words; He is the All-hearing, the All-knowing.

B) The Universal Nature of Islam

Several numbers of the reasons exist behind the universal nature of Islam that include:

Islam is a religion based on human nature. Since nature is common to all humans, then Islam is also considered as a universal religion. As the Holy Quran says (So set thy face to the religion, a man of pure...
faith- God's original upon which He originated mankind. There is no changing God's creation. That is the right religion; but most men know it not).

The religion, which includes the divine verses of Quran, is interpreted as the book of expression and argument. This light is necessary and useful for all the human beings. The religion of Islam is universal. As God says: and it is naught but a reminder to mortals, it is nothing but a reminder unto all beings, We have sent thee not, except to mankind entire.

4. The realm of warning the prophet includes every human beings (the prophet warns everybody from any nation around the world). Blessed be He who has sent down the salvation upon His servant, that he may be a warner to all beings, means a warner to all being.

5. The religion invites and encourages all human beings to think and contemplate. This is evidence that proves that Quran is universal. What, do they not ponder on the Koran?

6. Challenging the Quran until the judgment day and confession of all people around the world on their inability to create a similar work is also considered as evidence proving for the fact that Islam is universal.

7. The objectives of religion (refinement, edification, wisdom, and education) are for guidance of all human beings, despite the fact that, only competent individuals benefit from this. God is great who created this magnificent book by simple alphabetic words. That is the Book, wherein is no doubt, a guidance to the god-fearing.

Lifestyle issue was considered as a local feature attributed to various cultural regions before the emergence of mass media. However, by emergence of mass media and the role of this media in development of certain lifestyles, cultural policy makers paid special attention to the preservation of aboriginal culture as well as their lifestyles and tried to not only preserve these lifestyles, but also reinforce them.

According to the emergence of Industrial Revolution and rise of urbanization and consequently social changes in various nations, industrial societies should adjust the workers’ eating habits and styles with new conditions of the factories in order to increase efficiency of their workers and save time. Luxurious eating habits and consequently losing time as well as traditional nutritional outcomes were not consistent with the new terms imposed by the industrial life on the societies. On the other hand, the new kind of life that urbanization imposed on societies had a significant impact on individuals’ eating habits. Therefore, the sandwiches that could be prepared quickly and easily eaten were included in daily meals. As a result, carbonated drinks were consumed in daily meals along with easily prepared sandwiches as well.

**What is Lifestyle?**
The concept of lifestyle is among the concepts relevant to social science, sociology, and anthropology. In recent decades, social science’s experts and cultural leaders devoted special attention to this concept. This refers to a combination, association, system, and network of several factors, which affect individuals’ lifestyles and conditions of living.

Almost two concepts can be found in most definitions of lifestyle. These concepts are included in the definition of lifestyle as well. Indeed, these two concepts refer to the term of style. The first concept refers to the unity and universality while the second concept refers to the differentiation and distinction. This means that lifestyle represents a set of elements and factors, which are more or less systematically related to each other. This creates an overall social and cultural configuration. This coherence, unity and system distinguish this wholeness from other kinds of wholeness. Such words as pattern, system being, completeness, identity and distinction indicate this issue in recent statement of the Supreme Leader, as well. That is why we speak about two different distinctive patterns of Islamic and Western lifestyles. Synonyms for Islamic lifestyle include Shiite lifestyle, lifestyle based on values, ideological lifestyle, Jihad lifestyle, revolutionary lifestyle and religious lifestyle. Interpretations equivalent to Western lifestyle include European lifestyle, Christian lifestyle, American lifestyle and westernization. However, what is manifested in the definitions of lifestyles lies in the fact that, this definition is strongly associated with the concept of identity. Nevertheless, the difference here is that this definition encompasses both objective and actual rituals and behaviors, which are associated with the lives of people, in addition to the concept of identity. Here, several real-life examples can be cited as the evidence. The leader also pointed out more than twenty of these instances.

The Concept Analysis of Lifestyle

The concept of lifestyle is among the concepts, which is used by the researchers in the fields of sociology and cultural studies in order to describe a number of the cultural facts in a society. The scope of this concept also expanded to the areas of social science literature and cultural studies. To some extent, some people believe that, this concept can substitute for most of the existing terms including class concept. It can also represent the complex reality of the behaviors in a more precise manner. It can even indicate the cultural and social attitudes in our contemporary society. Even several thinkers have suggested using this concept rather than learning the concepts such as ethnicity and nationality. Lifestyle applies to individual interactive attitudes, models and patterns considering field of cultural studies. This concept mainly focuses on normative, behavioral and social dimensions in an individual life. This indicates both quantity and quality of the system of individual beliefs, actions and reactions within the society. In other words, lifestyle represents both nature and content of the relationships, interactions and actions between the individuals and the public people within a community.

The Factors that Create Lifestyle: What factors affect the lifestyle in our communities? How is lifestyle created? What invisible guiding hands do manage it?

Undoubtedly, the sophisticated individuals within a society such as scholars, prominent university professors, leaders and elders are usually involved in the creation of lifestyle. Young individuals also see two influential coteries of artists and athletes as role models and imitate their behavior as exemplary behavior. However, the received amount and the impact factor of each of these groups is different.
Moreover, in a broader scale, lifestyle in our society is under the influence of crawling mass media as well as the western culture.

In the modern world, individual life is highly affected by the media. The statistics show that using media is almost the second task that the human being does after sleeping and working to earn money anywhere around the world. Nowadays, using media is the central element of individual life. However, it should be noted that, if the West final episode (or outcome) were pictured for a devout Muslim, he would certainly hate that kind of lifestyle. As a result, he may no longer accept that kind of lifestyle. Nonetheless, Westernization of lifestyle elements are introduced to a Muslim one by one, step by step, in a gradual and intangible way via satellite, internet, television, books, fashion model, architecture, consumption, etc. Then, this gradual familiarity with western life does not raise any sensitivity or resistance! Accession to Western life style actually means that the Muslim should renounce the Islamic sharia. This is in progress so easily and without any sensitivity in our society. One of the reasons behind this lies in unfamiliarity with the Islamic lifestyle.

Evolution in lifestyle

Every individual tries to give his or her life meaning using a fact or fiction. Maybe, it is difficult for us to accept that, an individual would not watch World Cup without any excuses. It is meaningless that a student associated with religious ensemble does not participate in religious rituals. It is also possible that several individuals try to give meaning to their lives by music. The individual meaning of life cannot be eliminated from individual life. If something is taken from us, we may feel that we have seen the most frightening nightmare of our lives. On the other hand, satisfaction of demands is the sweetest success in our lives and is the most important elements of life.

Without any doubt, our present lifestyle is not the only possible and the best form of lifestyle. However, some matters should be considered in our lifestyle that we did not think they were necessary in the past. Undoubtedly, there are several drawbacks in our current lifestyle, as well. If these drawbacks can be resolved, many problems will be solved as well. Then, some gaps would be fulfilled in our lifestyle. This may make our lives much better than before. Existence or non-existence of a crucial part in our lives is because we did not include that part within the universe we created for ourselves. The fundamental responses we give to the questions on human happiness and our concept of the origin and the destination as well as human social decisions in this course of life has created a plethora of both possibilities and impossibilities that would not allow us to easily make a choice.

Maybe, an actual experience may be very informative for us, so that we will be able to have better judgments on the details of our lives. For example, we decide to eliminate a very small part from our daily activities today. For example, we decide not to watch one of the television programs; instead, we decide to do some other tasks. For instance, we decide to leisurely watch the sky. How difficult this task may seem to us will reveal the importance of the lifestyle to us. If we managed to make this change happen, we will see that, this may have a major impact on our lifestyle. This is because each one of these two perspectives belongs to a special world, which may have distinctive effect on our lives. This can be more interesting regarding the social dimension. If we are interested in the realization of an ideal way of life, which is in harmony with the universe, we should at least think about it.

