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The impact of self-learning strategy on improving children's mathematical concepts

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Self-learning is a set of methods that have been designed to educate the students to acquire mindful self-control for the assignment of learning using self-direction and the process of problem-solving. The research sample included 12 male and female individuals suffering from Dyscalculia studying in the third grade of elementary schools located in Sari Province who were selected using multi-stage sampling and assigned into the experimental group (N=6) and control group (N=6). The research employed semi-experimental method with pre-test, post-test and control group design. The diagnostic test of KMAT was administered on both groups prior to and subsequent to the training. The experimental group received 18 sessions of self-learning strategy twice in a week and for 2 month. The data gathering tools included diagnostic check list of arithmetic failure based on DSM-IV-TR, interview with parents, Wechsler Intelligence Scale for Children, KMAT diagnostic test of mathematics and self-learning strategy test. Results of covariance indicated that, there is significant difference between the means of pre-test and post-test of the experimental group. Moreover, results indicated that self-learning strategy training exert positive and significant effect on the mathematical concepts (Counting, geometry, and rational numbers) of children with dyscalculia. Self-learning strategy training can be regarded as an effective educational-therapeutic method for children with dyscalculia. These results have important implications in prevention, pathology and treatment.

Keywords: Self-learning strategy, mathematics concepts, and children with Dyscalculia.

Introduction

Dilemma of children who face learning problems has always attracted the attention of the authorities. Many individuals have established theories, concepts and research findings that have led to the development of thought, diagnostic criteria, evolution of assessment tools and teaching strategies and treatment in this realm. Students with special needs, especially those with learning difficulties and mild

intellectual disability have often been described as passive learners who are not actively involved in the learning condition and do not have cognitive processing activities to facilitate their function in the task.

Self-learning is a set of methods that have been designed to educate the students to acquire mindful self-control for the assignment of learning using self-direction and the process of problem-solving. It is said that the most important goal of cognitive training is this strategy (Fahim Zadeh, 2001). Metacognition can be facilitated by a dialogue - a conversation with self- that enables students to guide and control their cognitive processing.

Diehl, 2005 ; Falavell et al, 1997; Berk & Landau, 1993; Englert et al, 1991 and Rohrkemper, 1986, Believes that if the teachers can consider self-talk as an innate constructive activity for understanding metacognition, they can use inner speech as a tool to assist the students to control and increase their cognitive performance (Zakin, 2007). Thinking out loud (obvious self-guide) as the stage of the process of self-learning is a metacognitive process that students use to activate their thoughts while reading a text. Therefore, they sample their perceptual processes (Israel, Block, Bauserman, & Welsch, 2008).

Joseph Torgesen (1975, 1977), put forward the theory of the "cognitive theories" for the first time. In recent years, similar views have been expressed on this subject. (Torgesen, 1977, 1980) by reviewing the research that had been done on children with learning disabilities, found out that such students do not use the strategy of "self-learning" as frequent and accurate as their normal counterparts and are not active learners.

According to Torgesen (1977), Children with learning disabilities have a lower degree of self-concept and this causes not to make considerable effort to do their homework successfully (Shokohi Yekta and Parand, 2006). Many students have poor levels of performance at school because they have failed to learn how to learn. Research has increasingly indicated the strategies for teaching the use of metacognitive strategies to students with learning disabilities to help them perceive what they read and learn autonomy skills such as the ability to work independently (Slavien, 2008).

Special education experts believe that except for the problems of motivation, another factor that is also linked to poor performance of these students is metacognitive knowledge and skills. That is to say that, these students lack the necessary understanding and perception on how their mind works and not only are unaware of cognitive strategies for facilitating their functions, but do not have the ability to effectively initiate, regulate and monitor such strategies (Ramezani, 2001). Study skills are learning strategies that help students organize, use and process information effectively. Study skills can be vital for students with learning disabilities, students who may be having problems in concentration and become frustrated with the lack of success (Kerka, 2007).

Falavell (1979), introduced meta-cognition with this view that metacognition provides explanation and justification for metacognitive processes and monitoring on these processes (Honavar, Sun, Zhang & Mathews, 2006; Cubukcu, 2008; Chen, Gualberto & Tameta, 2009; Aliah, 2009). Metacognition is the "meditation on cognitive processes and vigilant control and monitoring on those processes" (Larkin, 2000), "thinking about thinking" (Anderson, 2002; Proust, 2007; Chin, Chai Lin, Chuang and Tuan, 2007; Kuhn & Dean, 2004).

Lefrancois (1998) stresses that the most important issue in cognitive psychology in educational psychology is emphasis on learning how to learn as one of the main goals of learning and teaching (Amini, 2007). The results of studies carried out in this realm indicates that one of the critical elements of individuals' ability in dealing successfully with problems and new situations that require learning new skills is being equipped with the metacognitive strategies of learning (Zahedi and Dorimanesh, 2008).

Experimental studies have also shown that increasing students' metacognition can be effective on their progress in learning (Hsu, 2010). People who acquire metacognitive skills are very flexible and control stable operating conditions that can result in better performance (Haynie, Shepherd & Patzelt, 2010). According to studies by (Winn and Snyder, 1998), metacognition as an intellectual process involves two simultaneous processes: monitoring the progress in learning and making the changes and adopting appropriate strategies (Figure 1), when someone feels that cannot make progress (Magno, 2009). Students without metacognitive skills cannot use the course study guide for determining information related to different parts of a book (Garrett, Alman, Gardner & Born, 2007).

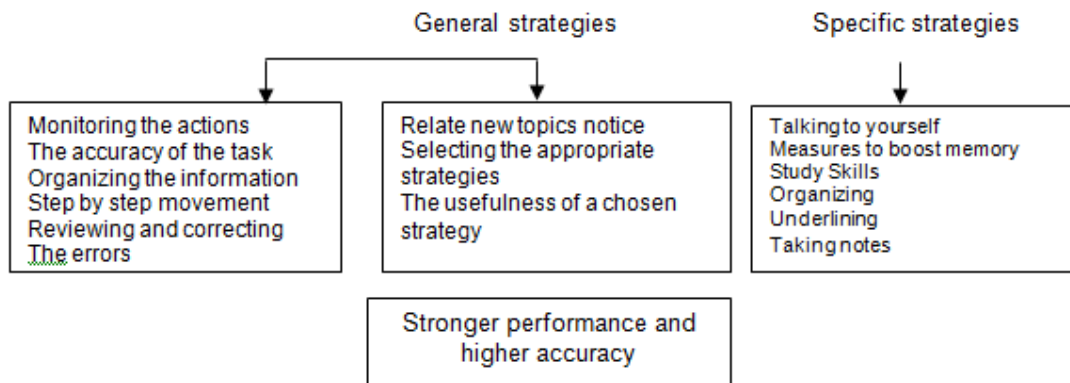


Figure 1- Learning strategies for better performance (Niyaz Azari, 2003).

Dyscalculia can be defined as the disability or inability to work or perform mathematical calculations and manipulations of geometric symbols (Tabrizi, Ziyamanesh and Eslami, 2008). Studies indicate that students with dyscalculia often have a different view on math problems as compared to their normal peers. Because they lack the cognitive strategies that are necessary for effective problem solving (Salishi, 2008). Goldman (1989) emphasized that students with learning disabilities that perform poorly problem-solving tasks should learn specific and efficient strategies especially a durable strategy to solve the problem (Garderen, 2007). Education requires knowing the effectiveness of cognitive training on students as certain (Hacker, Dunlosky & Graesser, 2009).

Glaubman, R; Glaubman, H & Ofir (2008) found out in their study that the metacognitive intervention asking the self exerts positive effect on understanding the story and self-autonomous learning. Antoniou & Botsas (2008) assert in their study that employment of certain cognitive strategies (such as organizations) could lead to increased comprehension. Benz & Schmitz (2008) have

investigated the structural autonomous learning in mathematical problem solving on a sample of students studying in the seventh-grade.

Their study showed that cognitive processes improved the student's performance on a mathematical task through metacognitive guidance. The result of another study has shown that autonomy is related to learning and this strategy has been employed by the children in their interaction with emotional and motivational factors (Whitebread & Efklides, 2008). Another study has shown that cognitive skills are effective in students' learning performance and independent of intellectual ability (Stel & Veenman 2008).

The purpose of the present research is to investigate the impact of self-learning strategy on improving the mathematical concepts of children suffering from dyscalculia. Since the failure of students in mathematics will be followed by later difficulties and psychological issues, the innovative educational and therapeutic strategies should be tested out in terms of their efficacy. The special education teachers, counselors, therapists, parents of children with learning disability and therapist in the LD domains can benefit the results of this research.

Now, according to the foregoing assumptions, this strategy is put forward that, self-learning strategy improves the mathematical concepts and related variables including accounting, geometry, and rational numbers of children with dyscalculia. This study seeks to find answers to this hypothesis.

Method and materials

The objectives of the research were expressed to the participants after the required coordination, their approval and consent and interviewing and diagnosis of children with dyscalculia. They were also assured about the confidentiality of the research. The semi-experimental method was used to investigate the hypothesis. The study population included all the third-grade students who were diagnosed by DSM-IV-TR, interview with parents, Wechsler Intelligence Scale for Children, KMAT diagnostic test of mathematics and self-learning strategy test

One educational borough was selected from among the educational boroughs located in Sari Province. Secondly, two schools were selected from that borough and 12 students were selected from each class through the screening and were randomly assigned to the experimental and controls groups. The samples were in the age range of 9 to 10 years and studies in the third grade of primary schools. Besides, there were matched using the Wechsler intelligence test (t-test showed no significant difference between the average IQ in both experimental and control groups: $\alpha=1\%$, $t_m=.29$, $t_b=3.169$).

An interview was conducted with teacher for diagnosing children with dyscalculia, based on DSM-IV-TR diagnostic criteria. Early evaluation of the disorder was done based on the diagnostic checklist of DSM-TV-TR before applying therapeutic-educational interventions, interviews and the Wechsler Intelligence Test for Children in a way that the results of this assessment identified a baseline for the interventions. Following the determination of the baseline, therapeutic-educational intervention was implemented as the self-learning training. The intervention lasted for 18 sessions.

A training package was prepared under the supervision of qualified professionals for implementing the interventions. Before the intervention, the study was conducted to determine the validity of the package. In this regard, a training package using semi-experimental method with pretest - posttest and control group design was implemented. The results indicated the effectiveness of the training package, meaning that the educational interventions were effective in changing the symptoms of individuals suffering from dyscalculia.

DSM-TV-TR diagnostic checklist: The revised list based on the Diagnostic criteria of dyscalculia and the fourth revised Diagnostic and Statistical manual of Mental Disorders of American Psychiatric Association which was prepared by Ramezani was given to them. This list has been used as a completely separated diagnostic tool which includes information about the different deficiencies of students with dyscalculia in understanding the concepts and knowledge on the quantity thinking.

Iranian and mathematic Test of KMAT was the main diagnostic criterion for the assessment of learning disability in mathematics. This test was normalized by Connolly (1988) and has been very useful in identifying students with mathematical learning disability. This test is composed of several main and sub- tests and there are 3 to 4 sub-tests in each realm. This test has been normalized in Iran on student in the age range of 0-6-6 and 8-11-30. The validity of the test by Cronbach alpha was estimated to be between 80% and 84%. The concurrent validity of the test with WRAT (paper and pencil mathematic test) was normalized by Josephf Jastak in 1936. The correlation coefficient of WRAT with KMAT mathematic test from the first to the fifth grades were .57, .62, .67, .56 and .55, respectively.

Wechsler test has been designed to measure verbal and non-verbal intelligence and comprises 6 sub-scales to assess the intelligence of students from 6 years to 16 years, 11 months and 30 days old. The reliability of the test was assessed using bisection; re-test for the sub-tests and also the verbal, non-verbal and total quotients. The means of reliability coefficients using bisection for verbal, non-verbal and total were .94, .90 and .96, respectively. The retest coefficients for the three age groups of (6.5-7.5, 10.5-11.5, and 14.5-15.5) were equal to .93, .90 and .95. different methods have been used to assess the validity of this scale including the correlation of this test with Stanford - Binet (fourth revision) which was equal to .75, the correlation coefficients with group intelligence test, criterion test of educational achievement and class scores were equal to .66, .71 and .39, respectively. The correlation in the scale of verbal was higher in comparison to the non-verbal scale.

Results and findings

After performing the intervention on the experimental group and importing the data using SPSS, the descriptive and inferential statistics were performed and the results are shown in Table 1.

Table 1-Descriptive findings (mean and standard deviation) of experimental and control groups

Statistical indices	groups	number	Mean of pre-test	Mean of post-test	Standard deviation of pre-test	Standard deviation of post-test
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Mathematical concepts	experimental	6	91.83	123.5	9	10.86
	control	6	97.83	95.83	24.84	19.9
accounting	experimental	6	7.5	13.67	2.59	4.03
	control	6	9.5	8.167	5.61	3.97
geometry	experimental	6	10	13.33	2	1.505
	control	6	10.67	10.33	3.27	3.20
Rational numbers	experimental	6	.167	11.83	.41	1.47
	control	6	9.5	2.33	4.08	3.61

It is necessary to point out that Levene's test was used to ensure the equality of variance in the studied dependent variable to confirm the homogeneity of variances in both tests.

Covariance was used to examine the research hypothesis. The results of this analysis are given in detail in Table 2.

Table 2- Results of the covariance analysis of the effectiveness of self-learning strategy to enhance children's mathematical concepts

	Source of change	SS	df	MS	F	P
The results of covariance	Pre-test	1903.519	1	1903.519	25.692	.01
Mathematical concepts	group	3103.937	1	3103.937	41.894	.00
	error	666.814	9	74.090		
	total	149188.000	12			
The results of covariance	Pre-test	96.127	1	96.127	13.509	.05
accounting	group	135.122	1	135.122	18.990	.02
	error	64.040	9	7.116		
	total	1681.000	12			
The results of covariance	Pre-test	33.638	1	33.638	10.429	.010
geometry	group	35.101	1	35.101	10.883	.009
	error	29.029	9	3.225		
	total	1770.000	12			
The results of covariance	Pre-test	26.060	1	26.060	4.681	.059
Rational numbers	group	296.626	1	296.626	53.279	.000
	error	50.107	9	5.567		
	total	949.000	12			

According to the data in Table 2, we can conclude that the treatment of therapeutic training has had a significant impact in the changes of math scores of children with dyscalculia. This means that the math scores of the experimental group has increased after the intervention. It can be inferred from the results of covariance that the treatment of therapeutic training has had a significant impact in the changes of dependent variable (mathematical concepts or related variables including accounting, geometry, and rational numbers).

Discussion and conclusion

This research was carried out to investigate the effectiveness of self-learning strategy training in the enhancement of mathematical concepts among children suffering from dyscalculia. The results of covariance indicated that students suffering from dyscalculia demonstrated successful performance in mathematical concepts after the therapeutic-training treatments. Overall, it can be concluded that the mean of scores in the experimental group has increased as compared to the pre-test, because the subjects of the experimental group received the self-learning strategy training between the pre-test and post-test. Therefore, the therapeutic-training treatment could increase and dramatically improve the accuracy of and concentration, organizing the information in memory, visual memory and reinforcement of mathematical concepts in children with mathematics learning disabilities.

The results of this research are in line with the research results by Rowden Quince (2013); Afzali (2012), Alysius & Cyprain (2012); Belenky and Nokes (2009); Jacobse & Helms-Lorenz (2008); Worrall & Bell (2007); Sussan & Son (2007); King-Sears (2006) and Jongmans, Baker, Wistenberg & Engelmann (2003). Self-learning requires talking to self for the facilitation of problems solving. This method is based on the works of Michenbaum (1985, 1977) and is regarded as an effective strategy in teaching mathematics to students. Students with learning disorder do not have adequate learning strategies and don't know how to control and guide their thoughts for learning. The students' performance improves dramatically when they repeat the mathematical stages and operations while doing arithmetic assignments. Studies indicate that students with learning disorders demonstrate improvement in learning strategies after the training.

Hughes, Terrine & Lee (2004) conducted a meta-analysis of the studies conducted in self-management methods among the adolescents suffering from learning disorders and behavioral disorders. Self-management techniques that were used in this study included self-monitoring, self-evaluation, self-reinforcement and self-learning. In this meta-analysis, the effectiveness of self-management practices on academic and social behavior of students with learning and behavioral disorders was investigated.

The results of this meta-analysis showed that self-management techniques had significant effects on academic and social behavior of students with learning and behavioral disorders. The findings of this study also showed that self-learning strategy was effective in improving the performance of the subjects in the present research and increasing their motivation and enthusiasm in the subject lesson of mathematics. Therefore, training this strategy can be a part of school and class programs and curriculum in normal and special schools. The employment of this strategy requires expertise, skill, time, effort and care; therefore, it's proposed to conduct educational workshops and in-service courses for the educational staff with regard to the role of self-learning strategy training in the academic achievement of mathematics, the complexity of the content of this lesson, increase of mental health, self-confidence and motivation of students in solving mathematical practices and also the skills in establishing special emotional relationships with such students.

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The effectiveness of Mindfulness-Base Stress Reduction (MBSR) on psychological symptoms and test anxiety in University Entrance girls

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Abstract

Introduction: The aim of this study was to determine the effectiveness of mindfulness-base stress reduction training (MBSR) on test anxiety and psychological symptoms reducing in university entrance girls.

Method: This research model was a quasi-experimental study clinical trial (pre - test, post- test – by control group). Sample groups include of 40 students that were selected In late of October 2013, by random sampling from the schools of first area of Tehran. One of these groups as randomly as the experimental group (consisting of forty persons of Andisheh schools), and the other as the control group (consisting of forty persons of Kheradmandan schools) were selected. Subjects participated in Eight session group meeting on Mindfulness-Based Stress Reduction MBSR was performed. Questionnaire Ahvaz tests anxiety and SCL-90 Short Form-factor before and after the intervention was performed on all subjects. Analysis of covariance was used to analyze of data.

The results showed that MBSR are effective in reducing psychological symptoms, such as physical, obsessive-compulsive, anxiety, and depression, Also it was effective on test anxiety reduction.

MBSR efficacy on clinical and non-clinical populations have shown and seems to reduce the symptoms of psychological disorders in adolescent girls can be effective.

KeyWords: Test Anxiety, Entrance Exam, Psychological Symptoms, Mindfulness- based stress reduction.

Introduction:

Examination anxiety were consistently reported by students as worrisome, anxiety-provoking and stressful events (McDonald, 2001; Owen-Yeates,2005).Test anxiety is a general term that refers to a specific kind of anxiety or social phobia (Sarason, 1990). In this type of anxiety, a person has doubts over his ability and his ability to cope with test situations, reduces. Usually There is a significant inverse relationship between anxiety scores and test scores, this figure show that the higher anxiety scores, will be lower exam scores and in contrast the lower anxiety score would be led to higher test score (Abolqasemi, 2005 , pp. 4).

Spielberger (1983) by using factor analysis obtained that test anxiety has two components: worry and affectivity components. Worry implies to knowledge about the function and negative affectivity to express self-perception of excitement by individuals such as heart rate and muscle tension (quoting Diana et al, 2006, p 105). Inability of the issues and unsolved problems and unresolvable your thoughts obsessive about this component is visible. There is more Interference in any condition imposed in subjects with high anxiety - stress, compared with subjects with high anxiety - low stress. Interference caused by the assignment may be effective strategies to reduce the problem, because people with high test anxiety, poorer problem-solving strategies to employ (Diana et al, 2006).

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Students with high test anxiety, fear of evaluation criteria and their evaluation obsessive respond and thus, so can not be related to direct attention to the variable assignment (Abolqasemi, 2003). A large number of experts (Allen et al, 2006) believe that the learning of mindfulness -based interventions that are experience by Mediation techniques is essential for anxiety professionals and importantly the implementation of mindfulness -based interventions in adolescents is extremely high in clinical populations (Bootzin and Stevens, 2005 ; Zylowska et al, 2007 ; Sin et al , 2007 ; Biegel et al, 2009) and also in non-clinical populations (Wall , 2005 ; Beauchemin et al, 2009) are increasing and have shown their efficiency disorders and various non-clinical populations.

Mindfulness -based interventions has shown their efficient in the treatment of psychological problems, such as the prevention of depressive relapse (Segal et al, 2002) , substance abuse (Marley et al , 2004 ; Bootzin and Stevens, 2005) , reduced psychological responses and negative physical stress (Kabat - Zain et al , 1992) , attention deficit hyperactivity disorder ADHD (Zylowska et al, 2007). There are both public and professional evidences in development of evidence -based approaches in the mindfulness application of with children and adolescents, (Bauer, 2007). For example, mindfulness -based interventions used in pain management among adolescents (Thompson Gantlt - Gilbert, 2008) , Mindfulness -based cognitive therapy in depression preventing in adolescents (Allen , 2006) and the publication of a practical guide focused on the treatment of adolescents and children (Greco and Hayz, 2008) , psychiatric disorders (Biegel et al, 2009) (quoted in Burke, 2010). In this interventions focuses is on interpersonal processes that helps individuals to change in their relations with the state of inner thoughts and feelings first, and then modify your behavior to take control. Also, studies have shown that mindfulness -based techniques with interpersonal processes such as mind, consciousness is always associated with interpersonal growth, both in traditional Buddhism (Wallis, 2001) and Western therapies.

understanding the effect of mindfulness -based stress reduction interventions, particularly methods of training (MBSR) on test anxiety and psychological symptoms in Iranian adolescent population, with mental health professionals is now required. This research seeks to answer the question of whether (MBSR) as a new approach to test anxiety affects entrance teenagers? Mindfulness -based stress reduction as well as the training (MBSR) as an adaptive approach for reducing stress can have an influence on symptoms of anxiety and depression in entrance adolescent girls? Accordingly, the overall goal of this study was to determine the effect of mindfulness-based stress reduction (MBSR) in reducing psychological symptoms and test anxiety at the entrance girls.