What thoughts are hidden behind each one of the components of our lifestyle? Which lifestyle may be created based on the ideas that are based on the divine goals? What factors create lifestyle? Is there another way to live? Does our current lifestyle need any medication? Does adopting a particular lifestyle
have any effect on culture, ethics and thoughts within a society? Does lifestyle manifest culture and thought of a society, can it be said that changing the lifestyle is impossible unless a new idea strikes the individuals’ minds. Are there any clear examples that illustrate the differences between the religious life and western life?

During the day, we are dealing with various issues, either intentionally or unintentionally. We also think of some of these issues. What issues should either be or not be part of our daily issues? What issues should we engage in and what issues should we not? From what sources the tasks should be done and the ones that should not be done are extracted? How shopping and eating habits would be like if we organized life according to the purpose of creation? Can we construct the buildings in any other way? Can we change our sleeping hours? Can we avoid thinking about several numbers of topics? Can we hold our ceremonies in any other way? Why have we chosen to live based on this style? Have we found the best examples for lifestyle? Have we not reviewed the following examples before choosing any one of them? If we have not, how can we argue that current models are the best? If this is not so, don’t we have the authority on this matter? Perhaps, someone may say that what importance it makes if we choose a certain style to meet our lives’ needs. The human being has satisfied his needs in any period of life based on what he had and did not have as well as based on his capabilities. However, are divine rules and ethics equally respected in various modes of lifestyles?

Lifestyle and luminous verses of the Holy Quran

The real life will be realized in the hereafter. Therefore, the life of this world is nothing else except the amusement and fun. Without any doubt, the real life is in the hereafter. However, in the perspective of Quran, human life in this world is short and temporary. Moreover, human lifestyle, fortune and misfortune in this passageway; i.e. the world, has definite impact on how his eternal life hereafter will be. Anyone who is blind in this world will be blind in the hereafter, even more hell bent. Hence, the main task of religions, especially Islam as the last religion (the perfectly complete religion) lies in presenting the kind of lifestyle in which the relationship between man and himself, man and God, man and society, man and the environment, man and the cosmos, man and the universe is based on the precise humanity principles. On the other hand, the issue of Islamic lifestyle is a very important topic, which all religions, even humanity schools, are interested in. All kinds of humanity and divine schools claim that, they offer the superior lifestyle pattern. Human is tired of smoke, iron, and modern technology consumed in the varied mess of isms and schools, and is incarcerated in perplexity and confusion. The fact is that the man is captured by the modernity and technology development. Then, he is far away from the healthy lifestyle, which the human nature has longed for.

Nowadays, the human, despite the amazing progress of science and modern medicine, is affected by a variety of mental and physical diseases. In the past, he was less affected by the diseases or he was never ill. Valéry Stacy asserted that, chaos and confusion of the human being confronting the modern world is due to his lack of faith since he no longer believes in God and the religion. Benjamin Frankel, wrote in this regard that both wild and semi-wild tribes and nations are much more happy and joyful than the civilized nations. The former have benefited far more from this manna than the latter. The new civilization desired to revitalize true humanism at the beginning. It gave the human such originality that he was caught by humanism atheistic drama. In the humanist culture, the terms such as salvation and redemption are replaced with welfare and wellbeing. Ascendency and evolution was considered as synonymous for material progress in this school. In this view, human lifestyle has undergone a fundamental transformation. Their goal lies in presenting the successful model of their own lifestyle in
which various life skills were derived from the ideas of liberalism and humanism. Then, they offer these ideas to the world. However, they were unaware of the truth and true nature the world. The kind of lifestyle provided by this school is incapable of answering these questions. Who Am I?, Why am I here?, How should I be?, what will be my fate?, Where did I come from?, What is the purpose of my creation and the world? What does lie behind this dramatic change? What is the lifestyle and proper lifestyle to achieve this goal in this world? How can we achieve these goals by this lifestyle? Which lifestyle does save human lives? What is the purpose of life? Why does human live? In fact, what is the purpose of living? To what purpose did the Creator of the universe create the universe and humanity? What is the purpose of creation of the universe and the man? What is the human nature? To investigate, what is the decent human lifestyle in this world?

Plato believes that no one knows where he has come from, where he goes and what the ultimate goal for which he should try is. He should struggle to accomplish the ultimate goal. He should deny himself. In other words, he should succeed in freeing himself from the ties of I, even for a moment. This raises serious questions as follows. Who am I?, Where do I go?, What is my philosophy?, and what should be my lifestyle to achieve that goal? Pascal regarding his inner pain stated that, I was born and did not know how I lived! Even, I did not know how to live! Now I die and do not know how and why? The human being is the strangest creature. He does not have enough information on the physical body. He does not know the soul as well. He is unaware of the relation between body and the soul. The union of the body and the soul is the reason behind why no human beings are the same. In this case, he is born from this union.

The fact is that, meaningless life is the origin (cause) of many kinds of mental diseases. The man believes in the finality of the creation. He is not the same as the one who thinks the world is void and meaningless. In modern life, many people believe that, their lives are void and meaningless. This void life is manifested as fatigueless, boredom and impatience in life, which is because several people believe that the life is not worth living. Futility and emptiness in life brings about the fact that modern anthropology has failed to treat disastrous crises. Hence, finding meaning for life is considered as a necessity for human being in anthropology. This is strongly influenced by human's mental images from himself and his worldview. Getting rid of emptiness of life and machine lifestyle and achieving Islamic lifestyle with a focus on health necessitates conducting a number of studies and answering several questions. What are the characteristics of Islamic lifestyle based on physical and mental health? What is the formula for health-oriented lifestyle? Wellbeing is lovable for all human beings, so, what is true wellbeing? What are the roles of of the Islamic government leaders considering Islamic lifestyle? What is the justice formula in lifestyle? What are Islamic lifestyle-oriented characteristics based on hereafter, virtue-oriented, guidance-oriented and teleological-oriented lifestyle?

Part of the discussion focused on Islamic lifestyle with a focus on health is as follows: the relationship between sports medicine and Islamic lifestyle; the relationship between nutrition and Islamic lifestyle; the role of the family on Islamic lifestyle; the role of jurisprudential rules on lifestyle and health promotion; comparative studies on the lifestyle of other nations, religions and schools of Islam; criticisms on resources of lifestyles; treatment of diseases with a change in lifestyles, life skills, life science and life style from the perspective of philosophers and theologians, utopia, the fundamentals of Islamic lifestyle, advantages of Islamic lifestyle as compared to other lifestyles; role of worldview in the lifestyle; Islamic medicine and traditional medicine in the Islamic lifestyle; the relationship between the pure life and decent life and lifestyle; the relationship between Islamic lifestyle and human ways of thinking; soul force control system; mood temperance, soul force and lifestyle; engineering thinking, perception, behavior and mood systems; foundations and principles of source analysis in the Islamic lifestyle; discussion and
investigation of lifestyle presumptions such as human values in organizing lifestyle; giving identity to the man; responses to the fundamental questions of life, self-analysis, theology, organizing social behavior in lifestyle; determining the merits and strengths of Islamic lifestyle field with a focus on health; extracting the opportunities facing the Islamic lifestyle; extraction of problems facing this arena; the threats facing qualified performance of this lifestyle; compilation of short, medium-term and long-term priorities of the Islamic lifestyle; developing the statement of Islamic lifestyle arena mission; explaining the basic principles and sources of Islamic lifestyle and the methods to achieve Islamic lifestyle; interpretation of scientific verses of Qur'an and the hadiths of the Prophet and his household and his munificence based on Islamic lifestyle; the underlying ground for formation of Islamic civilization based on Islamic lifestyle; grounds for the production of knowledge in the Islamic lifestyle with a focus on health; orientation to scientific basics, especially various branches of medical science and the humanities regarding Islamic lifestyle.

It should be noted that, health is a value and physical and mental health and the preservation of privacy and prestige is a religious duty. The leading duty is the maintenance of health and also a religious duty. Good and faithful servants of God are more worthy to live a healthy and better lifestyle than other people. Devotion and reverence necessitates health.