Assumption:

- 1) Learning Mindfulness based stress reduction(MBSR)is caused by test anxiety in adolescents.
- 2) Learning Mindfulness based stress reduction (MBSR) reduces obsessions-is feasible in high school girls.
- 3) Training Mindfulness -based stress reduction (MBSR) reduces physically symptoms in adolescents.
- 4) Training Mindfulness -based stress reduction (MBSR) interpersonal sensitivity is reduced.
- 5) Mindfulness-based stress reduction (MBSR) is causing anxiety in entrance adolescents.
- 6) Learning Mindfulness based stress reduction (MBSR) to reduce depression in adolescents.

Methodology

Method of this research is Clinical trial studies by using quasi-experimental design (pre- test, post-test by control groups).

Population of study is all entrance university exam girl students studying in Tehran in the first semester of the academic year are 91-92 .First area of Tehran, the two high school girls, men and thought was a total of 1397 students in three disciplines: humanities, science and mathematics are studying at the .

Sample size and sampling

In this research 30 people was selected by using a random sampling between of high school girls' and 30 people from others School. This is a sample group of 60 subjects were randomized to one of these

groups as well as groups (including thirty in high school) and the other group as control (including thirty in high school) were selected . Selected Samples was from two different schools because of the potential interaction of independent variables in the control group. A total of 60 people who stayed in two groups by 30 subjects for each of them investigated demographic information for each group is provided below. All subjects were female. None of the subjects had a history of participating in meditation and yoga. Summary demographic information about the subjects in both groups is shown in Table 1.

The sample group of the study consisted of 60 high school girls that studied in Shebelle and Kheradmandan, Tehran. The mean age of the subjects was 17.1 in the range of 15 and 18. Of all the participants, 100 were fourth-grade, 95 thirty-grade students. The subjects were randomly selected from two high schools.

Data collection tools included a demographic questionnaire and the symptom questionnaire (SCL-90), and Ahvaz test anxiety Inventory that were performed in pre- test and post- test. Demographic information included questions such as the age of the subjects, their discipline, school year, the grade point average in their lifetime is years and years of meditation. Test Anxiety Scale (TAS) developed by Sarason (1978). The TAS consisted of 27 multiple-choice items that aimed to measure the students' levels of test anxiety. Each of the items was assessed on a scale ranging from one to five (never=1, rarely=2, sometimes=3, usually=4, always=5). . In the analysis, the reliability of the scale was assessed by using Cronbach's Alpha. The reliability coefficient of the scale, which was calculated to be 0.901 indicated a high level of reliability.

Symptoms Questionnaire - 90 - Revised (SCL-90-R) The questionnaire consists of 90 descriptive words about the patient's symptoms in terms of their intensity (in the range of zero to no = severe = 4) is graded . Run-time usually takes between 9 to 15 minutes. Three overall index score in 9 different signs are marked. It includes the physical dimensions (SOM), Obsessive-Practical (OC), Interpersonal Sensitivity (IS), depression (DEP), Anxiety (ANX), hostility (HOS), phobic anxiety (PHOB), paranoid ideation (PAR), psychosis (PSY) is .

Reliability and Internal validity of consistency coefficient for all symptoms reported at least 0/79 paranoid ideation and to 0/90 for depression. There is evidence that the validity of both scales of Public Health Questionnaire GHQ and MMPI test and the predicted sizes of the SCL-90-R relationship with other measures of convergent and divergent relationships are predicted (Derogatis , 1994 quotes marl, 2007) Also Iranian form of this questionnaire has good validity and reliability (Dobson and Mohammad Khani , 2007).

The procedure of the study included the administration of the instruments, and statistical analysis. Data analysis Methods in this research was pre - post test by control group design. The descriptive statistics such as mean, standard deviation and percentages, were used for sorting and data displaying. Analysis of covariance was used to test the hypotheses. Test equality of variances was used by Leuven test. Independent T-test was used to compare of pre-test scores between two groups.

Subsequently, the collected data were analyzed by using the SPSS software As for the statistical analysis of the research question, the data were examined for two purposes: First, mean scores and standard deviations of the statements in the TAS were given briefly to see the level of test anxiety. Secondly, t-test and MANCOVA were carried out to detect the correlation between the attitudes towards teachers and the level of test anxiety.

B) Description of test anxiety:In this study, the test log TAI by Abolqasemi, Assadi-Moghadam, Najarian and Shkrkn (1998) were built. This inventory consists of 25 items that subjects based on four- option scale (never equal to zero , seldom equal, sometimes even two, sometimes even three) are evaluated. Taking High scores in this test indicates high test anxiety. The minimum test score of zero and a maximum score of 75.

Table 1- Demographic summary data of two Experimental and control groups*

Demographic	Control Group		Experimental Group	
Age	Mean(17/1)	SD(1/1)	Mean(17/3)	SD(1/2)
Last Average	Mean(15/96)	SD(1/7)	Mean(15/81)	SD(1/9)

Grad	Frequency	Percent	Frequency	Percent
Third	14	% 40	15	42/8
Fourth	21	% 60	20	47/2

Field	Frequency	Percent	Frequency	Percent
Mathematic	11	% 31/4	11	% 31/4
Experimental	13	% 37/2	12	% 34/3
Human since	11	% 31/4	12	% 34/3

*No one of subjects weren't participated in Mediation or Yoga techniques.

Findings:

Variables	Source	SS	df	MS	F	Sig
Test Anxiety	Between group	43/116	1	43/116	/521	0/475
	within group	17002976	59	82/686		
Obsessive	Between group	1240	1	1240	/014	0/906
	within group	591/868	59	16/911		
Physical Symptoms	Between group	19/013	1	19/013	4/437	0/052
	within group	154/250	59	4/285		
Interpersonal sensitivity	Between group	7/864	1	7/864	3/879	0/057
	within group	72/978	59	2/027		
Anxiety	Between group	1440	1	1440	/014	0/706
	within group	591/868	59	16/911		
Depression	Between group	7/864	1	7/864	4/879	0/077
	within group	72/978	59	2/027		

Table 2: Multivariate covariance Analysis of Variance to comparing of pretest and post- test

variable	Source	SS	df	MS	F	Sig	Squared effect size
Test Anxiety	Pretest effect	123821/329	1	123821/329	2/4053	0/000	0/976
	group	36/450	1	36/450	/708	0/04	0/412
	error	2985/878	58	51/481			
Obsessive	Pretest effect	3268/272	1	3268/272	32/689	0/000	0/871
	group	123/339	1	123/339	14/819	0/000	0/204
	error	482/722	58	8/323			
Physical Symptoms	Pretest effect	7347/222	1	7347/222	/019	0/000	/938
	group	62/422	1	62/422	7/485	0/008	/114
	error	483/689	58	8/339			
Interpersonal sensitivity	Pretest effect	8040/050	1	8040/050	1/3453	0/000	/959
	group	15/606	1	15/606	2/611	0/012	/043
	error	346/678	58	5/977			
Anxiety	Pretest effect	1060/939	1	1060/939	/692	0/000	/921
					671		

	group	2/450	1	2/450	1/551	0/018	/026
	error	91/611	58	1/580			
Depression	Pretest effect	323342/450	1	323342/450	3/4073	0/000	/983
	group	34/672	1	34/672	/365	0/548	/006
	error	5505/211	58	94/917			

The first hypothesis: teaching mindfulness-based stress reduction (MBSR) led to decrease of test anxiety rate in university entrance girls.

As summarized in Table 2, we can see the results of covariance analysis, that shows after adjusting for pre-test scores, test anxiety factor in the experimental group (the group that received the MBSR training) has not changed in the coefficient of test anxiety scores on test anxiety ($F = 0.708$; $df = 1, 58$; $p < 0.04$). Therefore, the Mindfulness based stress reduction training led to decrease of exam anxiety in adolescents and this hypothesis is approved and the null hypothesis was rejected.

The second hypothesis; teaching mindfulness-based stress reduction (MBSR) decrease obsessive-compulsive in teenage high school girl. As summarized in Table 2 you can see the results of covariance analysis , after adjusting for pre-test scores ranged obsessive compulsive experimental group (the group that received the MBSR training) is less than the control group scores in obsessive compulsive ($F = 14.8$; $df = 1, 57$; $p < 0.001$). Thus, the second hypothesis is confirmed. The third hypothesis; teaching mindfulness -based stress reduction (MBSR) reduces physical symptoms in adolescent girls is high. The results of the pretest and posttest were shown in physical symptoms of both experimental and control groups (Department MBSR) in Table 2. As summarized in Table 2, the results of covariance analysis , after adjusting for pre-test scores for somatic symptoms, physical signs scores in post-test were reduced in the experimental group in compare with control group ($F = 7.48$; $df = 1, 57$; $p < 0.008$). So the third hypothesis was confirmed. This finding is concordance with other researches. As Bauer (2003) has pointed out in his analysis of mindfulness can be learned in the Physical , depression , anxiety and eating is effective , and the average effect size of mindfulness in 0/59 clinical interventions Actions . MBSR training of teachers and parents as well as teens can also cause changes in the population's psychological symptoms (Gould et al, 2010; Kaminski et al, 2008) and mindfulness -based education programs in schools, in addition to student's parent's teens and teachers are also proposed to be due to the sensitivity of this period of life.

The fourth Hypothesis, teaching mindfulness-based stress reduction (MBSR) reduces interpersonal sensitivity is high school girls.

As summarized in Table 2 , the results of covariance analysis, after adjusting for pre-test scores for interpersonal sensitivity in the experimental group (In despit of pretest effect was significant) Interpersonal Sensitivity scores on the post-test was bether than the control group ($F = 2. 61$; $df = 1, 58$; $p < 0.012$). Thus, the fourth hypothesis was confirmed.

Results of covariance analysis showed that MBSR can reduce sensitivity to interpersonal girls .In congruence with other findings. Because Mindfulness has always been associated with interpersonal skills development in traditional Buddhism (Vøllestad, J., Sivertsen, B., and Nielsen G.H, 2011) and Western therapies based on mindfulness (Hayes, A. M. & Feldman, G. 2004)). It is assumed that individuals in establishing and sustaining conscious mind can have more satisfying relationships (Follette, V. M., & Pistorello, J.2004; Gremer et al, 2005). In other words, certain forms of interpersonal interaction can be based on knowledge of mindfulness that support or inhibit it (Bvrgvn et al, 2000). Based on your description of mindfulness, the practice of non- judgmental awareness and acceptance by identifying and describing emotions better, more physical satisfaction, less social anxiety is associated with less interpersonal distress (Bauer et al, 2004).

The fifth hypothesis; teaching mindfulness-based stress reduction (MBSR) reduces anxiety in entrance students. As summarized in Table 2 , the results of covariance analysis, after adjusting for pre-test anxiety scores of the experimental group (In despite of pretest effect was significant) had lower anxiety

scores on the posttest than the control group ($F = 1.55$; $df = 1, 58$; $p < 0.018$). So the hypothesis is confirmed. Hoffman and colleagues (2010) in a review of studies conducted on the effects of mindfulness-based therapy found that this treatment on average improve anxiety and mood symptoms in the pre-test - post-test they do. Effect size of these interventions in patients with anxiety and mood disorders between 0/97 and 95 for anxiety / mood symptoms was 0. The results show that Mindfulness -based treatment intervention for the treatment of mood disorders and anxiety disorders in clinical populations.

The sixth hypothesis; teaching mindfulness -based stress reduction (MBSR) reduces depression in adolescent girls.

The results of pre-test and post- test depression sores in experimental and control groups were shown in Table 2. As summarized in Table 2 , the results of covariance analysis , after adjusting for pre-test scores of depression in the experimental group (In despite of pretest effect was significant) had lower depression scores in compare with control group ($F = 0.36$; $df = 1, 58$; $p < 0.54$). Therefore, the sixth hypothesis is confirmed. Table 2 Analysis of covariance Results of covariance analysis test for depression in both control and experimental groups showed that MBSR can be effective in reducing the symptoms of depression in adolescents. These findings are consistent with studies of Shapiro et al (1998) and Anderson et al (2007). Even Dave and colleagues (2009) have reported that MBSR in reducing rumination is a common symptom of depression can be effective. Rumination can be one of the strongest predictors of the onset and recurrence of depression in the future (Spasojevic J, Alloy and Plume, 2001).

In addition to yoga, MBSR and MBCT mindfulness -based cognitive therapy as described later , an eight-week group intervention program based on the MBSR model (Segal et al, 2002) as an approach was designed to prevent the recurrence of depression . Mindfulness -based Cognitive Therapy MBCT mindfulness training with cognitive therapy elements to train and reform processes aimed at continuing vulnerability to recurrent episodes of depression, and these courses will combine. Even in our country, Omidi and colleagues (2009) MBCT impact on reducing psychological symptoms in patients with major depression have shown.

As was observed in the study all of hypothesis were confirmed, in other words, results of analysis of covariance showed that education Mindfulness based stress-reduction led to reduce the psychological symptoms, However does They the effect the anxiety level of teenage girls'.

Suggestions for future research One:

Considering the fact that the study was conducted on students is recommended in future research on MBSR and other mindfulness -based interventions in other populations, including clinical and non-clinical work to do. Two: Gender can also affect these variables is recommended that research be conducted on the male gender. Three: Given that the effects of MBSR on psychological symptoms were more focused, it is recommended that future research on positive psychology is oriented to emphasize the impact of MBSR on well-being, to happiness components similar. Fourth: It is suggested that future research into the moderating role of personality traits, the impact of MBSR on psychological symptoms to be addressed.

The results can be used to grow organs of Education in order to help the country's capital and mental excellence.

Limitations of the study

One limitation of this study should be noted that the ethnicity of the subjects in this study specifically examined the psychometric properties of other ethnicities as well as test anxiety scale. Finally, the implementation of clinical trial studies very hard behind, as noted in this study, 10 patients had a loss that should be considered in future research.

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Investigating the Relationship between Parents' Metacognitive Skills and Addiction among Young People

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Abstract

Introduction: This research aims to investigate the relationship between parents' metacognitive skills and addiction among young people. Metacognitive skills can be effective in both prevention and treatment fields of psycho-social problems.

Research method: The present study is a descriptive plan one. In order to carry out the plan, 100 young boys in the age range of 16- 25 referring to watch football and volleyball games in Urmia City have been selected via random cluster sampling method. Utilized questionnaires are: Cartwright-Hatton and Wells' (1997) Metacognitions questionnaire was completed by parents of under-investigation young people, and personal information questionnaire about smoking cigarettes, using drugs and alcohol completed by sample young people. The collected data have been analyzed by Chi-squared test and independent t-test to compare the means.

Findings: the results showed that the rate of addiction to cigarette, drugs and alcohol among male youth having parents with high metacognitive skill is significantly less than the male youth having parents with low metacognitive skill.

Conclusion: It seems that different factors can prevent addiction of teenagers and young people; having parents with high metacognitive skills is one of these effective factors. It is possible to prevent this social problem via teaching appropriate metacognitive skills to the parents.

Keywords: Metacognitive skill, Multiple adjustment, Addiction, Youth

Introduction

Metacognition is a new slogan in psychology and education. Although it is not more than 2 decades that the expression of metacognition has entered to psychology dictionaries, wide-spreading evidences show that global researchers and experts have admitted the concept greatly (Fooladchang, 2002).

Reviewing the literature of metacognition skills and psycho-social problems, one can consider their relationship from two perspectives of prevention and treatment. Metacognition is defined as our knowledge about our cognitional processes and how to use them to reach to learning aims. Also, cognition is known as one's knowledge or awareness about his own cognitive system or knowing about knowing (Saif, 2001). Beiler and Brown (1985, translated by Saif, 2001) express that metacognition means thinking about thinking. From another perspective, metacognition aspects include any kind of knowledge or cognitive activity which covers a cognitive subject or regularize a cognitive activity.

For the first time, Flavell (1976) introduced the subject of "awareness about action and how to do the action" as a new concept under the title of "metacognition" which describes individual's own knowledge about cognitive products and processes. It could be argued that more cognition of the individual about himself leads to more learning transfer.

Flavell (1985) presented a general definition of metacognition: "any kind of knowledge or cognitive activity which includes any aspect of cognitive efforts as its subject or regulate it." According to Flavell (1979) metacognition is the cognitive process or knowledge which plays a role in evaluation, verification or control of cognition and regularize cognitive performance. Beiler and Brown (1985, translated by Saif, 2001) claim that there are two components of metacognition: a) knowledge about cognition including three aspects of individual's information about his own cognitive system, individual's information about aims and behavior properties, and information about facilitate strategies; and b) regulation about cognition and observing it which include regulation and control to lead the cognition and thinking processes of individuals. Metacognitive regulation and control include the following issues: planning, monitoring strategy, and regulation strategy. These metacognitive strategies make the individual capable to recognize the harmful aspects about himself or others, and sustain efforts on time.

Moss (1990) refers to the following strategies as the most important metacognitive strategies: 1) predict consequences, 2) check results, 3) monitor activities, and 4) reality testing. Each of these metacognitive strategies could be utilized both for parents and their children. Parents' capabilities in monitoring, evaluation and control of their own and their children's metacognitive behaviors would lead to numerous psycho-social advantages.

Reviewing the practical records of the research, Theodore et.al (2007) selected young people in the age range of 17-19 as study subjects and used their own and the parents' reports. The findings showed that there was a significant relationship between low rate of parents' self-regulation and deviant behavior of young people.

Lundh & Hindmarsh (2004) indicated existence of "bad metacognition" among the parents and young criminals. In their study, they found out that criminals and their parents have poor metacognitive processes such as lack of or poor self-revision, self-evaluation, self-observation or self-questioning.

In his study under the title of "Risk Factors for Substance Abuse and Other Adolescent Problem Behaviors among Iranian High school Students", Sedigh Sarvestani (2003) reports his findings that low degree of correlation in family and low control from family (as a metacognitive component) is one of the above-mentioned risks.

Also in another study under the title of "Investigating the rate of anxiety, depression, aggression and crime among teenagers of discrete and steady families" the authors indicated that the rate of crimes and social deviances is higher among the teenagers living in discrete families. It is probable than the rate of parents' metacognitive skills is low in discrete families (Kaheni et. al, 2000).

In a research aiming to find the causes of alcohol addiction among young people, William and Gacono (2000) found that low rate of metacognitive skills among young people and their parents play an important role.

Regarding continuous growth of young people's addiction to drugs, despite the valuable studies carried out in the field, it seems that the relationship between parents' metacognition skills and its effects on young people and teenagers' tendency toward drug addiction has not been studied specifically and

adequately. Do parents' metacognition skills affect pedagogy manners and consequently affect to decrease young people and teenagers' tendency toward drug addiction?

Research Method

The population of this study includes all male young people referring to watch football and volleyball games in Urmia City. In order to select samples, 100 young boys in the age range of 16-25 were selected via random cluster sampling method. After selecting the samples, personal information questionnaire about addiction was given to them to be completed. Also, Cartwright-Hatton and Wells' (1997) Metacognitions questionnaire was given to the young people to hand to their parents and ask them to complete the questionnaire. Then, the researcher asked the samples to bring back the questionnaires to a certain address and receive a sport bag as gift.

Metacognitions questionnaire: Cartwright-Hatton and Wells' (1997) Metacognitions questionnaire has been used in order to assess metacognitive skills of the parents. The questionnaire consists of 30 items and participants were asked to indicate, on a 4-point scale (1= "do not agree", 2= "agree slightly", 3= "agree moderately", and 4= "agree very much"). The items were scored (1, 2, 3, 4) respectively or conversely (4, 3, 2, 1) regarding to the orientation of the question. In order to interpret the obtained scores, it seems that score 61 through 120 shows the high degree of metacognitive skills and less than 60 shows the low degree of metacognitive skills. Cronbach's alpha coefficient of this questionnaire has been reported to be in the range of 0.72 to 0.93. Reliability coefficient of re-test is 0.73 after a month. In the present study, the obtained Cronbach's alpha coefficient was 0.82.

Personal information questionnaire about addiction: the required data about addiction of young people to cigarette, drugs and alcohol were gathered via this questionnaire prepared by researcher.

The present study is a descriptive plan one. The collected data were analyzed by Chi-squared test and independent t-test to compare the means of variables.

Results

According to the scopes of the study, the resulted findings are as follows:

Table 1. Statistical indexes of metacognitive skills variable of one of the parents

<i>Statistical indexes / Groups</i>	<i>Number of one of the parents</i>	<i>percent</i>	<i>mean</i>	<i>Standard deviation</i>
<i>Parents with high degree of metacognitive skills (scores 60-120)</i>	24 people	24	73	4.16
<i>Parents with low degree of metacognitive skills (scores less than 60)</i>	76 people	76	46	5.25

The data included in table (1) shows the degree of parents' metacognitive skills in sample group. According to these data, 24 percent of the parents have high degree of metacognitive skills and 76 percent of the parents have low degree of metacognitive skills.

Table 2. Statistical indexes of young people's addiction variable

<i>Statistical indexes / Groups</i>	<i>Number of male young people</i>	<i>percent of male young people</i>
<i>Cigarette use among the young people with parents having high degree of metacognitive skills</i>	3	12.5

<i>Cigarette use among the young people with parents having low degree of metacognitive skills</i>	29	38
<i>Drugs use among the young people with parents having high degree of metacognitive skills</i>	-	-
<i>Drugs use among the young people with parents having low degree of metacognitive skills</i>	10	13
<i>Alcohol use among the young people with parents having high degree of metacognitive skills</i>	1	4
<i>Alcohol use among the young people with parents having low degree of metacognitive skills</i>	16	21

The data included in table (2) shows the frequency of addiction to cigarette, drugs and alcohol among young people with parents having low and high degree of metacognitive skills. According to the data, the rate of addiction among young people with parents having high degree of metacognitive skills is less than young people with parents having low degree of metacognitive skills. It worth to mention that in this study a person is known as cigarette addict that uses more than 3 cigarette per day; a person is known as drugs addict that uses drugs at least one time per week; and a person is known as alcohol addict that uses alcohol at least one time per week.