Health is considered as a religious value for faithful man, which is referred to as the divine favor, the most salubrious portions, the blessings of the world, the capital of life and praying for the Lord and demanding from the Lord Almighty.

The Quran is the primary source of Iranian-Islamic lifestyle

Seeking demand from Quran and the prophets' relatives is the way to salvation and prosperity in the country. In fact, the original source of Iranian-Islamic life is Quran, Sunnah of the Prophet (PBUH) and the prophet's household (AS).

The Supreme Leader also highlights the Islamic lifestyle and believes that the Islamic lifestyle refers to the Quran, the prophet's relatives and household (AS). We, Iranians, should be more familiar with the prophet's pure and saint lifestyle since Ali ibn Musa al-Reza (AS) holy shrine is located in Islamic Iran. Seeking demand from Quran and the prophets' relatives is the way to salvation and prosperity in the country. He added that the original source of Iranian-Islamic life is Quran, Sunnah of the Prophet (PBUH) and the prophet's household (AS).

In order to implement Islamic lifestyle in the society, several measures should be taken. However, this lifestyle is not implemented in the country appropriately and necessarily. Therefore, this lifestyle should be implemented in the society using the pure Islamic teachings. As a result, all the dimensions and angles should be considered in a religious lifestyle since the West is trying to impose its lifestyle on our people. Therefore, effective measures should be taken immediately in order to prevent the implementation of Western lifestyle.
In this regard, several works were conducted in our country without considering the cultural and educational geometric system of our country. It is not possible to assess the lifestyle since our country lacks a certain system and does not provide qualitative assessment indexes. Serious efforts and determination of the officials to get involved in the implementation of Islamic lifestyle is more important than other research resources. Therefore, the individuals are aware of religious sources and education and many managers may adopt appropriate measures in the fulfillment of instructions given by the supreme leadership.

How convert the Lifestyle to Islamic-Iranian Lifestyle?

The term lifestyle is used to describe the human condition. It refers to a set of attitudes, values, and modes of behavior, mood and interests in every aspects of life. In most cases, the elements of lifestyle are gathered together. Then, the individuals may have one common lifestyle. Prior to the Islamic Revolution and during Shah Era, the government officials tried to promote western culture and westernized lifestyle factors among the Iranians. Although westernization scenario was abandoned by the victory of the Islamic Revolution, the enemies of Islam and the revolution did not stop and followed their efforts. As a result, a cultural invasion took place in different ways. In this regard, luxury-orientation, consumption-oriented and individualism can be cited as several instances of this phenomenon. In these circumstances, three decades after the victory of the Islamic Revolution, the supreme leader discussed the concept of Iranian-style Islamic life in the format of 20 questions on issues such as family, marriage, type of housing, clothing, consumption pattern, entertainment, business and personal and social behavior in different environments, etc. In fact, lifestyle refers to all the issues that create the context of human life. This style is important, essential and broad and several dimensions as well. It ranges from the economic issues to social behaviors, even the field of health and family environment.

With respect to the necessity of explaining the Iranian Islamic lifestyle, it is necessary first to explain this lifestyle in order to conduct cultural activities to institutionalize the Iranian Islamic lifestyle. Strategic research should be done to achieve this goal. Then, it should be identified what is Islamic Iranian life style as well as its relevant dimensions. However, this task is not difficult since rich and valid Islamic resources such as Quran and Nahjolbalagheh are at hand. Therefore, accordingly, the Iranian Islamic lifestyle can be explained in three parts including the human relationship with himself, the human relationship with God and his relationship with people. If we deal with any of these sections and define them based on religious, Quranic teachings as well as national requirements, we can get a clear view about the Iranian Islamic lifestyle.

Lifestyle and Hadiths of the Infallible Imams (PBUH)

Given that the Quran has a holistic look on most of the issues and minor cases are not discussed in this book, what resources should we use to extract the details on religious life? Mostafa Delshad Tehrani, chosen for the Book of the Year Award IRI book for his book titled as Prophet, said that, when the Quran says, And remember God's blessing upon you, and His compact which He made with you when you said, 'We have heard and we obey. And fear you God; surely God knows the thoughts in the breasts; it means that we should consider the life of the Prophet (PBUH) as the exemplary lifestyle. He adds that, the Prophet Muhammad (PBUH) followed the principles of management in his managerial life.
The Imams (AS) also maintained the same principles. This principle also exists today. Then, we can find the root of these principles in the Quran, majesty infallible teachings (AS) and the history of their lives.

The professor of Quran and Hadith University believes that failing to comply with prophetic lifestyle may lead us to components of Western life. However, we should return to the prophetic lifestyle. We should extract the principles of this lifestyle and implement them in our lives in a modern way. We should construct a Muslim biological model (a modern Islamic lifestyle) with respect to social, individual, familial and economic fields.

This selected translator and interpreter of Nhjalblaghh highlights that, it is important that this lifestyle be represented properly. Then, public people become aware of this lifestyle. Then, they can consciously choose this lifestyle as the Prophet (PBUH) provided a model of life to the people with his mission. He properly presented this model to the people, so that anyone who desires can choose this model as his lifestyle.

Now that the behavior of the Prophet Muhammad (PBUH) and His Holy household is considered as the best source of the religious life, there is a comprehensive book that described the Islamic lifestyle in an update, fluent and understandable mode which can be understood by every class of public people.

Hojjatoleslam Yadu'llah Moghadasi, who is a researcher in the international Foundation of Asra Divine Science stated that, the valuable work of Mafatih Hayat (Key of Life) or the second volume Aljenis Mafatih was written with the purpose of public familiarity with the verses and hadith related to lifestyle, social interactions and issues relevant to the Muslim community under the supervision of the wise philosopher Ayatollah Javadi Amoli. He continued that, if the human being implements the instructions of Mafatih Aljenis book written by Sheikh Abbas Qummi, he can gain the Key to Heaven. Mafatih Hayat book is written with the same purpose. This book gives The Real Key of Life to the man, so that the man can regain the key to heaven using the key to life he has already gained. The member of the research and development group for the Mafatih Hayat book added that the language used in this book is the language used publicly by every individual. In other words, all the people from anywhere around the world can take advantage of this book. Hadi Naeiji, who is a scholar in the field of Quranic knowledge, commented on Mafatih that Ayatollah Javadi Amoli promised the publication of Mafatih Al-Jenan in Friday prayer in Qom a long time ago. He repeated many times that, Mafatih Al-Jenan book outlines the way to paradise for Muslims. It is essential that, a book about life path in this world be developed for the Muslim community. Finally, this valuable book was participated in Tehran International Book Fair by diligent supervision of Ayatollah Javadi Amoli who supervised the efforts of a team, composed of 20 scholars, who worked on this book for two years. This book was sold out in 10 days. This book was republished for the fifth and eighth time in less than 5 months. According to Mustafa Amraei, the director of Asra International Publication Center, stated that, 290 thousand copies of this books has been published so far. This record that is unattainable!

It seems that the kind of lifestyle offered in Mafatih Al-Jenan is consistent with Iranian Islamic lifestyle since it was accepted by most Iranian people. Implementing religious and moral instructions as well as cultural and educational mechanism of this book in the community ensures the strength and prosperity of the community. This is not limited to domestic borders; however, presenting the lifestyle issue presented in Mafatih Al-Hayat in other parts of the world lead to the fact that Islamic moral discourses will be known everywhere around the world. Perhaps, this is the reason behind the fact that Islamic Voice Channel Manager intends to launch the series of The Keys of Life.
The secret behind simultaneous invitation to virtue and order by Mola Ali (AS) in his will
It is noteworthy to decode one key statement by Holy Imam Ali (AS). The above detailed description specified that, change in lifestyle, a change in the appearance of the people's life, do not lead to ultimate salvation if it is a change in the appearance of life without changing its nature. Therefore, the change in lifestyle should not only include the change in the appearance of the lifestyle but also the nature of the lifestyle. In other words, it should deal with human ethics and thoughts. It should construct a lifestyle based on inner self of the human and this ensures a prosperous lifestyle.

Virtue, which the first and the last commendation of all the Prophets and Imams (AS) and divine authorities, is intertwined with both life and action in the higher ranks of life, which are full of spiritual and esoteric contexts. It is clear that, even the esoteric aspects are emended with both our thoughts and prayers. Here, one of the key lessons of lifestyle can be interpreted from the Nahj-o-Albalaghe written by Amir-al-Moemenin. The simultaneous commendation to virtue leads to the issue that, order in life and observing the Islamic system of life stem from the virtue and the piety. Is there any other better statement on Shiite Muslim lifestyle other than Mola Ali statement? It is incorrect to expect merciful evolution from superego sensuality whose daily life depends on the satanic affiliations. The prophets believed that, salvation of the human beings lies is selfless devoutness to the Lord Almighty. However, has not this devoutness self being triggered by action? The inner self and the exterior self develop alongside each other and influence each other. Therefore, dreaming on a lifestyle change just leads to carnal changes, not spiritual changes. Certainly, the apparent order stems from the inner piety. This is because that, the human being intends to do a task, his action represents that issue. This is a key word and a gift that Nahj-Al-Balaghe gives the community who starves for order and morality, peace and comfort.

The Lifestyle program narrated by Mola Ali (AS)
At the end, the commendation of some version of the current faithful activities as an exemplary are provided according to the statements by religious experts. The prophet of Allah (PBUH) stated that: Shame on Muslims who do not strive to understand and question religious affairs for at least one day of every week. Amir-Al-Moemenin Ali (AS) recommended to his son Imam Hasan (AS):
Child! The Muslim should include three distinct sections in his activities. These include the time he does for offering up the prayer to God, the time he assess his self on what he had done and what had not done, the time he engaged in Halal pleasures and his own adornment. The Muslim should not escape from performing three kinds of activities including modification of living, taking steps to hereafter and halal pleasures.

Imam Khomeini (RA) also commented on designing worship programs that two issues lead to the purity of heart including leisure time and making the heart understand the importance of worship. Leisure time refers to the fact that, human being should determine a certain time for worshiping the God. In this time, he is obliged to just worship the God and not to engage in any other activities in this time. If the human being understands that, worshipping is one of the important activities and its importance is higher than any other activities and he should not do anything to violate the time he devotes to worshipping. He assigns a certain time during the day to this elevated activity. We shortly explain this part in the following.

The faithful human being should be obliged to the time he devotes to worshipping. The time of prayer is the most important worship that should be maintained. He should pray in certain times during a day and should not engage in any other activities except praying. As he devotes certain times to financial gain and discussion and study, he should devote certain times to worshipping as well in which he is free from any other tasks. Then, he can focus on his prayer, which may help him purify his heart and be near to God.

Foundations and principles of Islamic lifestyle from the perspective of the supreme leader (Hefzeh Allah) Islamic lifestyle as the main and true part of modern civilization played a major role in the evolution of Islamic Revolution. This paper explains the Islamic lifestyle, its role in the Islamic Revolution and its relation to the new Islamic civilization based on the perspectives of the Quran and the prophet’s relatives and the supreme leader. In this paper, the principles of Islamic lifestyle are explored. The state of jurisprudence is suggested as the necessary tools to derive and interpret the lifestyle.

Iranian people have accepted more than ever that, it is necessary to make several changes in our lives for the progress and development of the country. Given the acceptance of the necessity to make several changes in general lifestyle, pathological analysis to identify the problems and providing a formula for the correction of Iranian life has started.

Minor problems, the introduction of strategic understanding, the inductive reasoning to inference method used by the supreme leader

Studying the lifestyle, its aspects and dimensions is a highly specialized and professional area in the field of cultural studies. It is a crucial and central issue in studies of major strategies and cultural perspectives as well. Basically, it should be known that, the field of strategic studies, in contrast to the vocabulary used to express it that always raises a macro perspective and is only based on micro studies in the field of culture. In other words, strategic studies, in terms of methodology, should be based on the detailed observation and analysis and inductive methodology. Then, macro analysis and studies can be started. Then, field of forecasting, forward-looking research and providence can be started, which are the principles of strategic issues. Therefore, fine and detailed descriptions are the basis of strategic analysis. The macro and structural variables should be included and implemented in these kinds of studies because the existing and fragmented reality, which makes it possible to conduct empirical and objective
assessments, can be the basis of macro conclusions and forward-looking strategies. Indeed, hidden norms in the minds, beliefs, and behaviors of the people in a society can be observed using the concept of lifestyle and thinking deeply about its meaning. These can also be interpreted using the orientation, existing or future emerging patterns in the community in a realistic way.

For these reasons, the Supreme Leader of the Islamic Revolution tended to discuss finely detailed and objective issues and questions in lifestyle discussion. Some people criticize that, it is not essential that the supreme leader discusses the detailed matters in explaining an issue. This shows that these people are not familiar with systematic and strategic managerial methods and lifestyle modification methods. The supreme leader has a precise understanding and thinking on the realities of Iranian society. Then, he has chosen the inductive path for inference. This path will nullify the West efforts. In the following, it is discussed why.

Conceptual Scope of Lifestyle

Every term relevant to social science, like other sciences, can be understood in terms of conceptual scope (Context). Lifestyle as one of the terms in the social sciences is directly and deeply associated with a set of concepts; concepts such as objectivity and subjectivity, culture and society, objective and subjective culture, form (shape, format, style and mode), styles and contents, the behavior and meaning (attitudes, values and norms), morality and ideology, tradition and modernity, character and identity (individual and collective), heredity and environment, individuality and universality (individuation and generalization), creativity and reproduction, production and consumption, social class and caste (category), aesthetics (interest), and need, acceptance and legitimacy, etc.

Without understanding these diverse and varied relationships, it is not possible to have a precise understanding of the lifestyle and theories associated with it. As such, any researcher who wants to study in the field should clarify the meaning of lifestyle that he intends to study, the meaning that at least shows the relationship between lifestyle and other phenomena and surrounding concepts. We can observe many signs that decode and clarify this meaning in the statements of the supreme leader. Escaping from the complexity of the words and disentangling the multifaceted concept lifestyle using the instances given by the supreme leader is a proper guideline in this regard. Is the term and concept of lifestyle an exact phrase in the social sciences? Or is it a specific term or a combination of two words of life and style? Is this two-word term a noun and an adjective or a noun governing the genitive noun in the genitive case? Is it an adjective compound or an adduct compound? Do those who used this combination represent the same meaning of this term? The necessity to answer these questions lies in the terminology discussions on lifestyle. We currently and briefly agree on the issue that, lifestyle or style of living reflects the attitudes, desires, behaviors, beliefs and values of an individual or society. This is a set of attitudes, habits, approaches, tastes, moral standards, economic level. These together make way of living for an individual or a group of people. According to the exact definition of the culture, which is defined as the beliefs and attitudes arise from beliefs, given by the wise leader of revolution in the last few years, it is clear why two terms of culture and lifestyle are used alongside each other.

The necessity to learn from historical studies and review on the concept of lifestyle
The interweaving issues of philosophy of science and the history of science make the necessity to explore the history of the concept in the analysis of that concept. Undoubtedly, exposure of Iranian culture and society to Western culture and modern attitude has led to the revolutionized Iranians lifestyle. It creates a semi-modern lifestyle with sparks of tradition for Iranian society. This assembled, mixed and fig peach identity can be detected by walking in urban and social environments even for a few minutes.

At the end of the Safavid and especially from Qajar era until today, the problem of facing a new reality and a new field called west and modernity has gradually risen in Iran. This exposure is often multifaceted; however, in every era, every aspect of this modernity has overcome another aspect. The exposure was first limited to the geographical dominance, such as the presence of Portuguese in southern Iran. After the dominance of the Safavids, this exposure stepped into the realm of theology. Christian Missioners carries the message of the new West and modern Europe in Iran. These Missioners build the first new schools (especially in Qajar period). Then, from the era of Safavid and to Qajar establishment, even the time the tobacco was banned; this exposure was more like colonial economy.