Table 3. Comparing test between variable of high and low degree of metacognitive skill of one of the parents of male young people

<i>Statistical indexes / Groups</i>	<i>Number</i>	<i>mean</i>	<i>Standard deviation</i>	<i>df</i>	<i>Calculated t</i>	<i>T table in level 0.01</i>	<i>Test result</i>
<i>group with high degree of skills</i>	24	73	4.16	98	28.42	2.61	Significant difference
<i>group with low degree of skills</i>	76	46	5.25				

In table (3) the statistical indexes of parents' metacognitive skills have been indicated and compared with test. According to the obtained results, the calculated rate for comparing the mean of parents with high and low degree of metacognitive skill is higher than the stated rate in the table to 99 percent of confidence level. So the difference between the man values is significant, i.e. there is a significant difference between parents' metacognitive skill.

Table 4. Chi-square test for comparing the rate of male young people addiction with parents having high and low degree of metacognitive skill

<i>Addiction dimensions / Statistical indexes</i>	<i>Number</i>	<i>df</i>	<i>Calculated chi-square</i>	<i>Chi-square of table in level 0.01</i>	<i>Test result</i>
<i>Cigarette use</i>	100	1	17.20	6.64	Significant difference
<i>Drugs use</i>	100	1	13.90	6.64	Significant difference
<i>Alcohol use</i>	100	1	13.21	6.64	Significant difference

Table (4) shows the results of chi-square test for comparing frequency values of three types of addictions. According to the data of this table, the observed frequency values in all three types of addictions have significant difference with expected frequency values which means that the rate of addiction to cigarette, drugs and alcohol among male young people with parents having high degree of metacognitive skills is significantly lower than male young people with parents having low degree of metacognitive skills.

Discussion and conclusion

The present study aims to determine the relationship between parents' metacognitive skills and addiction among young people. The results of this study showed that there is a significant relationship between parents' metacognitive skills and the rate of addiction among young people.

In other words, the rate of addiction to cigarette, drugs and alcohol is significantly less among male young people with parents having high degree of metacognitive skills than male young people with parents having low degree of metacognitive skills. These findings support other studies carried out by Sedigh Sarvestani (2003) Brujeni et.al. (2001), Kaheni et.al. (2000), Lundh & Hindmarsh (1999), William & Gacono (2000), Hong & Neil (2001), Chang (2001), and Leinonen, Solantaus & Punamak (2003).

William & Gacono (2000) believe that the main reason for alcohol addiction among young people is poor degree of self-revision and self-control as well as low abstract reasoning and futuristic thinking among young people themselves and low degree of monitoring and evaluation by parents as a metacognitive aspect of them. Parents' low degree of metacognitive skills lead to: firstly they could not use their metacognitive knowledge and metacognitive control and evaluation for deviant behaviors of young people such as using cigarette, drugs and alcohol to change their behaviors; secondly parents' low degree of metacognitive skills lead to lack of attention and sensitivity about the aspects and subsequences of addiction to cigarette, drugs and alcohol among their children and do not monitor or control them to reduce damages of youth period.

Investigating the risk factors for young people's misuse of cigarette and drugs, parents' regulation and monitoring strategies as a metacognitive aspect could play an essential role in the pathology of young people's addiction (Sedigh Sarvestani, 2003).

Monitoring strategy includes considering the behavior when occurs, questioning about behavioral issues, and monitoring the type of behavior and reactions for a certain situation. Responding to any situation requires these kinds of monitors.

An addicted person usually lacks the following characteristics: a) does not pay attention to his behaviors; b) does not question for his behaviors in the form of "why do I behave like this?" and c) does not monitor his behaviors and reactions. Parents' monitoring strategy as a metacognitive strategy could make a question against these behaviors; and in case a logical response is found for the question, then "the behavior is monitored". The behavior made without monitoring could have harmful aspects.

Behavior monitoring leads to improvement and activation of "I" or "ego" activities of the young person's personality and the effectiveness of "I" activities would be increased in logical regulation of behavior.

Following the monitoring strategy, behavioral regulation strategy enters to the scene which is necessary in two cases: a) when the individual could not get results from his current behaviors; and b) when the individual has abnormal, vain and irrelevant behaviors such as addiction. In these cases, parents' regulation strategy helps individual to have a revision in his behaviors, understand the defects and remove them on time to improve his behavior. Regulation strategy causes the behavior to be changed from disordered situation to ordered one. If the regulation strategies are not used, individuals accept their abnormal behaviors and do not modify them. An addicted person usually lacks the following regulation characteristics: a) does not consider understanding the roots of his defects and removing them; b) does not consider modifying his abnormal behaviors. In these situations, parents' regulation strategies would be necessary. Also it worth to mention that at the first stages, utilizing these metacognitive skills should have preventive aims (Hong & Neil, 2001).

In order to explain the findings of this study, it could be indicate that parents with high degree of metacognitive skills could think about their thinking, so they have a fine control and dominance on their

own behaviors and behavior of their young or teenager children. This could be regarded as a preventive factor from abnormalities and deviant behaviors among young people.

In general, findings of this study shows that there is a significant relationship between parents' metacognitive skills and the rate of tendency to addiction among young people. This issue induces principal and scientific planning in the field of training metacognitive skills to the families to prevent forming social, psychological and familial damages.

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The effect upon the hyperactive preschool children learning education activities

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Abstract

Introduction: Attention deficit hyperactivity disorder is the most common and most well-known among children and adolescents in psychiatry.

Methods: A field study in which a correlation between the variables being studied. In this study, the relationship between the impact of hyperactivity in preschool children learn Brmyzan training activities have been studied.

Results: The prevalence of attention deficit and hyperactivity disorder questionnaire with 48 questions, 2/12 percent respectively. Prevalence of hyperactivity in boys than in girls was higher than that of the entity was not significant statistically.

Conclusion: Attention deficit and hyperactivity disorder with an average prevalence in the study population.

Keywords: attention deficit and hyperactivity disorder (ADHD), learning.

Introduction

ADHD or hyperactivity and lack of attention, a common behavioral disorder that affects approximately 10-8% of children. The disorder is three times more likely in boys and girls, but the reason for this difference is unknown. Hyperactive children act without thinking too active and have trouble concentrating. Mtvjhand what to expect from them, but often the parents to meet these expectations is difficult because they can not sit still, pay attention to detail or accuracy. Amadrkvdkan hyperactive symptoms longer exist and occur in different situations and environments.

The disruption of family functioning, child's social and academic damage. This does not cause hyperactivity Nbvdayd you a good parent. No definite relationship between high consumption of sugar. The vaccines are not the cause of it. Biological causes of its origin is still not well understood

Methods

Field of study in which a correlation between the variables being studied. In this study, the relationship between the impact of hyperactivity in preschool children learn Brmyzan training activities have been studied.

The population in this study consists of all city Bukan is all preschoolers

Sample: The sample consisted of 40 preschool children who have been selected using the sample

Analysis of data.

Conclusions

Attention deficit hyperactivity disorder and more moderate prevalence in the study population

Resources

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Theoretical approaches to child poverty: from Uni-dimensional approach to multidimensional approaches

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Abstract

Poverty has affected the lives of millions of children around the world. Children experience poverty differently from adults. UNICEF knows poor children as children who are deprived from material; mental and emotional resources needed for survive development and thrive. This review provides an overview of the current state of literature on the concept of child poverty and its measurement (from Uni-dimensional approach to accept the multidimensional approaches concept). This study reviews different literature and explains theoretical approaches to this concept relying on the concept of multidimensional child poverty. Child poverty approaches are included in different domain from child poverty definition (for identifying the poor from the non-poor) and data aggregation methods (providing index) and each has advantages, disadvantages and data requirements. using continuum of dimensionality on child poverty concept and reviewing literature in this area, each approach is described in detail and finally dimensional continuum of child poverty approaches were drawn. In this review we concluded that, the nature of child poverty is multidimensional and there is no comprehensive approach to measure child poverty and each must be based on its conceptual framework and in accordance with the availability of data and cultural, social and economic context (especially Iran).

Keywords: poverty, child poverty, multidimensional poverty, identification, aggregation

Introduction

Poverty is a concept (in the absence of tools and resources) that has negative meanings and is a term that has not been discussed among many political governments (especially in totalitarian regimes) (UNICEF, 2001). Poverty has a different scope of many approaches and definitions and includes human rights and public rights to this right to public assistance and charitable actions.

Despite the global commitment to poverty reduction as the main objective in international discourses and policies, progress in this objective remains disappointing and this is evident particularly from the governments' deviation from commitments to achieve most of the Millennium Development Goals (UNDP, 2007a). this insufficient achievement creates fundamental questions about policies and strategies that are accepted for poverty reduction. However during the time, people understanding of poverty varies greatly and now there is widespread acceptance of multidimensional nature of poverty in the world but progress in identifying and measuring various aspects of poverty has been little, especially in vulnerable groups such as children, and since the children are not as economic actors and do not have the power to

express their resources, the issue of child poverty has less been regarded by governments and institutions.

Childhood is a very vulnerable stage in life when people develop the physical, mental, emotional, and learning capacities that will influence the rest of their lives. young children are dependent on their parents or guardians for their needs as they are not economic actors or agents by themselves. Providing the needed resources and services during the first 15 years of children's lives so that they can fully develop their physical, mental, emotional, and learning capacities, is vital to helping individuals reach their full potential in life and escape poverty (UNICEF, 2005b). Children living in poverty become adults living in poverty. To break the cycle, children must be provided with the appropriate food security, shelter, healthcare, education, public services (i.e. water and sanitation), and with a voice in the community. These basic services will enhance children's well-being and give them the basic tools to escape child poverty and break the generational poverty cycle

In addition, in these children the various aspects of child development (social- emotional, physical and cognitive- language) is not within the age-appropriate normal form that this can be effective in the socio-economic life of child and the community. In fact children are part of the relationship between intergenerational poverty, this means Poor adult have children who are deprived from growth opportunities and this is a serious threat for their future and thereby makes more likely to reproduce poverty among them (Bradshaw, 2001).

UNICEF's working definition of child poverty, presented in *The State of the World's Children*, implies that "Children living in poverty (are those who) experience deprivation of the material, spiritual and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society"(UNICEF,2005a). UNICEF's definition stresses the multi-dimensional and interrelated nature of child poverty

Due to the existence of different approaches to child poverty and transform of these approaches from traditional one-dimensional and monetary form to multidimensional perspectives, this paper intends reviewing literature and various texts on current approaches to analyze this concept based on the continuum dimensions and describe the strengths and weaknesses of each of these approaches so that creating a basis for fundamental and experimental researches, provide a comprehensive insight to define and measure child poverty concept in the country and benefit it to review and explore child poverty and policy making in this area.

The importance of child poverty

In this context, there is widespread agreement that children experience poverty in different ways than adults. Child poverty is understood as poverty that is often experienced by children and young people and since the causes are different, it is different from adult poverty.

Several reasons can be put forward for the importance of a child-focused approach towards poverty (Gordon et al. 2003a, 2003b, Minujin et al., 2005). A first reason is that children are at a higher risk of poverty regardless of place and time. Children are largely dependent on their direct environment for the provision of their basic needs. Since they are not independent economic actors by themselves, they rely on the distribution of resources by their parents, household or community members. Child-focused poverty measures are crucial to provide information about this distribution and thus about poverty at the child-specific level. A second reason is that if children grow up in poverty, they are more likely to be poor in adulthood as well. Poverty often manifests itself as a vicious circle that children are trapped in from birth onwards. Reducing child-poverty as a short-term objective would thereby also reduce adult poverty in the long run (Corak, 2006). Further, children are differently affected by poverty than adults are since their basic human needs are different. Children have different dietary requirements and the role of education is vital during their stage of life (Waddington, 2004). A child-specific approach can highlight and emphasize those needs that are especially crucial for children and their development. Finally, a generally accepted and workable definition and measurement method of child poverty is an important tool for both academics and policy makers. It does not only offer the opportunity to get an insight into children's

poverty status but also gives the possibility to formulate and monitor sound poverty reduction objectives, strategies and policies.

Thus, addressing child poverty is inadequate only from monetary approach. Children's Specific requirements in terms of basic needs and the need for specific information for policy formulation are important reasons for developing a multidimensional approach for child poverty (Rollen and Gassmann, 2008).

Definitions of child poverty

Poverty is not a concept that we can offer clear and unique definition for it. researchers over time have had different definitions of it. For example, poverty can be defined generally as a constraint in meeting basic goods (Watts, 1968) or poverty can be defined as substantial deprivation in well-being (Haughton & Khandker, 2009). Amartya Sen knows poverty as a lack of ability to perform certain functions in society (Sen, 1985) and the World Bank's definition of poverty refers to the lack of or inability to obtain acceptable living standards of society (World Bank , 2002).

Several explanations have been offered for child poverty that a number of them are mentioned here.

According to UNICEF' definition, children experience poverty with their hands, minds and hearts (UNICEF, 2005b). For example, material poverty leads to malnutrition, which in turn affects health and education, which in turn may impact a child's long term development. Furthermore, to address the lack of financial resources, children from poor households may be engaged in child labor which may negatively impact a child's cognitive and physical development by depriving the child from school. In essence, UNICEF's definition stresses the multidimensional and interrelated nature of child poverty.

The Childhood Poverty Research and Policy Center (CHIP) offers the following definition of child poverty: "Childhood poverty means children and young people growing up without access to different types of resources that are vital for their well-being and for them to fulfill their potential. By resources we mean economic, social, cultural, physical, environmental and political resources."(CHIP,2004).

More specifically, this definition implies that growing up in the absence of any of the factors listed below constitutes childhood poverty:

- an adequate livelihood: the financial and nutritional resources needed for survival and development (economic, physical and environmental resources)
- opportunities for human development – including access to quality education and life skills, health and water/sanitation (social, cultural and physical resources)
- Family and community structures that nurture and protect them.
- opportunities for voice :powerlessness and lack of voice (political resources) often underpin other aspects of poverty

Like UNICEF, CHIP's child poverty definition is multifaceted and stresses that the different aspects of child poverty are interrelated; and like UNICEF, CHIP supports comprehensive anti-poverty strategies that address the different aspects of child poverty.

In another definition," Save the Children Sweden" also makes a strong connection between child poverty and human rights. It argues that fighting child poverty is much more than a development concern; it is a human rights concern. Furthermore, like CIDA, Save the Children uses a monetary approach to identify children living in poverty, and proposes a human rights approach to design anti-poverty polices that address child poverty (Save the children Sweden, 2003).

UNDP has "advocated a broader understanding of poverty beyond the traditional focus on income deprivation of most poverty literature. Overall, it advocates a hybrid approach (a mixture of the basic needs principles and the human rights approach). As for child poverty, UNDP holds that child

poverty is the denial of the socio-economic rights that have been outlined in articles 26 and 27 of the Convention on the Rights of the Child (CRC). Article 27 outlines for all children "the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. Furthermore, UNDP holds that in order to break the cycle of child poverty, children need access to "food security, shelter, and water and sanitation and all of which are essential to enhancing children's well-being" (UNDP, 2004).

Monetary approach for measurement of child poverty and Criticisms

Monetary poverty, either based on income or consumption, conceptualizes child poverty as children living in low-income families or households. Low household income is considered to have a strong link with the well-being of children and their opportunities for development. The monetary poverty approach takes the household as the unit of analysis. The poor are identified by setting a poverty line on the basis of household income. Household income or monetary well-being reflects a single aspect of children's lives and the monetary poverty approach can as such be considered a Uni-dimensional approach. Two main forms of poverty lines exist, namely absolute and relative poverty lines (Ravallion, 1994). An absolute poverty line is based on the ability to purchase a certain quantity of goods and services while a relative poverty line is related to the standard of living in the specific country (UNICEF, 2005b). The identification of the poor according to the absolute poverty concept is most commonly based on a "basket" of goods and services that a household should be able to purchase (Corak, 2006). The cost of this basket determines the cut-off point for those households considered poor and those that are not. Both, low and middle income countries frequently determine two absolute poverty lines, one based on a minimum food basket identifying the extremely poor, and a slightly higher level adjusted for the consumption of other basic goods. As national standards are not appropriate for cross-country comparisons, international absolute poverty lines, such as the one-dollar-per-day poverty line⁵ have been widely used, also for the Millennium Development Goals (UN, 2007). Relative poverty lines are determined in the context of the time and place they are used and take into account the national standard of living. For example, The Laeken Indicators for the EU define relative poverty lines at 50% and 60% of median income (European Commission, 2007),

Standard poverty indicators within the monetary approach are poverty incidence (headcount), poverty gap and severity. In terms of poverty incidence, child poverty is the fraction of children in household falling below the poverty line as a percentage of all children. The poverty gap is obtained by multiplying the incidence rate with the shortfall of the poverty line to obtain a measure of the depth of child poverty. Severity of child poverty can be assessed by a squared poverty gap measure, giving greater weight to larger shortfalls from the poverty line (Ravallion, 1994).

The main advantage of the use of monetary poverty concept is the quantifiable output.

It does not only offer the opportunity to measure the incidence of poverty but also to quantify the depth and severity of poverty. The output consists of clear figures that can be used for national policy and poverty monitoring and international comparisons

The method also presents some clear disadvantages, though. Firstly, it is a one dimensional measure of poverty, not including other dimensions that many experts call for. These methods all rely on household level data, which almost by definition do not cover some of the most vulnerable groups of children like abandoned children, children from illegal immigrants or street children (Waddington, 2004). In order to disentangle the aggregated (household) information for each individual in the sample unit, assumptions have to be made about the intra-household distribution, there are mainly two choices. First, a simple method for making calculations down to the individual level is to divide total household income by the total number of household members, which is

to use per capita income or expenditure. This method disregards different needs of individuals living in a household (demographic composition) and economies of scale within the household (Gordon et al., 2003a, 2003b, Young Lives, 2001)

Secondly, another method often used is that of equivalence scales, which assume that a child costs or requires basic needs that are only a certain fraction of that for an adult and that larger households can benefit of economies of scale. Although this method clearly differentiates between the needs of adults versus that of children, it does not

allow for differences among children due to age, gender and the choice of the scale is therefore often arbitrary.

Thus it can be concluded that in analyzing poverty and child poverty, resource definition should not be limited to income, given that income is an important part of available resources, but it is not sufficient alone to measure child poverty

The movement to multi-dimensional approaches in the context of child poverty

As noted above, the monetary approach is a one-dimensional approach and is the most approach that is used by international developed organizations like World Bank (Boltvinik, 1998), this approach uses the income to detect and measure poverty. The money is shown based on income or consumption levels, and is used as a common measure to assess poverty and rely solely on the values obtained by the market. As a result, the income level is the only index used in the monetary approach for poverty assessment. Many emphasize on requirement to multidimensional approach in defining the poverty of age groups and population including children, are (rather than an exclusive emphasis on income-based definition). Review of the literature in this area suggests that many approaches in the field of academics and policy making of child poverty supports recognizing child poverty as a multidimensional concept. Here after reference to the general use of multidimensional approach, we review the details of each of these approaches and their advantages and disadvantages.

According to Sen (Sen, 1979, 1982) poverty measures differ with respect to the identification of the poor and the aggregation methods used to combine information about the poor into an overall poverty measure. The first characteristic is concerned with distinguishing the poor from the non-poor while the second feature of poverty measures refers to the way in which individual-level information of the poor is combined into a summary statistic

In identification discussion that is along with considering a threshold (poverty line) to separate the poor from the non-poor what is important are resources intended to measure child poverty by which we can identify poverty or non-poverty of child.

There is a long-standing debate on the identification question and, more specifically, about which resource measure or welfare indicator to use and where to set the threshold for general poverty measurement². However, this debate is rather new when it comes to child-specific poverty approaches. The resource base can range from a uni-dimensional to a more multidimensional measure, basing the identification solely on the aspect of income or one other dimension or, in contrast, on multiple dimensions.

Poverty approaches can be said to differ in their degree of dimensionality when setting the poverty line and separating the poor from the non-poor children. The degree of dimensionality can be visualized on a continuum of dimensionality, ranging from measures only including a single dimension as their resource base to approaches using a multitude of dimensions that aim to capture the complexity of poverty.

In the following sections of the paper each of these approaches will be examined.

Poverty approaches can roughly be divided in three categories on the basis of the aggregation methods used. These three categories are child poverty count Measures, child poverty index measures and holistic child poverty approaches.

The child poverty count measures are those child poverty approaches that are based on individual level information. These measures "count" the number of poor children and provide a headcount of poverty or incidence rate. The count of poor children is performed by considering the number of children that find themselves below the poverty line, which is determined in the previous identification stage. Incidence measures can also be extended to measure the depth and severity of poverty. A prerequisite for the calculation of a poverty count measure is the availability of micro-data.

Child poverty index measures can be considered the second category of child poverty measures. It is an aggregate figure that enables one to compare the performance of

various groups with respect to child poverty. These groups can comprise geographic locations (e.g. countries or states) or demographic groups (e.g. age groups or ethnic groups). A range of methods is available for the construction of index measures and inherent to this construction are decisions on the normalization, weighting and aggregation techniques (Nardo et al. 2005). The Human Development Index (HDI) is an example of a poverty index measure, comparing country performance on the basis of educational attainment, longevity and standard of living (UNDP, 2007b).