Russian-Iranian war and the British colonial presence in Iran and the region demanded military confrontation. From the mid-Qajar era, the west and westernization and our encounters with this phenomenon took on a new form. This new encounter occurred in the field of thought and science, and culture. Then, widespread scientific and cultural westernization emerged. Thus, the secular intelligentsia and Freemasonry formed in this period under the support and guidance of Britain and Russia, and later America. Iranian lifestyle gradually changed based on this exposure method. The speed of the changes accelerated as time passed by. As a result, the informants, intellectuals, religious scholars and political experts reacted to these changes.

However, the religious-traditional lifestyle was properly supported by the essence of the Shiite and religious attitudes of Iranian people based on their devotion to the prophet’s household. Then, the Iranian was in dilemma since the people did not know how not to abandon one lifestyle and not to reject another lifestyle. This is the questions that, we are still trying to find an answer for. However, hundreds of responses were given to the question, what should we do against the invasion of western thought? Although everybody agreed that, the essence of Shiite and Islam in Iranian community would not be liberalized, the lifestyle has changed deeply in the last hundred years. Following issues were always in the limelight: contact, exposure, acceptance, rejection, confrontation or coexistence between Iranian Islamic-traditional culture and entrance to Western and European culture, which carries the message of modernism in the precise meaning. These issues are still the core of cultural developments within the society. This issue is a clear issue for both informants and experts while it is a common and widespread issue for public people. The latter preferred to ignore this issue and claim that, they did not know about it. Most recently, the leader devoted his special effort to make the people aware of this issue.

Our current lifestyle in the face of the modern West

Western culture and philosophy were formed. Its philosophy was based on the fact that, the man should replace God in which the man was represented as the owner of the knowledge and the will and power in
the position of canonization. The man should possess and seize all the property, whether spiritual or material. West, as so many Western thinkers have admitted that, it has attempted to create a new history with a new attitude and a new identity. Nietzsche, Heidegger, Henry Corbin, Rene Guenon, Schuon and Foucault have referred to this conflict. Iranian society is a religious, religion-centered and God-centered society in which the people are largely committed to religion and tradition. As a result, a challenge and conflict emerged between two completely different western and Iranian cultures by exposure to western attitudes and thoughts as well as the effects of modernity by Mirza Molkam Khan, Mirza Agh Khan Kermani and Akhond Zadeh who were the primary leader in the introduction of modern life. This conflict still exists. Some actions are known as non-religious intellectual movement whose leaders try to instill Western ideas of modernity and the Western vision of growth and expansion in the name of development and denial of historical backwardness. Others sought the mediating ways, while, everal others began to reject and criticize modernity. However, none of them found appropriate approach and strategic fit for this transition. Then, they tried to question and criticize the current lifestyle (in the paper titled as which west, which science, which software? The readers can refer to special edition of 9th January on incomplete revolution for more information in which the details on this issue are discussed).

Our Iranian Islamic history and tradition look differently into West with different attitude, approach and view. The problem is that, in the current age, Western history covers all of human history. Western principles generally dominate everywhere in the history of the human being. Now, the world has two sectors according to the perspective of Westernization. One sector is a modern sector and another sector is engaged with modernity melancholy. Unfortunately, the Iranian society said farewell to its original traditions, formats, identity issues and various forms of lifestyle despite conscious resistance of the traditional clergy and the religious community and this provides the ground for Westernization. This leads to a new definition of identity, life, the universe, science and religion and devoutness. Therefore, we should understand the critical theory of the courageous leader. He stated that, the exposure of Iranian Islamic civilization to culture and civilization of the West, which has dominated the world today, lead to many developments in all facets of society in Iran. The why questions raise by the supreme leader necessitates knowledge of the roots.

Iranian individuals are in crisis of identity and values. Considering the lifestyle, especially in the past 100 years, since the rise of Reza Khan and his authoritarian modernization, the Iranian individuals are uncertain about the attitudes and dispositions, customs, military and social traditions, beliefs and even their religious beliefs. Iranian Islamic lifestyle is very conflicted and contradictory. As a result, our community has converted to a semi-modern society. It cannot be called either traditional and Islamic or modern. We should be worried about this ironic identity. According to the critical statement of the supreme leader, it can be detected that, the leader of Muslims is also worried about this issue. Islamic Revolution Leader try to prove the macro hypothesis, which hypothesizes that Iranian lifestyle, has emerged from the confrontation and conflict between the Islamic and the Western lifestyle in the present time.

What are the philosophical and intellectual areas of the western lifestyle?

Modernity and modernism is a philosophical and historical discourse. It emerged since Renaissance era in the 15th and 16th centuries. This historical discourse led to the evolution of western lifestyle in all the realms of thought and living. So far, this change continues in the geography of the West countries as well as the East world. The central core of this concept can be found within intertwined concepts and manifestations of human thinking,
humanism anti-holiness, materialism, extreme technique aversion, anti-semitism and anti-sharia and anti-inspirational and context aversion.

This central idea led to the emergence of modern art and literature (romanticism, classism, Realism, Naturalism, expressionism, cubism and Dadaism), modern science (empiricism, scientism, technical attitude, etc.), modern religion (positivism and Pragmat religion, etc.), the political system of modern citizenship (masculism and secularism, citizenship instead of brotherhood and fraternity), modern economic system (socialism, bourgeois, etc.), modern Thought (subjectivism, logical positivism, etc.), modern society (modern social classes, including the middle class and bourgeois modernization of social expansion, individuality, etc.). All of these caused evolution of human life in the context of modernism. It was far away from his former lifestyle as well as the traditional and religious lifestyle. Here, we should clarify what the word tradition means.

In the simplest definition, the tradition is interpreted as the affairs in the past. Sometimes, it can be a historical culture that includes the themes and motifs of a civilization. Historical nature of that culture and civilization leads to the emergence of traditions. Tradition should be considered as a macro-historical cultural phenomenon, which gives identity to the man and his era. In our perspective, the Islamic tradition is enriched by the revelation, the Quran and Nahj-ol-Balaghe. This is a sacred, divine, and angelic matter, which has clear boundaries with superstition and fanaticism. With respect to the dominance of culture of infallible Imams (AS), a huge part of our history and our current culture is influenced by the religion and is derived from the religion. The religious forms lead to the emergence of certain traditions in Iranian society. The apparent drawback of many research and analysis on lifestyle lies in ignoring the position of Islam and the Shia school of tradition in tradition, history and identity of Iranian community. It seems that, since in the manifest and prism offered by the supreme leader all components of lifestyle such as identity (sense of self, sense of community, sense of history, etc.), values (the idealized attributes and idealized humans), urban architecture and household, education, language and literature, art, family (system and the role), social relations, social structure, individual devoutness and sociability, individual and familial economic system, individual and familial nutrition and medicine, media, technology are included; attitude to the world, attitude to the political and social system are linked with religious and Islamic issues.