Two other examples of combination indicators entitled human poverty indicators (Human Poverty Index) (HPI-1) is designed for developing countries and HPI-2 is designed for developed countries that multidimensional poverty situation in the areas of health, education and life standards are measured by them. In child poverty area a combination of several indicators has been developed such as EU Child Wellbeing Index and US Child and Youth Wellbeing Index that will be mentioned below.

Variety of multidimensional approach for child poverty

- Approaches based on Child Rights Convention (Corak approach, Bristol deprivation approach, Young lives approach)

1) Corak's approach

One of the approaches in measuring child poverty is introduced by Corak. This approach known child poverty as multi-faceted phenomenon and knows poverty definition based on child rights Convention. Corak wanted to unite statistical and economic issues in multi-dimensional child poverty measurement and at the same time emphasized the importance of policy and its cycles. his six guiding principles for child poverty clearly indicates that appropriate data and estimation methods can form considerable practical limitations to apply child poverty approaches in public policy. These principles include:

- Avoidance of unnecessary complexities: in rich countries, families are the Primary provider of resources for children and therefore the use of an income based Measure is good proxy
- Income measures alone do not capture all dimensions that poverty entail and should be complemented by indicators like health, nutrition and others. The number of complementary indicators, however, should be small
- Poverty lines should be drawn taking social norms and societal context into Account
- Indicators should be updated regularly to allow for consistent monitoring of Poverty
- Employ a fixed and moving poverty line as backstop and target
- Building of consensus public support for poverty reduction as value judgments are inherent to the definition and measurement of poverty.

While the first four principles deal with economic and statistical issues, the latter two are focused on the political and policy dimensions of poverty that are deemed equally important to the process of definition and measurement (Corak, 2006)

Corak implies that the choice of indicators and consequent definition of poverty is in part guided by data availability and the avoidance of complexities. Explicitly emphasizing the practical and feasibility aspects of the approach transforms the approach from multidimensional in concept to uni-dimensional in implementation (Roelen and Gassmann, 2008).

The child poverty measure within Corak's practical approach is headcount poverty rate. The headcount refers to the proportion of children with equivalent incomes less than 50% of the national median equivalent income (Corak, 2006) The advantages and disadvantages of Corak's practical approach are similar as those discussed for the monetary approach. Its main advantage, which is also Corak's main goal throughout his work, is its practical nature that makes the approach attractive to use for policymakers and analysts

2) Bristol deprivation approach (deprivation of basic needs)

In 2003, a team of researchers from the University of Bristol and the London School of Economics were commissioned by UNICEF to conduct an empirical study on how children fare with respect to seven measures of severe deprivation. The measures of deprivation are based on child rights and definitions of poverty internationally agreed at the 1995 World Summit for Social Development. The measures are: adequate nutrition, safe drinking water, decent sanitation facilities, health, shelter, education, and information. The fulfillment of basic needs is assessed at the level of the individual child, considering the individual child as the unit of analysis.

Within every dimension, definitions for mild, moderate, severe and extreme deprivation are established. The cut-off point or poverty line is set at the severe deprivation definition within every dimension. If a child does not meet that criterion, it is considered deprived within that dimension. Within one dimension, more than one indicator can be identified to represent the cut-off point. Thresholds are set in such a way that they measure deprivation in conformation with internationally agreed standards and conventions but also subject to data availability and feasibility (Gordon et al., 2003a).

The deprivation approach is a poverty count measure as it assesses for every child whether he or she is deprived in one or more dimensions. consequently, a child can be considered to be severely deprived, absolutely poor or non-poor. A child is regarded dimension deprived when he or she does not meet the cut-off point of at least one of the indicators identified within that specific dimension. Consequently, severe deprivation is constituted by a child suffering deprivation within one or more of the dimensions. A child is considered to be living in absolute poverty if it suffers two or more severe deprivations (Gordon et al, 2003a, 2003b). The output of the deprivation approach thus exists of deprivation counts for the seven dimensions as well as two aggregate poverty counts, being severe deprivation and absolute poverty. Gordon study only assesses the incidence of child poverty.

A clear advantage of the deprivation approach is the recognition of multidimensionality in child poverty and its straightforward way of conceptualizing this. It can be regarded as an absolute and simple measure of poverty as it compares to the headcount index. It defines severe deprivation or absolute poverty when a child is below a certain cut-off point set for a certain indicator and counts those children. Hence, the approach has the advantage of providing straightforward numbers in the various domains, which can be used to advocate progress or report deteriorations in fields of development. Another advantage of the deprivation approach is the possibility of analyzing overlaps of deprivation. Because the information springs from one source with information on different domains for all children, it is possible to assess the nature and combinations of deprivation.

The approach also has a number of disadvantages. Firstly, the approach relies on Surveys, which almost by definition do not cover some of the most vulnerable groups of children like orphans, abandoned children, children from illegal immigrants or street children (Waddington, 2004). thereby most likely causing an underestimation of child poverty. Secondly, the analysis of overlap of deprivations as well as depth and severity of poverty is limited. Due to survey design and the fact that different issues are relevant for children at different ages, not all indicators and domains are observed for all children. As a result, overlap can only analyzed for a few combinations of indicators or domains. Further, the count of deprivation to analyze the depth of severity of poverty would provide a biased picture as different numbers of deprivations can theoretically be observed for children in different age categories.

3) Child poverty in Young Lives Approach

Similar to the Bristol study, The Young Lives Project is a British Department for International Development (DFID) funded international collaborative study to investigate the changing nature of child poverty. Like the Bristol study, the Young Lives' Project seeks to improve our understanding of the causes and consequences of childhood poverty (UNDP, 2004). However, whereas the Bristol study

aimed to provide a “snapshot” measure of child poverty today, the Young Lives’ Project aims to address the lack of information on changes in children’s wellbeing over time. It is a long term project that aims to follow nearly 12,000 children and their families over 15 years in four countries (Ethiopia, Peru, Vietnam and India)

The definition of child poverty is based on the basic needs derived from the core themes of CRC and the livelihoods framework from DFID. Rather than formulating one definition of poverty, the project puts forward a holistic framework with six child-specific outcomes to provide indicators for the poverty status of children. These six outcomes are: nutritional status, physical morbidity, mental morbidity, Life skills, and developmental stage for age and perceptions of well-being and life chances (Young Lives, 2001)

The last of these outcomes emphasizes the importance of participatory methods in the Poverty mapping process to learn more about children’s own opinion and perceptions of poverty and their own situation. This is directly derived from the CRC and the right of the child to be heard and the recognition that children themselves act as social agents. The qualitative information gathered will supplement the mainly quantitative information on the first five outcomes. The Young Lives project approaches child poverty in an inclusive manner and wishes to capture the large array of processes (its causality), factors and forces that influence children’s lives and child poverty,(Boyden,2006) The analytical framework is presented by Boyden (2006) as follows:

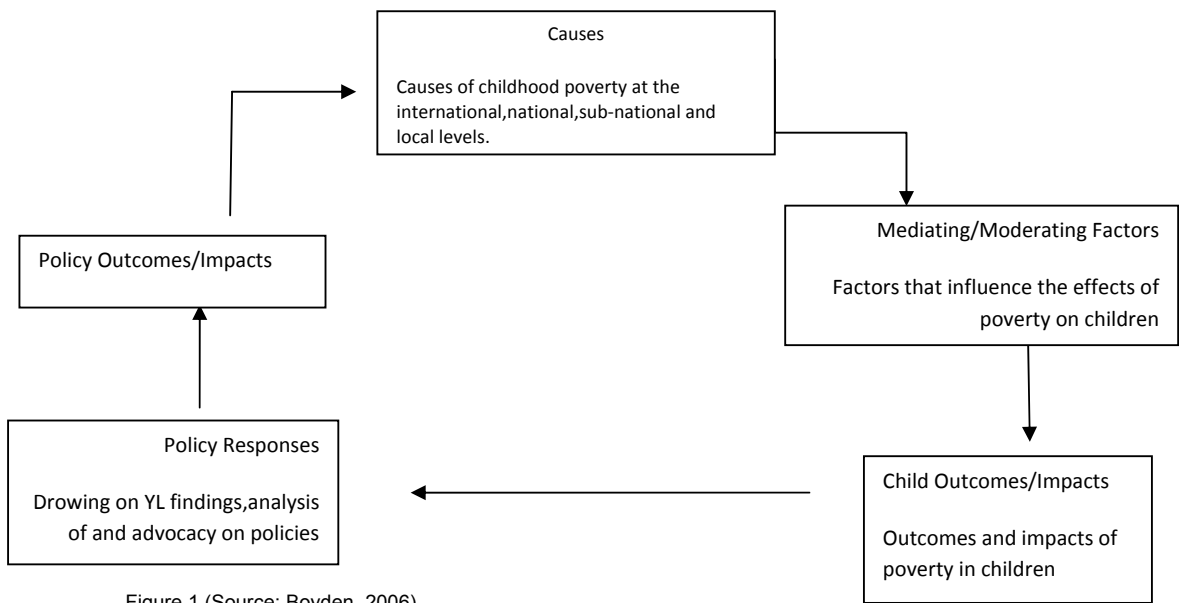


Figure 1 (Source: Boyden, 2006)

The approach aims to place outputs, outcomes and impacts in such a framework to display the complexity, causality and inter-linkages between the various factors that influence child poverty. It does not aim to produce a comprehensive set of indicators or a single poverty figure. Therefore, we can only provide an overview of the identification of the poor in the form of an analytical framework but not present a method of aggregation. It does not aim to produce a comprehensive set of indicators or a single poverty figure. Therefore, we can only provide an overview of the Identification of the poor in the form of an analytical framework but not present a method of aggregation. The Young Lives approach provides a very holistic and inclusive method of not only child poverty or well-being but a whole child livelihood analysis. It does not attempt to simplify childhood well-being to a few indicators or aggregate measure. Moreover, the lack of quantifiable output on a regular basis

makes the approach less appropriate for regular monitoring of policy and child poverty

-Approaches based on child poverty index measures (EU Child Wellbeing Index and US Child and Youth Wellbeing Index)

1) EU Child Well-being Index

Bradshaw et al. (2006) constructed a child well-being index to compare the 25 EU Member States. Based on the CRC and other studies on the multidimensional nature of poverty, they formulated eight different clusters in which child poverty is analyzed. The clusters are as follows: material situation, housing, health, subjective well-being, education, children's relationships, civic participation, risk and safety.

Within these eight clusters, 23 domains and 51 indicators were identified. Although the choice for domains and indicators was initially made on the basis of the authors' multidimensional view on child poverty, it finally depended on the available data.

The output of the wellbeing index is a composite index for every EU Member State, summarizing the overall progress in the different clusters.

An overall index score was calculated with the use of z-scores. Firstly, z-scores are calculated for each variable and averaged within every domain. Secondly, the z-score averages for the various domains are averaged for the eight clusters. Finally, the cluster z-score average is averaged to obtain the overall index score. If a country is performing above average, the index score will be greater than zero. A negative index score indicates that the specific country performed less than average (Bradshaw et al., 2006).

The main advantages of an index are the summary of various indicators in different domains it provides and the production of a single number that is easy to communicate. In case of the EU Index, the index does not provide information on progress towards the individual indicators as well as overall child well-being in absolute terms. Furthermore, the strength of a one-number output is also its weakness. The upward and downward trends of different variables might compensate each other, not having an effect on the index. Hence, a lot of changes in the various clusters and domains might occur that are not observable for those only considering the overall output of the index (Micklewright, 2001).

2) The US Child and Youth Well-being Index (CWI)

The US Child and Youth Well-being Index (CWI) was developed by Land et al.

(Land et al., 2001). The index is designed to consider changes in child and youth well-being over time for specific demographic and geographical groups.

The underlying concept used for the construction of the index is based on the assessment of the quality of life, including objective as well subjective measures of well-being. Land et al. (2001) capture child well-being in seven different domains of life, based upon studies by Cummins (1996). Although these domains were originally

designed to represent quality of life areas for the entire population, they are considered to capture the majority of areas of well-being for children. These domains

include the following: material well-being, health, safety, productive activity, place in community, intimacy, emotional well-being.

A number of 28 indicators are identified within the 7 dimensions of well-being. The index is constructed in such a way that it measures the performance over time relative to a specific base or reference year. The percentage change from the base year value is averaged over the indicators within every domain and these domain indices are consequently averaged to obtain the overall index number. The indices can not only be calculated for an overall population but also be broken down by demographic categories like age groups and ethnicity to track their relative performances over time (Land, 2001)

The large advantage of the US CWI is that it is a tool to measure the situation with respect to children's well-being over time. Further, as performance over time is measured in reference to a specific base year, the outcomes are easily interpretable and

communicable. The index scores do not provide information on how groups perform in relation to each other or an absolute level. Another downside of this tool is the large data requirement. To be able to measure performance over time in all 7 domains, one needs data about objective as well subjective

aspects of well-being from a wide time range. These demanding data requirement will for many countries form a constraint in the implementation of such a CWI index (Land, 2001).

-Amartya Sen's capability approach

This approach was developed by Sen (1985). It is based on social justice, equality and inequalities. Under this approach, the suitable indicator is neither the utility nor the satisfaction of the essential needs, but human skills or capacities. The three components of this approach are, "commodities", "operations" and "capacities."

The commodities approach corresponds to the set of goods and services and possesses the characteristic to make possible the "operations." Operations take into account the achievements of individuals, that is what they "are" and what they "have" with their resources. The capacities approach corresponds to a set of opportunities that are accessible to an individual and among which he can choose: These are the various combinations of functioning that an individual can achieve. Thus, this approach permits to apprehend poverty while considering it as the result of an inability to seize opportunities because of a lack of capacities resulting from a deficient health, or an insufficient education, or and unbalance nutrition, etc. Poverty reduction strategies based on this approach would focus on human capacity building.

The basic argument against the capability approach is its problem in transforming basic features to a set of measurable represents. Measures are needed to identify repeated practices that can measure access to abilities and participatory evaluation (which considers poor) can be an effective tactic to assess the effectiveness of anti-poverty strategy in equipment of people with basic features. (Laderchi et al, 2003)

- The approach taken in UNICEF standard studies

United Nations Children's Fund (UNICEF) has separate section for the study of child poverty that includes assembly of States Parties (including Iran) to examine child poverty.

All studies in this part of the UNICEF has standard structure and so far only a portion of the member states have prepared their report in the form of standard structure. This structure is composed of three main parts: the first part includes child and development, second part includes child and poverty and third part includes foundations of child welfare including nutrition, health, child protection, education child and welfare. According to this report these concepts are called child welfare bases that analyzing each base includes a review of laws, policies, outcomes, causalities and strategies using data and collected information. Also, not only welfare bases are examined but also national policies of each country are introduced that are resulted from these outcomes (UNICEF, 2005a)

-DEV Framework for Child Poverty

The Christian Children's Fund (CCF) started a comprehensive study in 2002 on experiences and impact of poverty on children (Feeny and Boyden, 2003). The DEV framework is built up around three dimensions: deprivation, exclusion and vulnerability. The Deprivation dimension focuses on the lack of basic needs including food, shelter, and safe drinking water, among others. In addition to merely recognizing whether a child suffers certain deprivations, the elaboration on the severity, intensity and the context of the deprivations also receives emphasis. The Exclusion dimension considers the processes that prevent a child from fully participating in society. Four types of exclusion are identified: social status, group membership, economic status and cultural biases. The Vulnerability dimension refers to the dynamic nature of poverty and the external and internal threats and risk management that cause a child to fall into or escape poverty. As said above, the approach offers a conceptual framework that goes beyond the deprivation approach of Gordon et al(2003a). but has not been further developed into a tool for child poverty analysis and measurement. The latter is largely the result of criticism on the high emphasis that the majority of child poverty literature places on statistics and quantifiable situations. Feeny

and Boyden (2003) belief this undermines the complexity of poverty and the experiences of children themselves

Continuum of Dimensionality of child poverty approaches and conclusions

According to the materials covered in this article on the different approaches and the concept and measurement of child poverty, we can present them based on dimensional range:

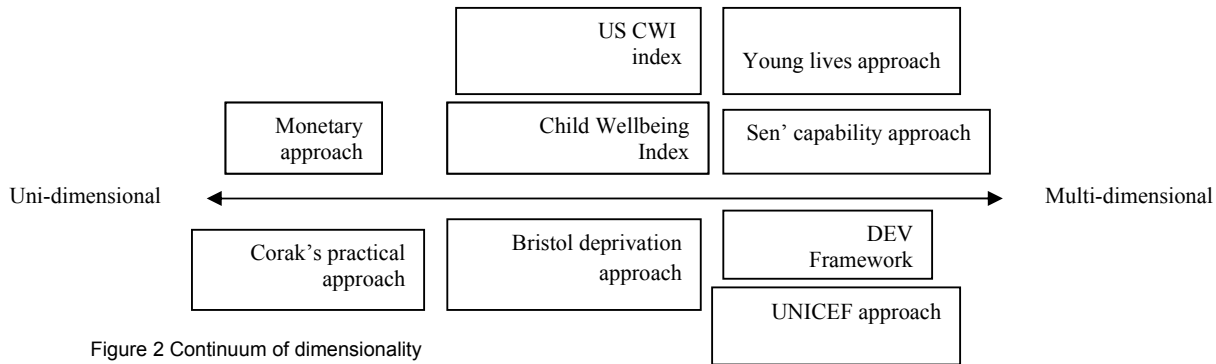


Figure 2 Continuum of dimensionality

Figure 2 displays that the monetary approach is most uni-dimensional, followed by Corak's practical approach. The latter is uni-dimensional in de facto implementation but leaves room for the internationalization of other dimensions of poverty in concept. The deprivation approach, EU Well-being Index and US CWI index can be placed on the middle of the continuum. These approaches are multidimensional in concept as well as implementation but only provide quantifiable output. The Young Lives approach and DEV framework can be considered under the category of holistic and Inclusive approaches. They recognize the complexity of child poverty in concept and do not simplify the situation by presenting the situation in a set of indicators

As the article mentioned, these indices consider child poverty multidimensional nature that main articles used in CRC are included in this definition, however, most of these approaches have employed the child poverty concept in quantity form and lower subjective well-being components and quality of children's understanding of their poverty are included in approaches. However, as mentioned in article, the main advantage of such indicators is their effectiveness as a tool for policy monitoring, evaluation and comparisons. Four dimensions in the right end are comprehensive approaches for child poverty that in addition to quantity elements, qualities, processes, policies and children perceptions have been considered and they have been regarded as important issues in the evaluation of child poverty, for example, in the capability approach a broad collection is seen that effects on personal capability and child freedom to have a decent.

It should be mentioned that more we move towards multidimensional child poverty more and comprehensive data are available for measurement and evaluation of child poverty of course, in many developing countries (including Iran) availability and access to such data (sufficient time and funding) is seen as a major constraint.

Decisions made on all these aspects involve a set of advantages and disadvantages in comparison to their alternative. From the review of the current state of literature, we can conclude that there are no perfect approaches for the measurement of child poverty. During the development of a child poverty approach, a careful assessment is made of the advantages and disadvantages of choices made for specific elements. The end result is an approach whereby the advantages of the chosen approach outweigh the disadvantages for those using the approach

In the case of Iran country, the first step to address child poverty is to have the political determination to meet the goals of Children's Rights that have been expressly referred in CRC. Once these rights were guaranteed they should be based on a multidimensional approach and all aspects affecting child poverty should be considered and for this reason we need a comprehensive information system that data on child deprivation are collected in that dimension (at country level) and therefore multidimensional child poverty should be measured and thereby policy making and drawing the landscape of children's well-being will be achieved.

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Damaging Factors Of Counseling Activities In Schools

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Abstract

Achieving educational goals requires pathology of its activities including counseling activities as the heart of educational programs in schools. In this regard, counseling activities have been always among the damaging and vulnerable factors. Hence, the present research has been conducted in schools with the aim of identification of the damaging factors of Counseling Activities. the present study has been conducted in a combinational style. The research population includes principles, consultants, teachers and students studying and working in educational system of West Azerbaijan Province during the educational year of 2012-2013 and the selected research sample (in the qualitative section), which has been determined based on comments saturation, are 46 individuals and (in the quantitative section), which has been selected with the use of stratified random method, are 370 individuals. For data collection author-made interview and questionnaire have been used. The collected data has been analyzed with the use of chi-square, regression, Mann-Whitney, Kruskal-Wallis and z tests. the findings indicate to the significant difference between the existing status and the desirable status of counseling activities in schools. The damaging factors of counseling activities and their level of effect have been identified. Interpersonal factors show the highest vulnerability toward counseling activities. the results of the present research indicate that identification and classification of the damaging factors of counseling activities, educational need assessment of consultants, professional and psychological empowerment of consultants, the necessity of teaching professional qualifications to the individuals in charge of counseling activities as per the counseling standards in schools, time timing of activities' implementation and the like of these can moderate the damaging factors and Convert threats into opportunities and eventually lead to achievement of the desirable status of counseling activities.

Key words: counseling activities; damaging factors; administrators of counseling activities.

Introduction

Organizational pathology is an innovative and powerful tool for improvement and development of a comprehensive pathology in gaining cognition of an organization, regarding currently at what condition it is, to where it intends to reach, how it will understand whether it has reached its destination and what instruments will

contribute to the organization achieving its goals. The aim of pathology of the activities of an organization not only is discovering its real problems the organization is facing with, but also to identify the reason behind these problems and to help the origination to design a plan for solving these problems (Taghadosi, 2009). In other words, improvement and reconstruction of performance and efficiency of the activities of every organization including educational system requires the pathology of society which is performed with the aim of identification of the mature and type of the emerged problem requires a systematic and disciplined approach to the whole process (Seyyedi, 2010).

Intervention of organization improvement and its programs are derived from pathology and includes special measures which are taken with the aim of solving the problems, impediments, damages and eventually improving the organization's performance (Qming & Orerly, 1997). In pathology of the activities and performances of the employees of an organization and in relation with the employees' characteristics and environmental necessities organizations have to resort to new solutions and show a higher flexibility from their end to response to the internal and external pressures. In order to correct and improve the performance of the employees, organizations requires efficient methods in the field of performance assessment, methods which assess the employees' performance based on the job description and certain criteria, identifies the weaknesses and strengths in their performance and with correcting their performance guarantees the increase of services' quality (Pazargadi et al., 2005).

Realization of the globalization strategy requires comprehensive and Jihad-like efforts in all the dimension of organizational performance, in a way that in every activity the common global standards will be met and the educational system of any society is the first step and the most important step in this course. Hence, assessment of individual and organizational performance of this man-making institution seems to be necessary in the context of Meritocracy based on performance efficiency.

With an extensive glance to the roles of the educational activities, we can perceive the complexities and delicacy of the stream of education. Here, one of its roles is to actualize the potential talents of individuals and to increase knowledge and create the necessary skills for a better living which is among the duties of the counseling and guidance of the educational system (Safi, 2001). Quantitative and qualitative development of counseling and guidance services in department of education considering the current status of the society is so much important and can be one of the indicators of qualitative development and progress of educational programs (Hamzeei, 2001).

What is considered as the counseling activities in schools is the best type of cooperation at the level of schools, the aim of which is solving social, family, educational, behavioral and mental damages and problems. Identification of the students' problems with the help of parents and teachers is performed with the guidance factors in school and counseling plays a fundamental role in this relationship (Ranje Bazo, 2008).

Damaging factors in workplace can lead to absence, sickness, leaving job, high expenses (medicine, insurance and replacing jobs), low spirit and other destructive consequences (Carr & Tang, 2005). The content of the problems and damages of every type of activity and job is so much diverse and different and these problems and damages can lead to the cause of disturbance and confusion of identity in person (Cochren, 1994).

So many studies have confirmed the effect of management activities and policies and leadership style on organizational environment and as a result of it on effective performance (Seraj, 2005; Wilson, 2005; Durcikova, 2004; Lambert, 2004; Fouts, 2004; DeMeritt, 2005; Jackson, 2005; Nazem, 2004). The findings of Timm & Peterson (1986) indicate that factors such as trust, Participatory decision-making, support, openness of relationships from top to bottom, listening to reports from top level individuals and giving attention to the high performance targets exist in strong organizational environment. In addition, there are solid evidences regarding the relationship between organizational environment with other factors such as Emotional Intelligence (Rogers, 2005), organizational teaching (Jimenez, 2004) and job satisfaction (Stevens, 2005).

The reason behind dissatisfaction of the individual from his job and activities can be sought in the job itself (job activities), in the environment (for example having tyrant Colleagues) or inside the individual (personality traits such as stress tolerance and job motivations) (Siyaraji, Forges and Mayer, 2000; translated by Noori Emamzadeheei and Nasiri, 2004). Satisfactory assessment of the pressure sources is only possible with the use of a multidisciplinary approach, i.e., for this purpose the comprehensive spectrum of Psychological, sociological and physiological influential factors on Individual user settings should be studied (Cooper & Davidson, 1998; cited by Akhavan Tafti, 2008). Shertzer & Stone (1974) distinguish efficient and inefficient Counselors in the context of experience, relationship type and personality traits from each other. On the other hand, minimum having master degree in counseling course is among other conditions which are necessary in so many countries for the qualifications of a counseling job. Herman considers personality characteristics of a counselor such as creating perception, empathy, attention to authorities of school and creating an open relationship as the most important factors of treatment quality (cited by Peterson and Nisenholz, 1995). George & Cristiani (1990) emphasize on the presence of a number of traits in efficiency of counselors which are: ability to create an intimate and deep relationship with other, accepting oneself, awareness of oneself values and Opinions, responsibility acceptance, necessary skill and experience, having realistic goals.

Achieving educational goals and improving educational performance requires pathology of its activities including counseling activities in schools. For this purpose, pathology of counseling activities and assessment of

counseling activities in schools for identifying the impediments and problems in the face of counseling activities and assessment of the attitudes of the administrators of the counseling and guidance in schools toward the provided services is inevitable for improving the quality of the services and the performance of counselors.

In the present study with the use of a combinational method (qualitative and quantitative) in addition to identification of the damaging factors of counseling activities in schools from the perspective of its administrators in each job category in separation, it has been tried to determine the effect magnitude of counseling activities of each of the identified factors and to provide some solutions for moderating these factors. In order to achieve these research aims, the following questions should be answered: what are the different types of damaging factors of counseling activities in schools? What is the desirable status of counseling activities in schools considering the empirical and theoretical principles of the topic? What the current status of counseling activities in schools? Is there any difference in general between desirable and undesirable status of counseling activities in schools? What are the proper solutions for improving the counseling activities status?

Method

The present research is an applied research in terms of problem nature and research aims and in terms of method has been conducted with the use of combinational method (grounded theory), because the present research deals with the pathology of the damaging factors of counseling activities in schools and on the other hand the findings of this research will be applicable to the improvement of the current status of the counseling programs in schools. Applied studies, as their name indicate, are use for applied, experimental and assessment objectives. The general belief if that most of the studies in the field of education should be included in the category of applied studies (Gay, 1996; cited by Mohammadi, 2005).

Research population includes the principles, counselors, teachers and students during the educational year of 2012-2013 in West Azerbaijan Province. For selecting the sample in the qualitative part Multi-stage cluster random sampling and stratified random sampling method have been used and the sample size for this part has been determined equal to 370 individuals (50 principles, 52 counselors, 150 teachers and 118 students). For selecting the sample in quantitative part of the research the saturation method (comment saturation) has been used and the sample size has been determined to include 46 individuals (12 principles, 16 counselors, 10 teachers and 8 students). The present research has been conducted in two stages. In the first stage, first the administrative factors under study (including principles, counselors, teachers and students) have been specified and then the counseling activities in schools have been assessed and studied in their views with the use of interview and questionnaire and data regarding these activities in schools have been collected. In the 2nd stage and based on the collected data the damaging factors have been classified into a number of dimensions namely Intrapersonal, interpersonal, and meta-personal.

The instruments used for data collection are: 1) information form (interview) for collecting the required data for the qualitative part; 2) author-made questionnaire for collecting the required data in the quantitative part. The semi-structured interview form has been developed with the use of the valuable opinions and guidance of university professors and experts in the field of school counseling. For developing this form we have also referred to scientific counseling texts related to counseling activities in schools and studying the duties and role of the counselors in schools.

The author-made questionnaire also has been developed in the following manner: this questionnaire deals with the damaging factors of counseling activities derived from grounded theory and have 36 items (12 items for each dimension). The questions in the questionnaire have been designs according to a five-point Likert scale (so much = 5 to so little = 1) and its rating is performed on this basis. For testing the validity of the questionnaire, 5 experts have been requested to provide their comments about the content of the questionnaire. Some of the ambiguous phrases and words have been modified. for determining the reliability of the questionnaire, first the questionnaire have been distributed among 30 of the colleagues of those involved in counseling activities which are not included in research sample. These 30 individuals have been selected considering the nature of the research population and then with the use of Cronbach's alpha coefficient the questionnaire's reliability coefficient was calculated. The calculated Cronbach's alpha for each of the types of damages (traumas) have been calculated to be equal to (intrapersonal dimension = 0.079, interpersonal dimension=0.74, meta-personal dimension=0.71).

First with the use of common and scientific sampling methods in qualitative and quantitative studies the sample has been selected. Next, the collected data from interview with the administrators of counseling activities in schools (with the use of saturation of comments) were analyzed. Considering the

obtained results and identification of the damaging factors of counseling activities the questionnaire has been developed. After questionnaire validation and determining its reliability and validity the collected data have been analyzed.

Results

Considering the results obtained from interviewing the administrators of counseling in schools and the author-made questionnaire, vulnerability of the counseling activities are intrapersonal, interpersonal and meta-personal damaging factors. Each of These damaging factors in a way interferes with the performance of counseling activities of counselors in schools.

For the purpose of identification and classification of the damaging factors of counseling activities in schools the Friedman's test has been used. The results of this test indicate that the average rating of intrapersonal damaging factors is 2.64 and therefore, these factors have allocated the first rank to themselves among other factors (table 1). For testing whether the average ranks are significant the chi-square test has been used. The results indicate to a value of (sig=.000) which is significant at the level of (p=0.05). hence, with a 95% certainty we can claim the proper ranking of different damaging factors of counseling activities as per table 1 (table 2).

Table 1. Friedman's test results regarding different types of damaging factors of counseling activities

Damaging factors	Average rank
Intrapersonal factors	2.64
Meta-personal factors	2.36
Interpersonal factors	1.01

Table 2. chi-square test results regarding different types of damaging factors of counseling activities

sources	Value	Freedom degree	Sig. level	Valid sample
Chi-square test	589.36	2	.000	370

For measuring the effect of the damaging intrapersonal, interpersonal and meta-personal on vulnerability of counseling activities in schools the regression test has been used. With 95% certainty it can be claim that the level of effect of meta-personal, intrapersonal and interpersonal traumas is equal to 0.994, 0.995 and 0.992, respectively. With comparing the beta coefficient of the damaging factors it can be concluded that the effect of intrapersonal damaging factors is more than the effect of other damaging factors (table 3).

Table 3. Regression test results for determining the level of effect of damaging factors on counseling activities

Sources	Beta coefficient	Standard deviation	T value	Sign. Level	
Regression test	Meta-personal trauma	0.994	0.002	171.57	.000
	Intrapersonal trauma	0.995	0.002	198.96	.000
	Interpersonal trauma	0.992	0.002	150.67	.000

For comparing and matching the opinions of the administrators regarding the vulnerability of counseling activities toward damaging intrapersonal, interpersonal and meta-personal factors in separation with job categories, with considering the nature of the research variables Kruskal–Wallis test has been used. The results of the average rank of each of job categories have been presented separately in table 4. For testing the significance of the rank averages chi-square test has been used. the results of this test is (sig=.000) which is significant at the level of (p=.05); hence, with 95% certainty it can be claimed that there is a significant relationship between the opinions of

the administrators regarding the vulnerability of counseling activities toward damaging interpersonal, intrapersonal and meta-personal factor for different job categories (table 5).

Table 4. The results of Kruskal–Wallis test for analysis of the damaging factors and job category

Job category	Quantity	rank average in meta-personal dimension	rank average in interpersonal dimension	rank average in intrapersonal dimension
Principles	50	27.18	26.01	25.53
students	118	108.79	109.78	109.49
Counselors	52	197	194.62	194.5
teachers	150	294.63	295.08	295.5
sum	370			

Table 5. chi-square test for the analysis of the damaging variables and job category

Source		Value	Freedom degree	Sig. level	Valid sample
Chi-square test	Meta-personal factors	328.91	3	.000	370
	Interpersonal factors	329.01	3	.000	370
	Intrapersonal factors	330.75	3	.000	370

In the present research for studying the current status and desirable status of counseling activities and the difference between these two statuses interview has been used. The conducted interview among the sample individuals has been in terms of a semi-structured interview with a three points of disagree, no comments and agree. In analyzing the interview questions the score of each option has been in the following way: disagree: 3 scores, no comments: 2 scores and agree: 1 score. After determining these scores , the author for obtaining the current and desirable status have calculated each of the questions of the weight average of items and have explained the difference between the current and desirable status. In studying the existing status of the damaging factors of counseling activities in schools based on the views of the sample individuals, interviews' analysis have been used. as it was mentioned earlier, for obtaining the average and standard deviation indicators, the contractual valuation of interview items has been used. The obtained results from interviews indicate that the average of the current status for interpersonal, intrapersonal and meta-personal dimensions is 2.17, 2.46 and 1.86, respectively (table 6). For explaining the significance of these averages, obtaining the average of desirable status is necessary (table 7).

Table 6. Results of the current status of the counseling activities dimensions

Indicators	Cub-classes	Status	Average	Standard deviation
Interpersonal factors	Relevance between educational background and job category of the counselors in performing counseling activities	Current	2.04	.44
	The usefulness extent of counselors' role in performing counseling activities	Current	2.37	0.32
	the role of personal characteristics of counselors in performing counseling activities	Current	1.98	0.17
	The role of scientific and practical skills of counselors in performing counseling activities	Current	2.29	0.53
	Sum	Current	2.17	0.47
Intrapersonal factors	Role of the communications and interactions between the employees of counseling program in performing counseling activities	Current	2.78	0.31
	Role of communications and interactions of the counseling program receivers in performing counseling activities	Current	2.11	0.46
	Role of environment and atmosphere dominant on school in performing counseling activities	Current	2.54	0.61

	Role of the attitude of the individuals in charge of school in performing counseling activities	Current	2.43	0.41
	sum	Current	2.46	0.45
	The role of organizational atmosphere and the attitude of the authorities of the department of education in performing counseling activities	Current	1.34	0.19
	Employment, supervision, evaluation methods and the way counseling activities are implemented	Current	1.87	0.22
Meta-personal factors	Structure, interference of the roles and inconsistency between expectations and performance	Current	2.01	0.31
	The role of external effective organizational issues on performance of the department of education in counseling activities	Current	2.23	0.49
	Sum	Current	1.86	0.3

Table 7. Results of the desirable status of counseling activities dimensions

Indicators	Sub-classes	Status	Average	Standard deviation
	Relevance between educational background and job category of the counselors in performing counseling activities	Desirable	2.98	0.56
	The usefulness extent of counselors' role in performing counseling activities	Desirable	2.86	0.48
Interpersonal factors	the role of personal characteristics of counselors in performing counseling activities	Desirable	2.64	0.32
	The role of scientific and practical skills of counselors in performing counseling activities	Desirable	3	0.98
	Sum	Desirable	2.87	0.58
	Role of the communications and interactions between the employees of counseling program in performing counseling activities	Desirable	3	0.63
	Role of communications and interactions of the counseling program receivers in performing counseling activities	Desirable	2.85	0.82
Intrapersonal factors	Role of environment and atmosphere dominant on school in performing counseling activities	Desirable	3	0.91
	Role of the attitude of the individuals in charge of school in performing counseling activities	Desirable	2.99	0.79
	Sum	Desirable	2.96	0.78
	The role of organizational atmosphere and the attitude of the authorities of the department of education in performing counseling activities	Desirable	1.94	0.32
	Employment, supervision, evaluation methods and the way counseling activities are implemented	Desirable	2.67	0.46
Meta-personal factors	Structure, interference of the roles and inconsistency between expectations and performance	Desirable	2.86	0.64
	The role of external effective organizational issues on performance of the department of education in counseling activities	Desirable	2.89	0.81
	Sum	Desirable	2.59	0.55

The obtained results from the analysis of the difference between the current status and the desirable status of the damaging factors of counseling activities with the use of Z-test indicate that the difference between the averages and standard deviation in all the relevant dimensions and elements indicate that there is a distance and difference between the current and desirable situation. The negative sign of these differences also indicate that the current status is lower than the desirable status and this negative sign is seen in all the dimensions. However, for testing whether this difference between the current status and desirable status is significant we should refer to the z-value and the obtained significance level which we can see that in all the dimensions and elements of counseling

activities including damaging interpersonal, intrapersonal and meta-personal factors the significance level is smaller than $p=0.05$. Based on this, with 95% certainty it can be claimed that the difference between the desirable and current status of counseling activities is significant. It should be mentioned that with considering $p=.01$ also the differences will be significant and with 99% of certainty results will be as well confirmed (table 8).

Table 8. The results derived from the difference between current and desirable status of counseling activities dimensions

Indicators	Sub-classes	Average difference	Standard deviation difference	Z – value	Sig. level
Interpersonal factors	Relevance between educational background and job category of the counselors in performing counseling activities	-0.94	-0.12	7.53	.000
	The usefulness extent of counselors' role in performing counseling activities	-0.49	-0.16	5.46	.000
	the role of personal characteristics of counselors in performing counseling activities	-0.66	-0.15	6.78	.01
	The role of scientific and practical skills of counselors in performing counseling activities	-0.71	-0.45	7.07	.001
	Sum	-0.7	-0.22	6.83	.000
Intrapersonal factors	Role of the communications and interactions between the employees of counseling program in performing counseling activities	-0.22	-0.31	3.34	.000
	Role of communications and interactions of the counseling program receivers in performing counseling activities	-0.74	-0.36	6.78	.000
	Role of environment and atmosphere dominant on school in performing counseling activities	-0.46	-0.3	5.21	.000
	Role of the attitude of the individuals in charge of school in performing counseling activities	-0.56	-0.38	5.89	.000
	Sum	-0.49	-0.27	5.09	.000
Meta-personal factors	The role of organizational atmosphere and the attitude of the authorities of the department of education in performing counseling activities	-0.6	-0.13	8.83	.01
	Employment, supervision, evaluation methods and the way counseling activities are implemented	-0.8	-0.24	8.78	.000
	Structure, interference of the roles and inconsistency between expectations and performance	-0.85	-0.33	9.23	.004
	The role of external effective organizational issues on performance of the department of education in counseling activities	-0.66	-0.32	7.14	.000
Sum	-0.72	-0.25	8.65	.000	

Studying the findings indicate that most of the damages from interpersonal damaging factors are targeted toward counseling activities in schools, although other damaging factors are as well involved. By interpersonal damaging factors we mean those factors which are related to the counselor individual including personal, emotional, cognitive and personality, scientific and practical experiences of counseling factors. According to the obtained results from the comparative study of the two current and desirable status of the counseling activities in schools (table 6, 7 and 8), review of the scientific text about the most important counseling standards in school, i.e., counseling, advising, coordination, referrals and follow-ups (Shafi Abadi, 2004; Salimi Bejestani, 2008) as well as professional empowerment of counselors some solutions have been provided for achieving the desirable status in counseling activities in schools.

Content of the recommended ideas from the point of view of the interviewees and reviewing scientific texts

item	Interviewees	Particular ideas
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|-------|------------|--|
| 1 | Principles | <ul style="list-style-type: none">- Evaluation of organizational atmosphere of schools in different education periods- Evaluation of counseling centers considering the existing standards and performance criteria of counseling centers in different stages- Attention to the necessity of following structural and equipment criteria- Launching information management system in counseling center- Attention to the satisfaction level of the referred individuals (students)- Putting effort for increasing the participation of counseling centers in research activities- Development of guidance and counseling program in different periods of education especially in guidance school in Deprived areas- Establishment of an specialized policy-making council for counseling program in the headquarters of the ministry of education- Modification of the counselors' job description considering the proper orientation- Training employees of guidance program in schools as to how to refer students for counseling- Establishment of a desirable Communication System between counseling program in department of education and other organizations which provide help to students- Providing the required conditions for aligning educational activities in schools- Planning for a quick solving of administrative and organizational problems of counseling in department of education- Increasing the professional and knowledge skills of the employees involved in guidance program with counseling services in different educational periods- Performing international studies in addition to local studies and using the experiences of different countries in counseling program development- Enhancement of counseling centers and psychological services in terms of provision of specialized and trained human force- Predicting the required credit, environment and physical equipments for counseling centers for each educational region in Iran- Attention to the principle of flexibility in training programs of counseling and changes in curriculum |
| <hr/> | | |
| 2 | Counselors | <ul style="list-style-type: none">- Determining the extent of job stress of counselors- Evaluation of the way of providing counseling services in counseling centers with continuous supervision and control- Retraining counselors with an emphasis on teaching scientific and practical skills- Increasing counseling qualifications- Increasing job motivations of counselors and increasing their satisfaction- Attention to the principles of humanism and cognitive development in developing the philosophy of counseling and guidance program- Localization of the counseling techniques and theories in schools- Putting effort in preparing a written document of the successful experiences of counselors and teaching them to others through different medias- Modification of the manpower Pyramid of counselors in terms of educational back ground and course- Establishment of counseling and guidance system in the department of education according to the conducted studies and researches- Establishment of planning office of counseling and guidance with the supervision of specialized people- Putting effort for creating the culture of using counseling services among families, students and employees in schools- Providing education opportunities for the counselors working in the ministry of education up to the level of master or PhD- Providing the necessary specialized and educational requirements for counselors and employees working in every educational period- Serious attention to the provision of counseling services in schools according to the fundamental transformation of education in the country- Creating internal and external motivation for keeping specialized workforce in counseling section of the department of education- Supervising the counselors' activities and other employees involved in counseling activities in school- Providing necessary scientific equipments proportional to local norms for the use of counselors in schools- Creating the necessary conditions for improving the scientific and practical level of counselors in schools |
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		<ul style="list-style-type: none">- Creating research and study opportunities for counselors in schools- Creating the necessary conditions for the provision of case reports by counselors in schools in counselors' meetings- Putting serious efforts in preparing and publishing specialized journals of counseling in schools- Creating the necessary conditions for qualitative and quantitative improvement of the counselors' activities in schools proportional with the Legislations of psychology and counseling system- Application of educational and behavioral sciences and bringing them out of the state of being merely theoretical- Serious attention to using the scientific and practical capabilities of all the individuals involved in guidance program for a better performance of counseling activities
3	Students	<ul style="list-style-type: none">- Explaining and reinforcing the role and position of counseling services in all the educational programs and activities- Attention to the principle of integration in design and implementation of counseling and guidance program- Allocation of special credit to counseling and social work services to those students who are in need of them- Putting serious efforts for creating the necessary contexts for feeling of self-value and mutual respect from students toward educational environment- Providing knowledge to administrators of counseling and guidance program in school regarding their professional role in counseling activities- Preventing the interference of counseling sessions with educational programs of students in schools- Attention to the importance of the students issue and giving importance to confidentiality- Establishing counseling council in schools and specifying the proper content and nature of counseling activities in school- Attention to the role of counselors in helping the creation of a positive and constructive image of schools employees in educational matters- Explaining the alignment of the goals and missions of educational and guidance programs in schools
4	Teachers	<ul style="list-style-type: none">- Putting serious effort in creating the necessary contexts to mutually respect and understand the professional qualification of the individuals involved guidance and consulting programs- Attention to the necessity of higher interaction and cooperation of the employees involved in counseling and guidance programs in schools- Familiarizing all the teachers with educational, counseling methods and application of them in classroom and school- Promoting and creating the culture of the positive effects of counseling in students' life- Honoring and valuing the goals and roles of counseling activities in schools- Cooperation between teachers and alignment of educational goals with counselors' performance- Having belief in the role of counseling in shaping the students' personality and decreasing emotional and social problems in schools- Changing the parents' attitude regarding the necessities of counseling activities and schools and creating the culture for it at the society level- Modifying the trend of attracting and solving the employment and selection problems of counselors- Modifying and reviewing the counselor training program in universities and higher educational institutes- Allocating equipments, facilities, human resource and proper tools for implementation of the programs according to the correct procedure and in terms of strategic development programs- Complete use of planning and management principles in designing and implementing counseling and guidance programs- Explaining the importance, necessity and the impacts of implementing counseling in educational periods in society- Correct planning in line with implementation of counseling and guidance programs and giving attention to correct principles of implementing the programs- Creating proper contexts for considering individual difference between students and considering it in programs and methods

Discussion

in the context of counseling activities, its approaches and its challenges studying the dimensions, which have been studied in the present research, is one of the most important aspects of achieving counseling goals in schools and hence the educational goals. Therefore, desirable status of counseling activities in consideration of the theoretical and empirical principles of this subject in the dimensions of damages of counseling activities in desirable status is so much important and this dimension should receive a great deal of importance in department of education. In the present research the findings indicate that counseling activities in schools are facing with three-dimensional damages, namely interpersonal, intrapersonal and meta-personal. For identifying and prioritizing different damages of counseling activities in west Azerbaijan province the Friedman's test has been used. The results indicate that the average rank of interpersonal damages is 2.64 which allocate the 1st rank to this damage among other and this indicates that among these types of damages the highest damage is inflicted by interpersonal damages. Next, respectively, meta-personal and intrapersonal damages allocate the 2nd and 3rd ranks to themselves. The research findings of the present research is consistent with the findings of Baggerly & Osborn (2006), who have shown that having proper counseling responsibility is a positive determinant for professional commitment, while stress a negative determinant for professional commitment (Garden, 2007). The findings of the present study is also consistent with the findings of Melchert et al., (1996) who have shown a strong relationship between personal counseling efficiency of the counselor and his/her experience.