Another world, another man

As it was already mentioned, on one side, the lifestyle in the era of globalization of consumerism, which I referred to as consumerism globalization, is the most important issue in the social sciences and cultural studies. However, the dominance of the current consumer lifestyle is not merely a matter of debate and research in cultural-research centers, but also a major threat to the future of humanity, culture and loosening Foundation. Nevertheless, it is great danger to future cultures, which weakens the foundation of humanity. This chaos affects everyone, everything and everywhere; it even affects the current lifestyle. In other words, if we consider the lifestyle with no core and nature, we actually ignore the important issue of Islamic Revolution. We can prevent the global spread of Western lifestyles using several simple guidelines. The global consumerism lifestyle, the disgusting pseudo-modern style, hedonism, excessive depression, and the postmodern anti-intellectualism and disruptive nihilism is not consistent with any rational, moral and religious standards. However, we have the wrong assumption if we claim that we accept it very well and construct a different style alongside this faulty one.
This wrong assumption is as dangerous as the current consumerism method and may be even more dangerous because we may think that the problem was solved with some minor changes in one's lifestyle. Then, we assume that, there is no risk of consumed greed domination. Here, the problem is the individual who believed in the sum of the Western and Islamic lifestyle do not know anything about the lifestyle. This kind of lifestyle is the modern lifestyle with manifestation of the new world. Western lifestyle is the same appearance and shell of modern world and modern European world. Do we want to change the appearance and shell of lifestyle, regardless of its core and inner side? Or we rather accept the exterior side as the inner side? And we think that by changing the appearance, on the surface, can we change and overcome the inner side as well? Cultural practices arise from the beliefs and ideas of such mentality whose sources are the behaviors and the symbols (labels). Anti-luxurious life and leading a simple life, which has a lofty position in Islamic ethics and Nahj-ol-Balaghe culture, cannot be applied in the urban life in which mechanical, technical and electronic rules govern all the aspects of life. In this situation, one can say that it does not make any difference if the people wear simple clothes, eat simple food since he should inevitability, and necessarily use the latest technology! When we need to comment on simple life, we should think why is the simple life forgotten? what are the barriers and how can we return to it? Without considering this crucial point, if a behavior was praised and admired in an exaggerated way, it may lead to huge mistakes as post-war reconstruction and development with the motto of prosperity for all lead to renouncement of Jihad and revolutionary values and simple life.

Human’s habits and lifestyles is an important issue. Nowadays, even the western scholars do not defend the Western lifestyle. Human adornment by virtues and leading a virtuous life ensures perfection and is also desired by everyone. Therefore, one of our challenges is not to compare and choose between two ways of life; however, making it feasible in probable situations is more important. In order to answer to the question raised by the leader, we should seriously consider this hypothesis, which hypothesizes that, Western lifestyle has emerged by the support and power of the techniques and has expanded across the earth. Dominance of the powers requires certain lifestyle. It seems unlikely that, moral and religious meaning can survive in the shelter of virtue and piety. Here, the purpose is anti-technology. However, we discuss that anti-technological lifestyle has certainly influenced the lifestyle. Here, we should congratulate our leader for his understanding and subtlety thousand times. He discussed science production and software movement in a parallel line with the issue of lifestyle. The wisdom behind pious sage words of the supreme leader is evident here. He also predicted the tools needed for the realization of Islamic lifestyle. Piety belongs to the world and may blossom in a world where names of Allah are not covered in a thick veil. Therefore, those veils should be considered, as well. When the source of creation of current lifestyle becomes apparent, it collapses and stops. Then, we should think about the inner side of the current lifestyle. We should not combine major and minor points as well as the inner side and the exterior side together.

If the surface lifestyle is chosen and considering that, each inner side has an exterior side as well, it is clear that piteous and righteousness and moral-centered lifestyle is not the dominant lifestyle. It is neither the apparent side of modern world, nor anti-modern lifestyle. It should be understood that firstly customs and habits of others does not always necessarily represent the rascality. Nevertheless, several Western social traits such as risk-taking, collectivism considering research and scientific activities, observing certain social rules are respected. Secondly, the world cannot be changed by changing the appearance of
the customs. The prophets also made the people ready for accepting orders before sharia. The source of many objections is not intellectual, but sensual origins. In order to change the current world lifestyle, we should think about other world and other human beings and different worldview. In other words, another world with another human being should appear in the horizon of thinking of the experts. According to that, horizon and vision and perhaps the people’s lifestyle may change gradually, unpretentiously and effortlessly. In a world that is already established, the terms of piety are not provided.

Those who have all those terms collectively are very few in number, if it is possible. Therefore, in addition to worrying about how people eat and sleep, we should also be worried about the thought and culture of this world. Thus, a new way of life can be used in which serenity over miff, the truth over lies, trust over suspicion, love and wisdom over malice, fairness over oppression and extortion, empathy and confabulation over domination and commitment over negligence are preferred. Perhaps the most important and most strategic point of the journey of Leader of the Islamic Revolution to North Khorasan Province lies in introducing a new, attractive and interesting discussion on features of Islamic lifestyle and Western lifestyle. Then, following key words were used: assault, ambush and cultural NATO, Ashura warnings and discussion on the noble class and the common people, Software movement, producing science and liberal movement, etc. Now, in the wake of decades of progress and justice and at the beginning of entering the fourth stage of the five stages including: 1 - Islamic Revolution 2 - Islamic system 3 - Islamic Government 4 - and 5-Islamic society - a new and glorious Islamic civilization and world, the wise and visionary leader of the Islamic revolution, as a stature of theorist dominant on the realities of our country, introduces the theoretical, critical and detailed discussion titled as lifestyle and culture.

Pathology of Iranian lifestyle

In this regard, the first comparative perspective on both Iranian lifestyle as well as the lifestyle of all these countries that can be considered is that, the mean of Iranian people love the world, contrary to the claims generally amongst us. However, they cover this fact in an artistic and histrionic way. More than 50% of Iranian people have separate inner side and exterior side. The second point is that, a part of our culture, which repeats the moral and religious teachings, includes the terms such as humanity, God, prophet, purity, conscience, compassion, honesty, integrity, honesty and responsibility that we constantly use. However, the question here is that what is reflected in our words and actions in life?

The reflection of morality, spirituality and humanity is limited in our life and actions. In practice, no nation in the world as the Iranians does speak about ethics, morality, and humanity. However, reflection of this issue on life and our actions is very limited. This is the first criticism on Iranian lifestyle, i.e. why Iranian lifestyle inner side is both morally and spiritually exaggerated. The third criticism on the Iranian lifestyle is that, Iranian people gather for longer time and more than other nations. They also spend much more time than other nations on recreational activities. I am not saying that all Iranians are so but most of them are, whether they live here or abroad. The fourth criticism on our lifestyle is that we are extremely self-centered. We constantly seek and respect our individual privacy more than ever. If anyone thinks in a collective way instead of individual way, he may not do most of the tasks. In general, we are raised in a way in the family, school and community that we do not think socially and generally.
I believe that we live in the geography that these two concepts are not formed in our midst yet. Firstly, this is because we still do not have a country and a society. We are a collection of individuals who live in a geographic region with a certain shared traditions and mood. In sociology, the community is defined as the people who have common goals and orientation. We have not yet reached that stage. Perhaps one reason is that, we lived under the dominance of empire. Therefore, I believe that we are still a country or a nation. Certainly, we are a nation and we are Iranian. We talk with the Persian language. We have vast land of ancient history and rich literature. These are all indicators of a nation.

This is a serious question that whether the activities that Iranians do convert into social capital, wealth and international prestige, or not? Then we can say we have a viable lifestyle, which is conclusive and can increase these variables both quantitatively and qualitatively. Each of us can respond to these questions according to our conscience. Our lifestyle has a serious weakness. We are raised self-centeredly. There are some examples, which explain this issue.

The reasons behind problems of Iranian life

Several issues contribute to these problems. Bribery leads to hierarchal and social chaos in the society. Unlike industrialized nations, or nations like Turkey and Malaysia, and even nations near the Persian Gulf region, which are very civilized, we live in a society where those who are wealthy by bribery and benefit various facilities such as telephone and communications are less civilized. In our culture, these people are called nouveau riche colloquially. This shows hierarchal chaos in our society. Each individual in any position, if suddenly jumps and find a new position, he will suffer from behavioral failure.

On the other hand, historical oppression is the reason behind the difference between theory and practice. We are not educated in the place where can be caviled due to historical and political reasons. If you lightly criticize an Iranian individual, you may lose his friendship. We can hardly give another any hint and criticize each other and we do not even know how to do it. We are not mentally ready to accept criticism. Unlike many Iranian scholars who blame the government for these problems, I believe that, the community is more responsible for this matter. Community, NGOs and trade unions are far more important than the government in these issues.