In the following, we will studying the effect of meta-personal, interpersonal and intrapersonal damages on counseling activities in schools and also we will study the opinions of the employees involved in counseling activities which in this regard we will separate these in terms of job category and gender. For studying this regression, Kruskal–Wallis, Mann-Whitney test have been used. with regards to the meta-personal damaging factors the problems related to atmosphere of the department of education and the attitude of its authorities to counseling activities with a average of 11.09, problems related to employment, supervision, evaluation and the way of implementing counseling activities with a average of 10.89, problems related to counseling structure, interference of roles and inconsistencies between expectations and performance with an average of 9.62 and external organizational problems influencing the performance of the department of education with an average of 10.58 have a damaging effect on counseling activities. Also, regarding damaging interpersonal factors, problems related to educational field and job category of the counselor with an average of 11.29, problems related to counseling activities and the role of counselor with an average of 9.54, problems related to personal and communicational characteristics of the counselor with an average of 11.09 and problems related to scientific and practical skills of the counselor with an average of 9.65 and also regarding intrapersonal damaging factors, communicational problems with other colleagues in school with an average of 8.79, communicational problems with individuals receiving counseling services in school with an average of 6.92, problems related to the atmosphere dominating school environment and the role of counseling with an average of 6.76 and problems related to the attitude of the school authorities toward counseling activities with an average of 9.98 have a damaging effect on counseling activities. On one hand, the results of Kruskal–Wallis test indicate that there is a significant difference between the opinions of the employees involved in counseling activities in schools regarding the damaging factors of counseling activities in all the three dimensions in terms of different job categories. On the other hand, the results of Mann-Whitney test indicate that there is a significant difference between the opinions of the employees of counseling activities in schools in terms of gender regarding the damaging factors of counseling activities all the three dimensions. In a comparative study, the findings of the present study indicating to the effect of the meta-personal damaging factors on counseling activities found to be consistent with a number of studies conducted regarding the effect of management and policy activities and leadership style on organizational atmosphere and hence effective performance (e.g., Seraj, 2005; Wilson, 2005; Durcikova, 2004; Lambert, 2004; Fouts, 2004; DeMeritt, 2005; Jackson, 2005; Nazem, 2004). The findings of the study conducted by Timm and Peterson (1986) indicates that a number of factors such as trust, participatory decision-making, support, openness of relationship from top to bottom of an organization, getting to listen to reports from high level individuals in the organization and attention to high performance goals in strong organizational atmosphere confirms the findings of the present research regarding the effect of meta-personal damages on counseling activities in schools. In addition, regarding the relationship between organizational atmosphere with other factors such as emotional intelligence (Rogers, 2005), organizational learning (Jimenez, 2004) and job satisfaction (Stevens, 2005) there are solid evidence and in other words the findings of the

present research regarding the effect of damaging factors in meta-personal dimension on counseling activities can be considered as consistent with these findings. The findings in the present research regarding the variable related to employment, supervision, evaluation and the way counseling activities are performed is consistent with the findings of the study of Hassanian and Momeni Javid (2010) regarding the role of counseling supervision on facilitation of professional growth and development, increasing qualification and improving accountability of counselors and the study of Amiri (2005) regarding the necessity of a pattern for building efficiency of schools counselors selection in high schools based on personality characteristics of them. The findings of the present research with respect to the effect of damaging interpersonal factors on counseling activities are consistent with the findings of the study conducted by Adil –Standiford et al. (1998; cited by Akhawan Tafti, 2008), regarding the knowledge of counselors from the compatibility of the perception of the referees from counseling activities and its positive effect on counseling activities. Also, other research evidences in line with the findings of the present research, considers positive perception of referees regarding the counseling as an important factor in prediction of the counseling program success (Manthei, 2007). On the other hand, the findings of this research regarding the counseling activities, the role of counselor and personal and communicational characteristics of the counselor are inconsistent with the findings of Duncan and Prisovonski (1993; cited by Akhawan Tafti, 2008) who have shown the lack of any relationship between the satisfaction level of referees and counseling quality. The findings of the present research regarding the effect of damaging intrapersonal factors on counseling activities are consistent with the finding of Aghar (2007) regarding the effect of the role of organizational atmosphere of school on counselors' job stress; Kaviani et al. (2002) regarding the lack of formation of proper mental structure and its effect on desirable performance of psychological counseling and Velsor (2009) regarding the effect of school counseling on emotional and social teachings to students.

In studying the current status and desirable status of the dimensions of counseling activities in schools and the existing gap between these two situations, the findings obtained from interviews' analysis indicate that the average of the current status of interpersonal damages dimension is 2.17 and for intrapersonal damages dimension and for meta-personal damages dimension this average is equal to 2.46 and 1.86, respectively. For explaining that these averages are significant, having the averages of desirable status is necessary. In this regard, the findings indicate that the average of desirable status in interpersonal dimension is 2.87 and for intrapersonal and meta-personal dimensions this average is equal to 2.96 and 2.59, respectively. For studying the difference magnitude and whether it is significant, z-test has been used. The difference between averages and standard deviation in all the related dimensions indicates that there is a gap and distance between the current and desirable situation. The negative sign of these differences also indicate that the current status is lower than the desirable status and the negative sign is observed in all the dimensions. However, for testing whether this difference is significant, with considering the z-value and the significance level we can see that in all the dimensions and components of counseling activities including interpersonal, intrapersonal and meta-personal damages, significance level is smaller than $p=0.05$. Therefore, with a 95% certainty it can be concluded that the difference between the current and desirable status of counseling activities is significant. It should be noted that with considering $p=0.01$ also this difference will be significant and with 99% of certainty the mentioned results will be confirmed.

In a comparative study, we can see that the findings of the present research regarding the existing gap between the current and desirable status of counseling activities are consistent with the findings of Baggerly & Osborne (2006) in the area of Predictors of professional commitment in school counselors, Adil –Standiford et al. (1998; cited by Hadian et al., 2006) who have studied the awareness and knowledge level of counselors and those who receive counseling activities from counseling activities, Hosseinian and Momeni Javid (2010) who have studies the role of counseling supervision on facilitation of professional development, increasing qualifications and improving accountability of counselors, Kiani et al. (2009) who have studied factors related to following Professional ethics by counselors and Psychologists, Ahghar (2007) who have studied the role of organizational atmosphere of schools in counselors' job stress, Amiri (2005) who have developed a pattern for building efficiency in school's counselors selection in high schools based on their personality characteristics, Kaviani et al. (2002) which has been conducted in the area of studying the role of schools' counselors and psychological counseling impediments, Abbaszadeh (2001) who has studied the role and position of counseling in the new educational system of high schools.

In explaining the above questions, we can say that considering the desirable status of counseling activities according to empirical and theoretical basis on one hand and with a glance to the current status of counseling activities in schools on basis of the obtained data in this study on the other hand, there is gap between these two situations which is a result of a number of damages which exist in the counseling process in schools (which were categorized in three groups in the present study) and have interfered with the counseling programs performance

which make it necessary to give serious attention to pathology (identification of damaging factors) of these activities and trying to solve the impediments and damages in order to achieve educational goals and objectives.

Therefore, in this condition and with considering interpersonal damaging factors of counseling activities, it is necessary that school counselors would try to prevent problem occurrence, delay the emergence of the consequences of these problems, decreasing the problems effects, reinforcing the knowledge level, attitude and behavior of individuals to maintain and restore physical and emotional well-being, calling for family, group and social support which influences the well-being of people. Also, in intrapersonal dimension, it is necessary for the principles to supervise the organizational atmosphere of schools and provide the necessary conditions for increasing organizational productivity of schools in order to achieve educational goals and objective more than ever. And finally, with regards to intrapersonal damaging factors of counseling activities it is necessary to focus our attention on satisfactory study of pressure sources and for this purpose a comprehensive spectrum of psychological, sociological and physiological issues which are influential on individuals in workplace should be studied. Finally, according to the research findings, identification and classification of damaging factors of counseling activities, assessment of the training needs of counselors, professional and psychological empowerment of counselors, the necessity of training professional qualification to the individuals involved in counseling activities according to counseling standards in schools, timing of implementation of these activities and so on can moderate damaging factors and transforming Threats to opportunities which eventually leads us to the desirable status in counseling activities.

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Persuasive impact of cognitive and emotional messages on individuals with different personal characteristics

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Abstract

Commercial messages can be presented in different formats. This study compared the encouraging effects of affective and cognitive messages on individuals in all the ages, genders and education differences. Based on quasi-experimental method single group posttest design a sample of 400 18-year citizens of Zanjan city was selected. Each person was given three different types of advertising. Then, they chose one of the items that was advertised in cognitive and emotional method, and determined it on the vector. The data analysis suggests that, there were differences between men and women. Men preferred cognitive advertisement and women preferred emotional advertisement. In terms of emotional and cognitive encouraging effect of the message, there was no difference between subjects with different ages and different levels of education. The findings had interesting implications for preparing effective advertisement, taking into account the characteristics of individual customers.

Keywords: emotional message, cognitive message, advertisement, persuasion, gender, age, education.

Introduction

The future world is competitive, overtaking and fast-paced. With neglecting the understanding of the market and not knowing who the customers are and not classifying them, the consumers' mind capturing will not be achieved, because the customers are heterogeneous groups that are not always the same. Researchers in consumer behavior areas have found that, some of the individual differences can lead to differences in the way people responded to the advertisements (Murry et al, 2005). Brunel and Nelson (2010) used t-tests to analyze the data and evaluate the effect of gender on people's vision of the advertising message. They concluded that, both men and women are different in accepting advertising messages.

Therefore, it is expected to characterize differences between different genders that result in different impact levels of cognitive and emotional advertisements. So, the first hypothesis of this study put forward that, there will be significant difference between men and women in terms of emotional and cognitive messages' impact.

In addition to age, gender and other factors can also affect cognitive and emotional impact of the message. By getting older, many biological and cognitive changes occur in individuals that has a significant impact on their behavior, attitudes and life style. It seems that, the impact of advertising is affected by these changes. When individuals acquire new experiences and their attitude change, their expectations may change too. One of the research hypotheses is about the role of age in the impact of two types of messages (obvious and emotional).

Jane, Rajesh, Manchanda, Malcolm and Bruce (2011) studied 18 - 36 years (mean 20) and 48 - 89 years (mean 70)old individuals to investigate the effect of age, need to understand and passion on the

impact of advertising. Their findings showed that, younger people were more interested in the emotional advertising than cognitive advertising, whereas, older people were more interested in the cognitive advertising than emotional advertising. In the study carried out by Hagtvedt, Petty and Cacioppo (2005) obtained results that were opposite to Jane et al (2011) results. Based on their findings, older adults preferred encouraging emotional messages to encouraging cognitive messages and recalled it better.

Despite those studies on the effect of age on encouraging emotional and cognitive messages impact, there are still doubts in this regard. Therefore, the second hypothesis of this study put forward that, there will be significant difference between individuals of different ages in the impact of the emotional and cognitive messages.

It seems that, another case that could affect the cognitive and emotional impact of message is education degree. Buunk-Werkhoven., Dijkstr, Acevedo, Parodi, Manuel (2011) compared the impact of medical advice in the form of positive emotional persuasive message and negative emotional persuasive message and influence of individual differences such as nationality and education level. They concluded that, persuasive emotional messages (positive and negative) were equally effective in normal conditions. However, in the conditions such as tests or therapy sessions that can be affected by focus regulation, education level and nationality, it can have different effects. Previous studies have shown that, there is a relationship between the impact of oral health advice and education level (Wang Lin Wang and Lu, 2001).

According to (ELM) theory, education level may affect processing factors such as attracting, processing ability and analyzing data. Those with a low level of education become less motivated by persuasive messages containing medical advice and are less able to analyze the message (Jones, Lee, and Rozier, 2007; Ruddand Horowitz, 2005). Most likely, less education level is associated with the peripheral processes. Thus, people with low education level are more likely to be affected by persuasive positive emotional messages. Based on the above research results, findings are obtained regarding the relationship between education level and format of the message, but the results are theoretically weak. Thus, the third hypothesis of this study was presented: there is difference between individuals of various education level in impact of cognitive and emotional messages.

Method and materials

The study population comprised all the citizens aged over 18 living in the city of Zanjan in 2011'. The population over 18 years old residing in Zanjan in 2011 was 430,209 people, out of whom, 214,147 were women and 216,062 were men (Iran Statistical Center, 2009). Sampling method for this study was convenience method. Thus, this method of sampling is entirely justified. Morgan table was used to determine the appropriate sample size. The population was 430,209 people, and 400 cases were selected. But expecting unreliable, incomplete or incorrectly filled questionnaires, it was decided to increase the sample size to 460 cases.

The research method was quasi-experimental and research design was posttest single group. Based on this design, the participants were selected by convenient method. Then posters containing different encouraging messages were presented to them. Then, the tests were run and the data were collected to be examined. Three products (laptop, travel hairdryer, and mobile phone) were used as advertised goods. Each subject was presented three posters from each of the three products. None of the posters was a real advertising, but was made very similar to the actual advertisements. Each of the three advertisements of three products was different with regard to the emotion and cognition. The first advertisement of each product was informational and coupled with strong and objective reasoning. Second advertisement was emotional (beautiful and emotional images was used in designing this advertisements) and contained no technical and objective information about the product. Third advertisement was emotional and also cognitive. This meant that, it contained both strong and objective arguments and emotional images.

Each of the subjects was tested individually. First, nine posters (three posters of each product) were presented to the subjects, for instance, three posters were for laptops, three for mobile phones, and three posters for travel hairdryer advertisement. The order of message presentation was the same for posters. For example, if in poster presentation to "A" participant, the sequence was first emotional advertisement, then cognitive advertisement, later combined advertisement, in poster presentation to "B" participant, the sequence was first cognitive advertisement, then combined advertisement, later emotional advertisement. Similarly poster presentation sequence was changed in order to eliminate the sequence effect. Then a

booklet was distributed containing 3 pages. At first page, three brand names of three provided products were written. At the top of the page was written: "Assuming that now you had to buy one of the "product names", which brand would you choose? (Please tick the appropriate option)". The second page contained demographic information and emotion preference test. The third page contained (need to know) questionnaire. Average time to respond the questionnaire for each subject was between 5 to 10 minutes.

Results and Findings

Participants in this study were the residents of Zanjan over 18 years old. It should be mentioned that, of 460 participants, 60 of them did not continue to cooperate and we came across with the problem called subject drop out. But due to the prediction of this event, sample size was taken more than the required amount. Therefore, in the end, the dropout was compensated and did not affect the data.

Table 1- Demographic characteristics of the sample (N = 400)

Gender of participants	Characteristics	N	%
	Women	281	1.70
	Men	119	9.29
Age of Participants	18 to 20 years	141	25.35
	21 to 40 years	206	5.51
	41 and older	53	25.13
Education Level of Participants	High school to diploma.	118	12.54
	Diploma and higher	100	88.45

Table 2

		Emotional message	Cognitive message
Gender of participants	Women(n=151)	100(33.66%)	51(77.33%)
	Men(n=67)	35(24.52%)	32(76.47%)
	(df=1) X2		850.3
	P		.005
Age of Participants	Under 20 years old(n=69)	46(66.66%)	23(33.33%)
	21 to 40 years(n=115)	72(60.62%)	43(40.37%)
	41 and older(n=34)	17(50%)	17(50%)
	(df=2)X2		731.2

	P		225.0
Education Level of Participants	Under high school diploma.	75(55.63%)	43(45.36%)
	Diploma and higher	60(60%)	40(40%)
	(df=1) X ²		291.0
	P		590.

As it can be seen in the table, chi-square test was used for comparing the impact of emotional and cognitive messages in women and men ($\chi^2(1, N=218)=3.850$, $p<0.005$). The difference between impact of emotional and cognitive message in men and women was significant. Chi-square test was also used for comparing the impact of emotional and cognitive messages in different ages ($\chi^2(2, N=218)=2.731$, $p<0.225$). The difference between the impact of emotional and cognitive message in different ages was not significant. However, it should be noted that, people below the age of 20 to 40 years old selected emotional messages more than cognitive messages. But in the range of 41 years and older, no difference was observed between the preferences of different types of messages. Finally, chi-square test was used for comparing the impact of emotional and cognitive messages in individuals with different educational degree ($\chi^2(1, N=218)=0.291$, $p<0.590$). The difference between impact of emotional and cognitive message in different educational degree was not significant, as well.

Discussion and conclusion

The results showed that, there was difference between men and women in terms of being influenced by emotional and cognitive messages. The findings of the present study are consistent with the results of the study by Brunel and Nelson (2010). Other researchers found that, gender differences can lead to different persuasion capabilities. Bakan (1996) and Meyers (1998) stated that, men focusing on themselves and their preferences will be determined by their personality. In contrast, women tend to have a common role and consider both their preferences and the preferences of others.

The results showed that, there was no difference between emotional and cognitive messages impact in people of different ages. Research in this field has resulted in different results. For example, for investigating the effect of age, need to understand, and emotion on the impact of advertisement, Jane et al (2011) considered people aged 18 - 36 years (mean 20) and 48 - 89 years (mean 70). Tools used for the implementation of this study were (the need to understand) and (emotion intensity) tests. Their findings showed that, younger people are more interested in the emotional advertising than cognitive advertising, and older people are more interested in cognitive advertising than emotional advertising.

In contrast, Hagvdt et al (2005) obtained results opposite to Jane et al (2011) findings. According to Hagvdt et al (2005), older adults prefer encouraging emotional messages to encouraging cognitive messages and remember them better.

The third hypothesis proposed that, there will be significant difference between emotional and cognitive messages impact in people of different educational levels. The results showed that there was no difference between emotional and cognitive messages impact in people of different educational levels. A few studies have been carried out in this field. The results of one of these will be reviewed in following. In their study, Buunk Werkhoven et al (2011) concluded that, focus regulation and education level affect the encouraging effect of both types of encouraging emotional messages (positive and negative). They concluded that, persuasive emotional messages (positive and negative) are equally effective in normal conditions. But in the conditions such as tests or therapy sessions that can be affected by focus regulation, education level and nationality, it can have different effects. Previous studies have shown that, there is a significant relationship between the impact of oral health advice and education level (Wong Lin Wang and Lu, 2001).

Considering the limitations of this study, the following recommendations can guide future research in this field. The subjects' gender could be inserted in research process to study the influence of

provided advertisement by men and women. The effect of message provider age could be compared in different modes. To investigate the effect of encouraging messages with different formats, if possible, the actual and professional advertising may be used.

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Effectiveness of premarital skills in increasing communication and problem-solving skills between the Devotee's and martyr's daughters in Lahijan city

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Abstract

Interpersonal relationships is one of the most fundamental emotional needs of human beings and marriage is considered as the most intimate relationship in fulfilling the physical and psychological needs. The research purpose is to investigate the effectiveness of premarital skills in increasing communication and problem-solving skills between the Devotee's and martyr's daughters in Lahijan city. The statistical population included all the devotees' and martyrs' daughters in the age range of 18 to 25 years old, out of which a sample 30 individuals was selected. The subjects were assigned to the experimental (N=15) and control (N=15) groups. All the subjects completed the communication skills questionnaire (Attarha, 2007) and problem-solving styles questionnaire (Cussidy and Long, 1996) prior to and subsequent to the training. The experimental group received ten sessions of premarital skills training. Results indicated that, premarital skills' training is effective in increasing communication skills and problem-solving styles. Results indicated that premarital skills have crucial importance in the establishment family as the most important social institution.

Keywords: premarital skills, communication skills, problem-solving skills, martyrs' and devotees' daughters.

Introduction

Marriage is a very delicate and complex human relationship. The reasons of marriage are love and kindness, having a partner in life, satisfaction of emotional and psychological needs and increase of happiness and pleasure (Navabi Nezhad, 2001). In recent years, the movement for strengthening marital life has redirected to premarital programs. Preparation trainings for marriage are a relatively new approach for the prevention of dissatisfaction with marital life and failure. These trainings are based on this perspective that couples can learn to have successful and stable marriages; therefore, premarital skills training are therapeutic and preventive (Sanayi, 2009).

Premarital training consists mainly of family planning methods, fertility issues, genetic disorders, and to a lesser extent, the relationship with the spouse. Married couples face a wide range of issues with marriage that underlines the need for training in preparation for dealing with any of these issues. Determining training needs is the starting point for any kinds of educational program and developing training curriculum requires the assessment and identification of needs (Khaleghi Nezhad, 2008).

One of the elements that are discussed in human social life is the relationship and communication skills. The relationship has taken up all the human life. Life begins with communication and ends with its disconnection. When the clear and harmonious communication is established, the relationship is strengthened and when the relationship becomes defensive, aggressive and dysfunctional, the relationship is weakened. The marital relationship is a process in which the couples express emotions and thoughts in the verbal form such as words and nonverbal form such as listening, pauses, the expression and gestures (Navabi Nezhad, 1998).

One way to examine the structure of the family is assessing the communication channels through which the family members interact with each other. The communication challenges that occur abundantly in the family are called communication patters (Nernhlearn & Yaesn , 1996; cited in Shah Ghelyan et al, 2008). Research shows that emotional capabilities are influencing and determining factors of the quality of relationships (Salovey et al, 2002). Goleman (2000) argues that the efficient strategy in building a marriage between two spouses is through joint emotional abilities development, because these couples are more successful in effective dealing with stressful events (Mayer and Cobb, 2000).

The existence of problems is a normal phenomenon in life. The art of living is in the ability and skills to solve problems and cope with them. In fact, happiness of a man is not defined as not having any problems but is the ability to deal with and solve them when they surface. Some people get uncomfortable and distressed by the occurrence of the slightest problem and are not be able to solve or minimize it. Such individuals are prone to a variety of social and psychological pathologies, while, there are other people who face major and serious crises and address and resolve them successfully. One of the reasons that enable these individuals and provide for the possibility of success is the employment of effective strategies in solving the problems.

People who are distressed while facing with difficulties lack such capabilities. They know themselves as weak or incompetent while facing problems, blame themselves, act recklessly and without thinking and tolerance, escape from the problems and do not have thinking power to employ more appropriate and adaptive strategies (Van Gog et al, 2005). Therefore, according to the above literature, the importance of planning and training the required skills is evident for having a successful and efficient life for the youth who are on the verge of marriage. Sedaghat (2010), in a research-educational plan aimed to evaluate the effectiveness of premarital training on a sample of students studying in the third grade of high school. The results show the effectiveness of premarital training.

These trainings increase the students' awareness of the correct and incorrect reasons of marriage, appropriate conditions and age of marriage, higher self-esteem and autognosis, getting familiarized with the rights and duties of men and women in the marital life, research methods and resources for selecting the right partner, appropriate questions in matchmaking sessions, knowing the characteristics of right people for marriage and the essential skills of a successful marriage.

Omidvar (2006) evaluated the effectiveness of premarital skills training in the expectations and attitudes on the verge of marriage in Shiraz City. The results showed that premarital skills' training has a positive effect on participants' expectations and attitudes. Najjar Pourian evaluated the effectiveness of premarital commitment training in the improvement of commitment characteristics in girls. Results indicated that premarital commitment therapy is effective in the improvement of commitment features and increase of its level. Turner et al (2008) showed that life skills training such as problem-solving and effective communication skills increases the capabilities for solving the problems and making effective use of social support and adaptation to stress increases.

Bastian et al (2006) found out that participation in premarital training programs is related to higher levels of satisfaction, commitment in marriage, lower levels of conflict and decrease of the divorce rate. The establishment of family requires capabilities and strengthening different cognitive, emotional and affective skills. The experts in the realm of family science are confident about the effectiveness of premarital skills training. Individuals who participate in such programs have positive attitude toward the

premarital skills training and its effects and value it as a worthy phenomenon. With regard to the aforementioned literature, the research purpose was to investigate the effectiveness of premarital skills in increasing communication and problem-solving skills between the Devotee's and martyr's daughters in Lahijan city.

Method and materials

The statistical population included all the devotees' and martyrs' daughters in the age range of 18 to 25 years old, out of which a sample 30 individuals was selected. The subjects were assigned to the experimental (N=15) and control (N=15) groups. All the subjects completed the communication skills questionnaire (Attarha, 2007) and problem-solving styles questionnaire (Cussidy and Long, 1996) prior to and subsequent to the training.

Communication skills test: this test was designed and developed by Hargie and Marshall (1986) and included three elements of emotions' control (12 items), perception of others (12 items) and self-expression (10 items). In this test, the subjects select from the first option (almost never) to the last option (often) according to their agreement with each of the options. The items are scored on Likert scale. The reverse questions are reversely scored and the sum of scores indicates the total score. The criterion validity coefficient of the test was obtained to be $r=.43$ between the criterion and predictor variables. The structure validity of the scale was approved by two methods of group differences and factor analysis. The results of test-retest were obtained to be .90, .88, .79 and .70, respectively which indicates the high reliability of the questionnaire. The internal consistency of the test was reported to be $r=.92$ (Attarha, 2007).

The problems solving strategies scale was designed and developed by Cussidy and Long (1996) in two stages. This 24-item questionnaire assesses 6 factors each of which has 4 items. These items include helplessness, avoidance, problem-solving, creativity, style, confidence, problem-solving, avoidance style, trend style. The helplessness is indicative of the individual's lack of support in stressful conditions. The avoidance problem-solving indicates the inner and outer avoidance in stressful conditions. The creativity style demonstrates planning and considering a variety of strategies based on the stressful condition. Trust in problem-solving indicates the belief in the ability in solving the problems. Avoidance style is the tendency to avoid the problems instead of solving them. This scale has shown to have acceptable reliability and validity in different studies. Baba Pour (2002) has reported the internal reliability of the questionnaire by Cronbach alpha to be .77. Moreover, the validity coefficient of the questionnaire was reported to be .87. Furthermore, Mohammadi and Sahebi (2001) have reported the internal reliability of the questionnaire to be equal to .60. On the other hand, the validity coefficient was reported to be .87 (Zarean et al, 2007).

Results and findings

The mean and standard deviation of the variables have been reported in our sample

Table 1- mean and standard deviation of the variables

Perception of Others	Experimental	46.33	3.90
	Control	34.80	13.34
Self-Expression	Experimental	39.26	10.03
	Control	27.46	5.06
Problem-Solving	Experimental	42.33	11.57

Strategy	Control	34.66	12.97
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Table 2- The results of the effectiveness of premarital skills training in the increase of communication skills and problem-solving

Source of changes		SS	DF	MS	F	sig
Group	Communication Skills	885.63	1	885.63	9.74	.004
	Problems Solving	488.03	1	488.03		
Error	Communication Skills	2545.73	28	90.91	3.08	.090
	Problems Solving	4424.93	28	158.03		

With regard to the results of the above table, premarital skills training has been effective in the increase of communication skills ($F(1, 28) = 9.74, P < .01$). Moreover, premarital skills training has been effective in the increase of problem-solving skills ($F(1, 28) = 3.08, P < .05$). Therefore, it can be concluded that, premarital skills training has been effective in the increase of communication skills and problems solving skills and the research hypothesis is confirmed.

Table 3- results of the effectiveness of premarital skills training in the increase of emotions' control

Source of changes	SS	DF	MS	F	sig
Emotions control	252.30	1	252.30	3.05	.092
error	2315.86	28	82.71		

As observed in the table above, premarital skills training has been effective in the emotions' control ($F(1, 28) = 3.05, P < .05$). Therefore, it can be concluded that, premarital skills training has been effective in the increase of emotions' control and the research hypothesis is confirmed.

Table 4- Follow-up test of the effectiveness of premarital skills training in the increase of emotions' control

	Mean differences MOD	Standard error	T	sig
Premarital skills training group and control group	31.73	2.34	13.51	.0001

As observed in table 4, the results of post hoc test in comparison of the mean differences in the experimental and control groups indicate that the mean difference (31.74) is statistically significant ($p < .0001$).

Table 5- Results of the effectiveness of premarital skills training in the increase of perception of others

Source of changes	SS	DF	MS	F	sig
Increase of perception of others	997.63	1	997.63	10.32	.003

error	2705.73	28	96.63
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As observed in the table above, premarital skills training has been effective in the increase of perception of others ($F(1 \text{ and } 28) = 10.32, P < .05$). Therefore, it can be concluded that, premarital skills training has been effective in the increase of perception of others and the research hypothesis is confirmed.

Table 6- Follow-up test of the effectiveness of premarital skills training in the increase of perception of others

	Mean differences MOD	Standard error	T	sig
Premarital skills training group and control group	34.80	2.53	13.71	.0001

As observed in table 4, the results of post hoc test in comparison of the mean differences in the experimental and control groups indicate that the mean difference (13.71) is statistically significant ($p < .0001$).

Table 7- Results of the effectiveness of premarital skills training in the increase of self-expression

Source of changes	SS	DF	MS	F	sig
Self-expression	1044.30	1	1044.30	16.53	.000
error	1768.66	28	63.16		

As observed in the table above, premarital skills training has been effective in the increase of self-expression ($F(1 \text{ and } 28) = 16.53, P < .05$). Therefore, it can be concluded that, premarital skills training has been effective in the increase of self-expression and the research hypothesis is confirmed.

Table 8- Follow-up test of the effectiveness of premarital skills training in the increase of self-expression

	Mean differences MOD	Standard error	T	sig
Premarital skills training group and control group	27.46	2.05	13.38	.0001

As observed in table 8, the results of post hoc test in comparison of the mean differences in the experimental and control groups indicate that the mean difference (13.38) is statistically significant ($p < .0001$).

Table 9- Results of the effectiveness of premarital skills training in the increase of problem-solving performance

Source of changes	SS	DF	MS	F	sig
Problem-solving performance	440.83	1	440.83	2.91	.099

error	4230.66	28	151.09
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As observed in the table above, premarital skills training has been effective in the increase of problem-solving performance ($F(1, 28) = 2.91, P < .05$). Therefore, it can be concluded that, premarital skills training has been effective in the increase of problem-solving performance and the research hypothesis is confirmed.

Table 10- Follow-up test of the effectiveness of premarital skills training in the increase of problem-solving performance

	Mean differences MOD	Standard error	T	sig
Premarital skills training group and control group	34.66	3.17	10.92	.0001

As observed in table 10, the results of post hoc test in comparison of the mean differences in the experimental and control groups indicate that the mean difference (10.92) is statistically significant ($p < .0001$).

Discussion and conclusion

The research purpose is to investigate the effectiveness of premarital skills in increasing communication and problem-solving skills between the Devotee's and martyr's daughters in Lahijan city. With regard to the results of the present research, it can be concluded that premarital skills training is effective in the increase of communication and problem-solving skills. This finding is in line with the results of other studies by Sedaghat, 2010; Omidvar, 2006; Najjar Pour, 2008; Shah Gholian et al, 2008; Bostain et al, 2005, Turner et al, 2008 and Stanley et al, 2006.

In the explanation of the above results it can be concluded that the survival of family is the results of communication network that is established by the members. The element of communication plays a crucial role in the family system. The healthy family has learned the ways of establishing relationships and sending the messages and therefore has healthy patterns, liveliness, kindness, valuing each other, peaceful silence and not fearful silence, sense of humor, flexibility and parents with the characteristics of a friend not a master. Whereas, unhealthy families have caustic, sarcastic humor, vague, ineffective communication and strict, rigid rules. Communication skills are part of life skills that increase and improve problem-solving skills, decrease the interpersonal conflicts and opposition and increase the individuals' health.

Results of the present research indicate that premarital training is effective in the increase of emotions' control. The present results are in line with the research results done by Sedaghat, 2010; Omidvar, 2006, Najjar Pourian, 2008; Bostain et al, 2005; Turner et al, 2008; and Stanley et al, 2006). It can be concluded that individuals with higher emotional abilities have higher perception of messages they receive, have higher skills in listening and better perception of the communication process with others, show more determination and have higher skills in emotion regulations.

Results of post hoc test in comparison of the mean differences in the experimental and control groups indicated that the mean difference in terms of perception of others (10.32) is statistically significant ($p < .0001$). This finding is congruent with the results of the research by Zarean et al, 2007; Shah Gholian et al, 2008; Bostain et al, 2005, Turner et al, 2008 and Stanley et al, 2006.

In the explanation of this finding can be said that interpersonal relationship and totally marriage and marital life are context replete with affection and emotion. Salovey, Mayer, & Caruso (2004) assert that the most fundamental emotional power is the reception and cognition of emotions that help better

understanding of self and others. Emotional arousals are higher in marriages that couples are in conflict and the ability to perceive others results in the improvement of interpersonal relationships. The empathic skills and perceiving others drive the individuals to compassionate understanding of interpersonal needs and desires of others, calling open, honest, respectful and trusting behaviors, collaborative behaviors and also regulatory and intimate relationship with others.

Premarital skills training has been effective in the increase of self-expression ($F(1, 28) = 16.53, P < .05$). Therefore, it can be concluded that, premarital skills training has been effective in the increase of self-expression and the research hypothesis is confirmed. This finding is in line with the findings of studies carried out by Bastian et al, 2005; Turner et al, 2008; Stanley et al, 2006. In the explanation of this research it can be concluded that the process of adjustment results in the socialization and learning self-awareness skills that lead to the increase of self-expression. Put it differently, one of the most important skills that by which the individual prepares himself for confronting with life challenges is the skills of self-expression that is of crucial importance in the behavioral and social health and having successful performance in life. The self-expression is the core of interpersonal behavior and human relationships.

According to the perspective of Alberti and Emmons (1977; cited in Jalali and Pour Ahamd, 2010), self-awareness is a skill and capability in interpersonal relationships. With regard to the results of the present research premarital skills training was effective in the improvement of problem-solving performance ($F=2.91(1, 28), P < .05$). This result is congruent with the research results carried out by Sedaghat, 2010; Omidvar, 2006 and Najjar Pourian, 2008). In the explanation of this finding it can be concluded that, the process of problem-solving includes methods that an individual employs for regulating the emotions and thoughts through which, the individual directs his activities in social and individual settings. For want of a better word, the problem-solving skill is an important strategy that enables the individual in problematic conditions of daily life and resolves their negative emotional effect through decreasing the psychological distress. For example, the emotional cognition or emotional perception determines how the individual recognize the emotional settings and phenomena. This feature increases the possibility of accurate and realistic cognition which increases the predictability and employment of effective coping strategies in stressful conditions and improves the quality of social relationships.

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The relationship between early maladaptive schemas, self-esteem and narcissistic personality type

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Abstract

The aim of the present study isto investigate into the predictive role of narcissistic personality type based on early maladaptive schemas and self-esteem. 375 students (186males, 189 females) were selected by stratified random sampling method from Islamic Azad University. The participants were assessed using the Early Maladaptive Schema Questionnaire (Young, 1998), Self-Esteem Scale (Rosenberg, 1965), and the Narcissistic Personality Inventory (Ruskin&Hall , 1979). Data were analyzed by Pearson correlation coefficient and stepwise regression analysis. The findings indicated that there is significant positive relationship between narcissistic personality type, early maladaptive schemas. Furthermore, there is a significant and negative relationship between self-esteem and narcissistic personality. It was found that, impaired limits, disconnection, rejection, over vigilance and inhibition accounted for 9% of the variance of narcissistic personality type.

Keywords:narcissistic personality type, early maladaptive schemas, self esteem

Introduction

Narcissistic personality type is characterized by features such as need for admiration, lack of empathy, severe chronic envy, and poor interpersonal relations (Young, 2012). People with this personality type consequently criticize others, respond with anger, humiliate the other party, the cycle of enthusiasm is followed by disappointment and frustration is more frequently seen in these people (Messer, 1985;Svrakic, 1990). The seven elements of power, panache, excellence, righteousness,exploitationandself-praise have been mentioned as features of narcissism (Raskin& Terry, 1988). Narcissism as a personality trait in the non-clinical levels in the normal population has increased over the past few decades (Campbell & Green, 2008). Epidemiologic data shows that in the general population, it occurs among young adults at the age of 20 to 29 years and 4.9 percent in the life span (Torgersen, 2005). Structure of narcissism has been in the limelight of clinical and personality psychology settings in the recent years. Narcissism is studied by clinical psychology and is often associated with emotional instability discussion and tendency to experience negative emotions and personality

psychologists that are often considered as subclinical levels of narcissism and as a normal personality trait (Zeigler-Hill, Green, Arnau, Sisemore & Myers, 2011).

Continued growth and narcissistic personality traits may be at least in part due to cognitive schemata by which people organize the events (Beck, Freeman & Davis, 2003). Consistent with this line of thought, Young (1999) has proposed a model according to which conditions interfere with growth autonomy, communicative competence, or realistic expectations and limitations (For example, outstanding traumatic interactions or negative interactions with caregivers) may lead people to the growth of schemas and they have maladaptive style of perception of themselves and their relationships with others. For example, individuals may have failed and stormy relationships and be dependent on others, or feel a sense of shame and failure or an advantage over others. Young has dealt with the concept of early maladaptive schemas in an effort to better understand the relationship between early negative interactions in life and forms of personality pathology that are characterized in adults. Early maladaptive schemas refers to deep-seated negative beliefs about self, others and the world around that may be formed during the early years of life and lead to malfunctioned or improper perceptions, emotions, thoughts and behaviors. Early maladaptive schemas can affect subsequent interpretation of event, as they are experienced. These schemas are considered as negative automatic thoughts and mental confusion due to their exclusive nature during the life (Zeigler-Hill & et al, 2011). They are difficult to identify and individuals often form them during the growth evolution and they are related to maladaptive behaviors in the next stages of individual's growth (Young, Klosko & Weishaan, 2003).

Young et al (2003), mentioned that, early maladaptive schemas are organized into the following five groups: first group (disconnection and rejection) that include: abandonment, instability, mistrust, abuse, social isolation, alienation, defectiveness, shame, second group (impaired autonomy and performance) that include failure, dependence, incompetence, vulnerability to harm and illness, enmeshment and undeveloped self. Third group (impaired limits) includes entitlement, grandiosity, insufficient self-control and self-discipline. Fourth group (other-directedness) include subjugation, self and sacrifice. Fifth group (over vigilance and inhibition) includes emotional inhibition, unrelenting standards, and hypocriticalness.

The main maladaptive schemas in narcissism are schemas of emotional deprivation, defectiveness and entitlement (Young et al, 2003). According to them, a state of tension between emotional deprivation (contact care) and defectiveness (resignation contact) for narcissistic may often hide their ability to form close and stable relationships, instead, they try to show their emotional needs through requesting for attention (entitlement) and self-grandiosity. Entitlement schema is a part of one's mind of great manners. Entitlement and self-centered schema refers to a set of core beliefs that a person has the right to receive anything that he wants regardless of its cost for others or society.

In most people with narcissistic personality, mothers may have paid much attention to them (or any other care signs of life) but have hesitated love or physical intimacy for their children. Entitlement schema which is located within a restricted area is flawed in behaviors such as reaching the target regardless of the welfare of others. This sense of entitlement is assumed to be the result of parents who make too many limits. Defectiveness and shame belong to the aloof and rejecting parents. Emotional deprivation and defectiveness are the area of disconnection and rejection. Schemas within disconnection and rejection are assumed to interfere with capacity development to experience love and acceptance in relationships with others. Emotional deprivation schemas are assumed resulted from the lack of nurturing mother, empathy and support. This schema often leads to individuals' aspiration to be emotionally connected with others but at the same time not comfortable in connection with others. Defectiveness/shame schema is related to a person's belief about fundamental weakness. It is also highly because parents' harsh criticism or rejection. Young et al (2003) have posited a tension between emotional, defectiveness. Shame for narcissistic personality makes a barrier for forming close and fixed relationships. Zeigler-Hill et al (2011) indicate that, the schemas of entitlement and subjugation are in relationship with narcissism.

One common view in etiology of narcissism is that they have a fragile self-esteem and are more prepared to experience the wave of shame. Fragile self-esteem with positive attitudes is about self that

requires external account (Kernis, 2003). Narcissistic individuals may react in particular to the typical failure experiences (Zeigler-Hill, Myers & Clark, 2010). There are different approaches to the relationship between narcissism and self-esteem (Horvath & Morf, 2010). Some people believe that narcissistic structures include high self-esteem while some believe the opposite (Maxwell, Donnellan, Hopwood & Ackerman, 2013). Some researchers believe that narcissism is a subset of self-esteem. Especially those aspects of self-esteem that are unrealistically high and unstable. It is believed that incompatible narcissistic individuals show a combination of high explicit self-esteem and low implicit self-esteem (defense self-esteem) (Cramer & Jones, 2008).