Discussion and Conclusion

There is no doubt that the lifestyle and its consequences lead to a kind of social identity. Cultural phenomenenologists emphasize that, lifestyle leads to the prestige for people. In other words, the individual introduces his own class of identity with his kind of communication, his type of occupation, consumption and other surface aspects of his choices. On the other hand, the individual's lifestyle, i.e. what he eats and wears, where he lives, the car he drives and those he associate with, the kind of habits and behaviors he develops gradually, which are formed internally, make certain value system for him internally. Our analysis of the character and identity is to some extent dependent on these appearances. To judge a person, we usually should know the answer to these questions: what is your job? How much do you earn? What are your cars and vehicles in life? Which neighborhood do you live in? Where is the location you mostly commute? Club? Jacuzzi? Assembly? Which restaurants?, etc.
Then, the positions, behaviors, and social, economic, political, cultural judgments of others will be predictable. What percolates out of the jug is what is inside it (Every tree is known by its fruit). Then, the macro social level of the lifestyle creates both convergence and divergence. Those who have lived for years together may gradually think the same as each other. They may have the same sensitivities and interests. This pre-defined convergence may reach the same positions and socio-cultural and ethical judgments. Then, it creates either a concordant pole or hidden social power.

**Recommendations**

If we are here to provide a prescription for modification of Iranian lifestyle, it is worthy to say that: The first indicator is to read books and debate. We cannot accept that, average Iranians do not have the money to buy books since Iranians have enough money for food and fun but do not spend money on books to study and raise their intellectual level. One positive consequence of reading books is that human self-analysis knowledge grows. The second point is in relation to the lifestyle and respect for other people’s rights. In this regard, we have failed so much. Respecting the rights of others are very important. It is noteworthy that, our religious rules are very informative in this regard. Now, our general and moral culture has failed so much. This issue should be discussed in another context. We need to stop exaggerating about ourselves. It is boasting that, we are unique and matchless in the world.

The third point is that if we want to change our lifestyle, we should think fairly. In Iranian culture, there are so many evidences of concealment and justification. These do not help us develop and have reasonable lifestyle. The fourth point is that, the average Iranian people have a very limited range of pleasure. Our lifestyle bounds our pleasure to specific cases such as walking in the autumn, associating with cultural friends, helping orphans, looking at a flower for five minutes, writing forty pages about yourself, respecting for pedestrians, not interrupting others, silence, refusing to toss junk from the cars to the street, answering the phone, being polite, praising the good work, admiring the positive characteristics of people, saying ten times a day: I was wrong, learning foreign languages, visiting the first, the second and the third rings of our life as Iranians is very limited. The fifth point is that, if we want to have a reasonable lifestyle, we should have a stable social system. This requires legislative and judiciary, which control the society affairs more than the current situation. They should also act with greater normativity and fairness. Then, the balance between the administrative sector, the executive and the supervisory sector will be established. We are the best nation in the world. We violate other rules over the years. We deceive each other. We tend to lie to each other every day at every moment, hundreds and hundreds of other matters. However, we compensate these improper behaviors by participating in the feast or celebration for the orphans. Then, we become the best nation in the world, which have no other competitor. It is interesting that, we have the best models, but we are among the worst.

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Quality of family relationships and perceived social support among people with MS and non-patients in Tehran, 2012-2013

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Abstract  

Introduction: This study aimed to evaluate the quality of family relationships and perceived social support among people with MS and non-affected people in Tehran from 2012 to 2013.  

Methods: This is a causal – comparative study. The study population consisted of all patients with MS and matched healthy individuals. 150 patients and 150 healthy individuals were selected through sampling and were analyzed. Quality of Relationships Inventory by Pierce and Perceived Social Support Questionnaire were used as tools in this study. For data analysis, indicators and methods of descriptive statistics, mean, univariate and multivariate analysis of variance (MANOVA) were analyzed using SPSS19.  

Results: Univariate ANOVA showed that there is a significant difference between three measures of social support, conflict relationships, and depth of relationship among patients with MS and healthy individuals (P<0.01). There are also significant differences in perceived social support among people with MS and healthy individuals.  

Conclusions: However the findings are not able to be generalized to all patients with MS, it is hoped the results are an introduction to identify the problems and needs of these clinical patients in order to meet those needs and enhance quality of life for these patients by focusing on proper self-care training.  

Keywords: quality of relationships, social support, patients with Multiple Sclerosis.  

Introduction  

Multiple sclerosis is a chronic, autoimmune disease of the central nervous system. In this disease, myelin of the central nervous system (not the peripheral) is destroyed as single or multiple and small or large plates, which disrupts the transfer of information from the brain to the nervous system and occurs in parts of the brain, spinal cord, or both, which eventually has disabling effects. This disease has different patterns such as recurrence and quiescence in primary progressive, secondary progressive and
relapsing-remitting (Kurtzke, 1983, Eeltink C & Duffy, 2008). Usually it is most common between ages 20-40 years (Kuntz, 1987; Janardhan, 2002; Aronson et al, 2008). Over the past few years, many studies have shown that Psychological disorders and chronic physical illnesses are interrelated with each other (Schmaling et al, 2007).

The quality of family and social relationships is also one of the most important psychological factors affecting chronic illnesses such as Multiple Sclerosis. World Health Organization has introduced family as the primary social factor to increase the health and well-being (Kampyble, 2003).

Family function is a joint effort to establish and maintain a balance in family. A family with function is open systems whose members are emotionally connected to each other and still have been encouraged to develop their individual identities (Aldfer et al, 2009). Response of individuals and family members to disease is unpredictable and varied (West Mest et al, 2008). One of the negative effects of in family affects the interactions of its members. Family relationships are affected by chronic disease. The effect is often negative because chronic disease leads to changes in roles and restores the family (Kafman, 1998). Stressful reactions of family against disease damage family function. Family structure and physical and mental boundaries are unclear with chronic illness (Berkman et al, 2002). However, it should be noted that disease does not always have a negative impact on families, but also sometimes it has a positive impact and leads to strengthening family ties because there is a feeling of inability in disease recovery (Denhum et al, 2009).

In fact, families which are more flexible against changes are more able to accept the change in their lives, in other words they can match their roles and assignments with the disease. Obviously as a result, they will face better results of illness and family structure (Denhum et al, 2009). Family is a unique communication system that is beyond and different from friendship, and its main value is the result of a network of relationships that is created by its members (Goldenburg, 2000). Communication is so important that has become the foundation of general welfare of families such that turbulent relationship patterns have a significant effect on mental health of spouses (Shifert and Schwartz, 2011).

One of the basic needs of human life is to interact and communicate with others. Humans always need to communicate with others during their growth in order to survive and thrive, which is closely related to health. All human beings seek those with whom they feel happy, enjoy life, and gain more interests (Bolton, 2001). Experimentally it has been confirmed that quality of interpersonal relationships is intimately linked with psychological dimensions of and physical well-being. Therefore, the quality and nature of interpersonal relationships explain and adjust the relationship between social skills and psychological well-being (Segrin & Taylor, 2007). Another predictor of mental health is perceived social support. Perceived social support reflects one's idea about the provided support and social network size also returns to all people known by the individual or the patient (Chan CW, et al 2004). The concept of perceived social support considers support from the perspective of individual cognitive assessment of environment and its relation with others (Allway and Riskind, 2006). Social support is one of the most important forms of social relationships and it is different in terms of having benefit from it, its conception and also due to age, gender, personality, and even culture. On the other hand, at every stage of life some aspects of social support may become important and may have more impact than other aspects. Social support is known as one of the strongest and most powerful counter-forces to successfully cope with stressful conditions and can make it easy for patients to tolerate problems (Kortenz et al, 1996; Lee AH et al, 2004; Chan CW et al, 2001). Today, social support is concerned as one of the most important health behavior facilitators (Robert and Gotlib, 1997). An important issue regarding the adequacy of perceived social support is its availability and satisfaction of having it which has a negative relationship. An important issue regarding the adequacy of perceived social support (Tan M & Karabulutlu E 24, 2005). Thus, identification of existing problems among people with MS contributes in helping to resolve the
emotional and cognitive damages. Since psychiatric disorders are effective in creation or exacerbation of attacks in this population, so it is very necessary to study this field. Therefore, the present study investigated the quality of family relationships and perceived social support among people with MS and healthy people.

Methods

In terms of methodology, the study is a descriptive study and casual-comparative method has been used among descriptive designs. In order to analyze data, descriptive and inferential statistics were used. For data analysis, indicators and methods of descriptive statistics, mean, univariate, and multivariate analysis of variance (MANOVA) were analyzed using SPSS19.

Target population: The study population consisted of all patients with MS and normal subjects matched with the patients in Tehran. According to the statistics provided by MS Association of Iran, they amounted to 10000 persons.

Sample and sampling method: Sampling method was as available sample and included 150 married persons referred to MS Association and neurology clinics from July 2012 to May 2013, and 150 healthy subjects who had never experienced chronic illness and were matched with sample group in terms of marital status, age and education. After obtaining demographic information Quality of Relationships Inventory by Pierce and Perceived Social Support Questionnaire were used to collect data.

Research Tools: The research tools were two questionnaires about which the following descriptions are provided:

1) Quality of Relationships Inventory (QRI) by Pierce, Sarason and Sarason (1991): was used to measure the quality of relationships, which measures support, interpersonal conflict, and depth of relationships with parents, spouses, and friends. Grading is calculated separately for each scale. Therefore, this questionnaire has nine separate scores (support, conflict). Depth of a relationship is calculated considering three sources (parents, spouse, and friends). Each scale is graded according to the number of its questions and each question is graded from 0 to 3.

Then based on the theoretical basis of three independent mean scores for social support, conflicting relationships, and depth of relationship, 9 independent mean scores are obtained for support of parents, spouses, friends, for conflicting relationships of parents, spouse, and friends and depth of relationships with parents, spouse, and friends.

Cronbach's alpha coefficient for subscales of social support, the depth of relationship, and conflicting relationships was 0.83, 0.88, and 0.86, respectively. This scale was translated in Iran in 1992 and its reliability coefficient was calculated as 0.73 (Ebrahimi, 1992). Cronbach's alpha coefficient in this study was obtained by researcher for subscales of social support, depth of relationships and conflicting relationships as 0.89, 0.86, and 0.83, respectively. It has 29 items and 3 subscales.

2) Multidimensional Scale of Perceived Social Support:

Multidimensional scale of perceived social support, which is a self-reporting tool with 12 questions, has been designed by Zimet et al (1988). In addition to total score, 3 other scores for family support, friend support, and support of important people in one's life can be achieved by this scale.
Grading method: In this questionnaire, scores of each component can be determined by summing the scores of related questions. Zimet et al reported the alpha reliability coefficient in range of 0.85 to 0.91 and by retest it was reported from 0.72 to 0.85. Salimi et al gained reliability of this scale in Iran, so that reliability coefficient for each dimension by Cronbach's alpha method was 0.86, 0.86, and 0.82, respectively. The authors of this tool and many researchers such as Edwards (2004) and Chang & Chan (2004) have supported the reliability and validity of this tool. The validity of this scale in Iran was also investigated by Salimi et al on an Iranian sample consisted of 436 students of Shiraz University, which represented remarkable reliability and validity. KMO coefficient was 0.87 and Bartlett sphericity coefficient was equal to 2485.89 (p < 0.0001).

Results:

Table 1: Results of multivariate analysis related to aspects of quality of relationships inventory (QRI) based on health status in two groups of healthy people (n=150) and patients with MS (n=150).

<table>
<thead>
<tr>
<th>Health status (healthy and patient)</th>
<th>Statistics</th>
<th>Statistics</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant level</td>
<td>F</td>
<td>Value</td>
<td>Pillai's Trace</td>
</tr>
<tr>
<td>0.001</td>
<td>253.49</td>
<td>0.72</td>
<td></td>
</tr>
<tr>
<td>0.001</td>
<td>253.49</td>
<td>0.28</td>
<td></td>
</tr>
<tr>
<td>0.001</td>
<td>253.49</td>
<td>2.57</td>
<td></td>
</tr>
<tr>
<td>0.001</td>
<td>253.49</td>
<td>2.57</td>
<td></td>
</tr>
</tbody>
</table>

Results in Table 1 show that F value of all tests in health status variable was significant (P <0.05). Therefore, the difference of at least one dependent variable in the two groups can be mentioned.

Table 2: Descriptive indicators of variables based on health status

<table>
<thead>
<tr>
<th>Health Status</th>
<th>Subscale</th>
<th>Quality of Relationships Inventory (QRI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>8.50</td>
<td>39.89</td>
</tr>
<tr>
<td>Patient</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>7.47</td>
<td>33.77</td>
</tr>
<tr>
<td>Healthy</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>3.72</td>
<td>46.02</td>
</tr>
<tr>
<td>Sum</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>11.24</td>
<td>60.97</td>
</tr>
<tr>
<td>Patient</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>10.20</td>
<td>69</td>
</tr>
<tr>
<td>Healthy</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>4.42</td>
<td>52.93</td>
</tr>
<tr>
<td>Sum</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>9.72</td>
<td>47.76</td>
</tr>
<tr>
<td>Patient</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>8.31</td>
<td>40.90</td>
</tr>
<tr>
<td>Healthy</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>5.05</td>
<td>54.62</td>
</tr>
</tbody>
</table>

The results of Univariate ANOVA indicated that there is a significant difference between healthy controls and MS patients in three scales of social support, conflicting relationships, and depth of relationship (p<0.01).

Table 3: results of Univariate ANOVA related to dimensions of quality of relationships inventory (QRI) based on health status in the two groups of healthy people (n=150) and patients with MS (n=150).
Comparing the mean values shows that the healthy controls have gained higher scores for social support and depth of relations, and lower scores in conflicting relations compared to patient group. Thus, patients with MS have lower social support and depth of relations and higher conflicting relations compared to normal population.

Table 4: descriptive results of perceived social support among patients with MS and controls

The results in Table 4 show that mean values for healthy controls in the variables of perceived social support, family, friends and others is higher than patients.

Discussion:

There is a significant relationship between healthy controls and patients in three scales of social support, conflicting relationships, and depth of relations (p<0.01). Comparison of mean values show that healthy subjects achieved higher scores in social support and depth of relations and lower scores in conflicting relations compared to patients.

Accordingly, studies consistent with the present results can be mentioned: Vidner (1992) considers the roots of such conditions in hypertensive family relationships from childhood that emotionally face with life issues in adulthood and face more stress and turmoil in response to problems. Kohen (2004) and Johnson (1992) argue that in fact chronic illness both affects the family and is affected by them. Family plays an important role in emotional-affective adjustment and reduces patient's physical and mental disabilities. Toker and Anders (2009) state that undoubtedly support of family and also the positive quality of marriage affects mental and physical illness and these results are consistent with the findings of this study. Taking care of patients with incurable physical chronic illness requires patience, tolerance, high physical and psychological power, and specific skills. People who are psychologically vulnerable and prone to mental disorders and are not ready to accept adverse conditions arising in the family cannot take care of patient and emotionally support the patient. Therefore, they face numerous psychological
problems and also due to these problems they are not able to have an emotional relationship with the patient and may harm the patient mentally. Thus, family members and caregivers play a crucial role in improving the physical condition of the patient and the prevention of mental disorders of the patient. Mental health of family members leads to mental health of the patient and will protect both from psychological trauma. Although the results of this study cannot be generalized to all patients with MS, it is hoped that the results are an introduction to identify the problems and needs of these clinical patients in order to meet those needs and enhance quality of life for these patients by focusing on proper self-care training.

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