A number of studies have examined the relationship between narcissism and self-esteem and showed that the correlation coefficient between narcissistic personality and Rosenberg Self-esteem personality list is around .26 (Besser, 2011). Peyvastegar, Yazdi and Mokhtari (2011) indicated that, there is a positive relationship between narcissistic and self-esteem. The relationship between narcissistic and self-esteem is complicated due to two normal and pathological forms of narcissism (Miller & Campbell, 2008). Personality social psychologists focus on the normal form that considers narcissism as a normal distributed personality feature that has consistent characteristic (e. g. , extraversion), as well as non-adaptive properties (e. g. feelings of entitlement). In contrast, clinical psychologists generally consider narcissism as a personality disorder that is characterized by an array of non-adaptive consequences including emotional instability, lack of empathy, etc. Pathological form has no relationship with self-esteem or maybe there is a negative correlation (Pincus & et al, 2009). Social psychologists of personality often considered subclinical narcissism levels. There are different approaches to the relationship between narcissism and self-esteem. General self-esteem is affected by the quality of communication with others. On the other hand, such a close relationship is strongly related to the attachment style of individuals. Self-esteem is as an overall evaluation of the merits of the individual without which the person is motivated to take advantage of others, something that usually a narcissistic person does. The main source of self-esteem is the behavior and reaction of others to the person (Baumeister, 2003). Despite numerous theoretical explanations, the exact relationship between self-esteem and narcissism is not clear yet (Barker, 2008). According to the research findings and theoretical principles stated earlier, the purpose of this study is to understand the relationship between maladaptive schemas, self-esteem and narcissism.

Method and materials

The method of this research is descriptive and correlational. In this study, early maladaptive schemas, and self-esteem were considered as predictor variables and narcissism as the criterion variable. The population of the study consisted of all the undergraduate students of Islamic Azad University of Urmia who were enrolled in the academic year of 2012-2013. The sampling method was stratified random. First statistics of college students in basic sciences, humanities, engineering and paramedical extracted and participants were selected proportional to the number of college students. The selected sample size with regard to the criteria based on Morgan sampling table was 375 people. The following tools were used in this study.

Young Schema Questionnaire (Short – Form) (Young, 1998): This questionnaire has 75 questions and is made to assess 15 early maladaptive schemas. Its reliability using Cronbach's alpha for all the schemas was obtained to be from .76 to .93. Its reliability was calculated using Cronbach's alpha to be .94 and its validity by the method of correlation with irrational beliefs test was calculated to be .34 (Haghighatmanesh et al, 2011). Lee & et al (1991) have reported the validity of construct factor for the Australian version of the Young Schema Questionnaire. Fati et al (2010) normalized the Persian version of the questionnaire on a sample of 513 people of Iranian students and showed the degree of internal consistency in the 18 subscale from .79 to .93. Yousefi et al (2011) reported the reliability coefficients of internal consistency such as Cronbach's alpha and bisection for 18 factors to be between .91 and .86, respectively. Convergent and divergent validity coefficients of early maladaptive schemas with Depression Inventory, Positive and Negative Affect Scale, a questionnaire and self-esteem, and revised list of 90 symptoms (SCL90) were .37, -.39, .36, .38, respectively. In this study, reliability coefficient for the total score was obtained to be .94 using Cronbach's alpha.

Self-esteem Scale (Rosenberg, 1965, cited in Buhlul and Rajabi, 2008): This scale was introduced and prepared by Rosenberg and is composed of ten materials and the participants were asked to read each item carefully and respond positively to that phrases that is true about them and negatively to the phrases which is not true about them. Positive responses to each item from 1 to 5, receives +1, opposite response to each item from 1 to 5, receives -1. Positive responses to each item from 4 to 10, receives -1, opposite response to each item from 4 to 10, receives +1. A score above 20 indicates high self-esteem and score below 20 indicates low self-esteem (Barkhordi et al, 2010). Greenberger, Chan, Dmitrieva&Farruggia (2003) reported the internal consistency of the scale to be .84. Pullmann and Allik (2000) achieved the internal consistency coefficient of Rosenberg self-esteem scale to be as .91. Rastikas, Habli and Zambo (2004) calculated Cronbach's alpha coefficients of.83. Mohamadi (2006) reported Cronbach's alpha coefficients and bisection of Rosenberg self-esteem scale on the students of Shiraz University to be .69 and .68 and test-retest coefficients of the above scale within three weeks were reported to be .78 (Rajabi, 2008).

Narcissistic Personality Scale (Ruskin and Hall, 1979): The questionnaire was introduced in 1979 by Ruskin and Hall and is designed to measure individual differences in a non-patient community. Questions of the questionnaire are two options and respondents must choose one of two options that describe their features. Current form of Narcissistic personality Inventory has 16 questions (Ruskin 1988 and 1979, Quoted by Javadi, 1997). Ruskin in 1979 using the split method, report the reliability coefficient of the questionnaire as .8. In the study of Javadi, the reliability coefficient for the girls were.82 and for boys were .84. In order to check the reliability of the narcissistic personality inventory in Iran, test-retest method was used and the coefficients obtained from this survey is .91 (Javadi, 1997). The validity of this correlation is confirmed with a range of variables (Emmons, 1981; Auerbach 1984; Prifitera&Rayan 1984; Watson, Morris 1984; Biscardi&Schill 1985, cited in Ghorbani, 2008). The data of this study using Pearson's correlation and stepwise regression equations were analyzed.

Results and findings

The mean and standard deviation of the evaluated variables and the sub-scale of the entire sample and the correlation coefficients between the variables are shown in Table 1.

Table 1- The mean, standard deviation and correlation between narcissism personality type scores, self-esteem and early maladaptive schemas

variable	M	SD	1	2	3	4	5	6	7	8
narcissism	6.14	3.70	1							
schema	189.33	5.5	** .15	1						
self-esteem	21.33	4.80	-.13*	-.45**	1					
disconnection and rejection	57.87	2.50	19.**	86.**	-.42**	1				
over vigilance and inhibition	32.42	9.51	3%	68.**	-.21**	42.**	1			
other directedness	27.80	8.75	11.	76.**	-.31**	57.**	49.**	1		
Impaired Limits	3.04	5.16	18.**	69.**	-.31**	43.**	56.**	43.**	1	
impaired autonomy and performance	41.19	15.56	97%	83.**	-.43**	63.**	41.**	0857*	44.**	1

According to the results presented in Table 1, average of early maladaptive schemas has the highest rate (189. 33). Among the components of early maladaptive schemas, disconnection and rejection is the highest rate and the lowest rate belongs to other directedness.

To examine the relationship between early maladaptive schemas, self-esteem and narcissism Pearson's correlation coefficient was used. Table 1 shows correlation matrix between the variables and their sub-scales in the total sample. According to the results in Table 1, most variables have significant relationship with each other ($P<.05$, $P<.01$). As the correlation matrix shows, narcissism has a significant correlation with self-esteem and early maladaptive schemas. The most significant positive correlation is between narcissism and disconnection and rejection ($P<.01$, $R=.19$). Also, the most significant negative relationship is seen between narcissism and self-esteem ($P<.01$, $r=-.13$).

To determine the role of predictor variables in explaining the narcissism variance (self-esteem and aspects of early maladaptive schemas), these variables were entered into the regression equation (stepwise method) and the results can be seen in Table 2.

Table 2- Summary of regression models and analysis of variance in the prediction of narcissism based on self-esteem and dimensions of early maladaptive schemas

Model	variables	ss	df	MS	F	R	R ²	SE
Step 1	Impaired Limits	173. 11	1	173. 11	13. 04	9.	%4	3. 64
Step 2	over vigilance and inhibition	315. 74	2	157. 87	12. 23	25.	%7	3. 59
Step 3	disconnection and rejection	438. 88	3	146. 29	11. 62	30.	%9	3. 54

As the results in Table 2 show, early maladaptive schemas have a significant relationship with narcissism ($P<.001$, $F=11. 62$, $df=3$). These variables in total predict .9% of narcissism ($R^2=.30$). Predictor variables of regression coefficients show that, early maladaptive schemas can significantly explain the narcissism variance. To examine the narcissism regression coefficients on each of affecting early maladaptive schemas, predictor variables and their impact coefficient were calculated (Table 3). Impact coefficients of the variables of impaired limits, over vigilance, inhibition, disconnection and rejection are shown in Table 3. According to the t-statistic of five dimensions of early maladaptive schemas, only 3 dimensions could predict 9% of narcissism in the surveyed students.

Table 3- Summary of stepwise regression analysis to predict narcissism based on self-esteem and early maladaptive schemas

Step	variable	B	SEB	β	t
1	Impaired Limits	7%	20%	*. 188	3. 61
2	Impaired Limits over vigilance and inhibition	114%	23%	*.305	4. 89
		-81%	24%	*-.2. 7	3. 324

3	Impaired Limits	94%	24%	*.252	3.95
	over vigilance and inhibition	-98%	25%	*.253	-3.99
	disconnection and rejection	33%	10%	*.181	3.127

Discussion and conclusions

The aim of this study is to assess the predictive value of narcissism type of personality variables, early maladaptive schemas and self-esteem. Results of stepwise regression analysis identified impaired limits and over vigilance, inhibition, disconnection and rejection as the most important variables of early maladaptive schemas in the prediction of narcissism type of personality. These variables explained 9% of the variance criteria. The results of this study showed that there is a significant relationship between narcissism and early maladaptive schemas. These findings are in accordance with the results of other studies such as the results of the study carried out by Young et al (2003) and Ziegler et al (2011). These researchers showed in their research that, high scores in narcissistic has a significant relationship with early maladaptive schemas, emotional, defectiveness, shame in the area of disconnection and rejection, entitlement, grandiosity from the area of impaired limits and subjugation from the area of other directedness. Early maladaptive schemas may be associated with ways in which people in different shapes, understand narcissism and their social environment. It seems that, narcissistic personality type may overlap with early maladaptive schemas that are related to being in the disruption of limits and tough criteria. Borders hampered schema is related to the egoistic and exploitative behaviors and strict criteria, is related to continued efforts of these people to achieve superiority and excellence. The schemas of variables of unrelenting standards, entitlement, grandiosity, acceptance, attention, insufficient self-control, self-discipline, defectiveness and shame are seen in narcissistic people, and then the most maladaptive schemas can be grounds for narcissism. Early maladaptive schemas can be caused by the failure to satisfy the basic emotional needs and failure to satisfy these needs and early childhood experiences and the way parents communicate in the course of childhood and adolescence can be a basis for the development of narcissism in adulthood (back & et al, 2004).

There is a significant relationship between self-esteem and narcissism. Also this is a negative relationship which suggests that, with decrease in self-esteem, narcissism rate increases, and vice versa. In explaining this hypothesis, we can say that narcissism is an important and complex trait that includes a sense of grandiosity, yet fragile self-esteem, sense of right and preoccupation with success and desire to get respect from others. These parents were dismissed towards their children's abilities and talents and for this reason, they compensate for their lack and become narcissistic individuals who don't like to accept their deficiencies and defects and seek for praise from others to maintain their unrealistic self-esteem. Narcissistic people apparently have very high amounts of self-esteem, but actually have a sense of inferiority and humiliation and their self-esteem is fragile and low and adjustment of their self-esteem are related to others. These people are constantly concerned and involved in maintaining unrealistic self-esteem through interpersonal and intrapersonal mechanisms and this makes them very vulnerable (Morph & Road Walt, 2001).

The results of the present study are consistent with the findings of studies carried out by Cramer and Jones (2008) in which narcissism has a strong correlation with overt self-esteem and low implicit self-esteem. The research results of Berry et al (2003) showed that, there is a poor correlation between narcissism and self-esteem and using narcissistic personality inventory found that there is interaction between self-esteem and narcissism. Also, the results of Lau et al (2010), Barry et al (2007), Miller and Campbell (2008) shows that, there is a significant positive relationship between narcissism and self-esteem and it is also possible that developmental trends exists in the relationship between self-esteem and narcissism. In childhood self-esteem stability is low and during adolescence and adulthood with

achieving stable positive self-image, self-esteem rises (Chezesnoki et al, 2003). Although traditionally, narcissism is considered as a component that equals very high self-esteem, in contrast to the present results of recent theoretical and empirical evidence, distinguishing between these two concepts have no strong correlation (Brown et al, 2004).

As mentioned in the previous results, early maladaptive schemas can be caused by early childhood experiences and family emotional atmosphere. In families where the child does not feel safe, not accepted by the family, does not get love and his/her features, capabilities and needs are not noticed, considers himself/ herself to be worthless and becomes a person in adulthood who has low self-esteem and to remedy this deficiency, he finds himself in need of praise for others. For example, the people who has defectiveness/shame schema is the one who brings down himself and feels worthless and feel the shame and inadequacy in social relations, or people who have schemas of unrelenting standards, emotional, social isolation and accepting/attracting attention variables make extreme compensation for their emotional and social isolation and develop feelings of worthiness and maintain their self-respect dependent on the acceptance of others (Young, 2012). So, we can say that early maladaptive schemas affect individuals' self-esteem.

Among the main variable of early maladaptive schemas and self-esteem, just impaired limits, disconnection, rejection and over vigilance explained 9% of the narcissism variance. People who have emotional schema have very high expectations and if their needs are not satisfied, they will be angry and are sometimes in narcissistic mode. Since, they have been either deprived in childhood or spoiled and feel that, others have to satisfy their needs. Some of these express their deep needs in a way that, they depend on other people and feel helpless (Young, 2012).

This schema refers to a set of core beliefs that individual has and refers to the limited ability to control and to tolerate frustration in a way that, achieving the goals, impulse control or emotional expression become impossible (Breaker, Young & Flanagan 1993; Young & Vishar, 2003). Narcissistic individuals tend to increase their self-esteem through mastery over others, mistrust of others, defaming others and devaluation of people who threaten their sense of superiority (Agrunyzak, 2009). Askrakys (1990) believes that, interpersonal relationships that are formed by an immature narcissistic personality is determined by exploitation, harassment and lack of trust in others. The results (Mans, Brit & Velir Berkion, 2010) showed that early maladaptive schemas can explain the symptoms of psychopathology.

Statistical population limitation provides limitations for the generalizability of findings and the results may be somewhat in error that of course, there is the possibility of a percentage of error in all researches. The interpretation of the causal relationship between the variables must be carefully done. Another limitation is not using the reliable methods of clinical measurement, such as the interview. Potential problems related to the validity of the instrument used in this study should be noted, as well. Given the cited limitations of the research for a closer look at the relationships between variables, and generalizing the results to ensure; a similar study in different statistical community is widely recommended. Also, making appropriate psychological tests for these variables which are consistent with the Iranian culture and are able to better assess the cultural and ethnic variables in different age groups in the country can make the research credible and meaningful in this area. In addition to non-clinical findings, performing clinical trials on samples with different psychological disorders to complete clinical knowledge in the field of traumatic personality disorders and their consequences; provision of appropriate methods for prevention and treatment is a necessity. Our sample was limited to the students that make us cautious in generalizing the results to other populations. It is suggested that, the relationship between these two variables should be explored in other clinical groups. According to the above subjects, investigating the underlying factors of narcissism and thus its prevention is necessary. The findings of the present study highlight the need for intervention programs and management, and call the need for implementing the constructive and preventive action in order to modify the characteristics of people with narcissistic personality type. Accordingly, Studies related to the variables determining the influencing factors of this type of personality also, shows the need for research in the field of clinical psychology.

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Comparison of metacognitive beliefs and depression in addicted, smoking and normal individuals in Yasouj City

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Addiction is one of the complex problems that conflict the societies and has weakened the human foundations and basis in the recent years and imposed great capitals on the countries for fighting and treatment of its damages. Therefore, the research purpose is to investigate the metacognitive beliefs and depression in addicted, smoking and normal individuals. The research employed a post facto method and selected a sample of 150 subjects (50 addicted, 50 smokers and 50 normal individuals). The addicted group was selected from the individuals referring to the addiction treatment centers in Yasouj and the normal and smoking groups were selected through convenience sampling. The data gathering tools included metacognitive questionnaire and Beck depression Inventory and the data were analyzed using one-way ANOVA. Results indicated that, there existed between –group difference between the addicted and two other groups in terms of the total score of addicted individuals’ metacognitive beliefs. Based on the research data, it can be concluded that, more disruptive meta-cognitive beliefs and higher depression are considered as two important psychological factors in the prediction of the individuals’ tendency to taking drugs and regarding them can be of great value in the prevention of substance abuse.

Keywords: meta-cognition, metacognitive beliefs, depression, addicted, smoker.

Introduction

Cognitive psychology initiated its fast progress form the second half of the twentieth century and reached its climax as opposed to the disagreement of formidable opponents like Watson. The metacognitive psychology is a new realm of thinking that dates back to the decade of 1970 (Salehi, 2006).

One of the main topics on human health is substance abuse. Substance abuse increases some health and welfare-related problems such as pathology and death through interpersonal aggression, road accidents, high-risk behaviors and contract of some illnesses such as AIDS and educational problems (Grekin and Sher, 2006). Substance abuse is a world-wide issue that each society suffers from it with regard to the specific features of its individuals (Meysamieh, Faramarzi and Holakouei Naeini, 2006). Cultural, social, attitude and existing perspectives in each society specifically on the issue of addiction can endanger different groups of individuals and place them at risk of substance abuse (Seraji et al, 2010). From among the psychological factors that are related to the substance abuse, cognitive and metacognitive strategies can be referred to. Humans are self-regulating organisms that can assess and review their own and other individuals’ behaviors (Borkowski, Carr, Rellinger and Pressley, 1990).

Flavell was the first pioneer who introduced the term of metacognition. According to him, metacognition is the awareness of how individuals learn and employ what sorts of strategies for attaining what sorts of goals and the ability to evaluate a cognitive process in a specific assignment (Flavell and Miller, 1998). Metacognition is the thought process about thinking and knowledge about what we know and what we don't know. Metacognitions guide our attention, determine our thinking style and guide our coping responses and result in effective knowledge (Wells, 2009). The study of metacognition was first initiated in the realm of developmental psychology and developed to other realms such as memory psychology and neuropsychology. According to the theory of metacognition in psychological disorder, metacognitions are sensitive components in the prediction and giving rise to psychological symptoms. Mental disorders occur when the individual's thinking style and adjustment unconsciously centers on and reinforces the emotional response that stem from repeating the thought (Wells, Scragge, 2010).

A comprehensive definition of metacognition seems difficult and challenging but researchers unanimously agree that metacognition refers to the cognition of cognition or knowing about knowing (Slavin, 2008). Metacognition is a multidimensional concept including beliefs, strategies and process that assesses or controls the cognitions (Spada and Wells, 2005, 2006). Metacognition stands amongst the variables that is damages and may act ineffectively by the drug addiction and may be related to the cognitive analyses of individual who are addicted to drugs. From a metacognitive perspective, substance abuse triggers fast and significant changes in the cognitive phenomena like feelings, thoughts and memories. Addictive substance and mind-altering drugs may directly (for instance, by creating peace, avoidance, painful cognitions and establishing attention and awareness) or indirectly (for instance, attachment feelings, suppressed assessments and stupor) influence the cognitive phenomena by changing the beliefs and attitudes about the avoidance (Frost et al, 1990; Yilmaz et al, 2011; Wells, 2000).

Studies carried out on the metacognitive characteristics of substance abusers indicate that the main reason of substance abuse is that, these individuals use the substance to regulate a wide range of cognitive phenomena that are related to undesirable cognitive phenomena by using substance. The analysis of metacognitive effects indicates that, substance has the tendency to analyze the undesirable cognitive events. Results of the studies indicate that metacognition may be the most important mediator in substance abusers who seek treatment (Spada et al, 2008). The results of the study by Spada et al indicate that, alcoholics or individuals with substance abuse score significantly lower on the aspects of metacognition as compared to the normal individuals (Spada et al, 2008). Another concept that is related to the substance abuse is depression. Metacognitive beliefs are predictor of negative feelings such as depression (Saed, Pour Ehsan and Akbari, 2010).

Research evidence indicates that negative metacognitive beliefs about uncontrollability and worry about danger can significantly predict the depression. Indeed, there is significant and positive relationship between metacognitive beliefs, depressive symptoms and distress (Wells, 2011; Saed et al, 2010). Spada et al (2012) assert that, metacognitive aspects including positive metacognitive beliefs about worry and low cognitive trust are the triggering reasons of depression and anxiety. The results of epidemiology report depression as the most prevalent psychiatric disorder (Segal et al, 2002). Depression is also known as psychological disillusionment due to its prevalence among the psychiatric and psychological clients (Mehryar, 2003).

Depression and worry are described as a chain of thoughts and imaginations that negatively influence the individuals' performance and affection and are related to the worry and depression in individuals who have substance abuse and substance abuse is a fundamental factor of different psychological problems that affect the individuals' performance (Ellis et al, 2010). The results of the research by Glantz and Hartel, 2002; Cohen, 1991; Kessler, 1996; Swendsen, 1998 indicated that, substance abuse gives rise behavioral, mood, emotional and psychological abnormalities and disorders such as behavior and personality disorders, depression, anxiety, alienation etc. one of the main disorders that is seen in individuals who are addicted to the substance, alcohol or mind-altering drugs is the depression. In most studies, depression is regarded as the most prevalent and concurrent disorder of addiction; however, some of the researchers like (Conway and Compton, 2006) regard depression as one

of the reasons of tendency to substance abuse and one of the consequences of drug abuse. The epidemiological studies indicate that substance abuse is associated with the depression disorder in adolescence and adulthood (Glantz and Hartel, 2002). Hudson & Ellis indicated that depression and anxiety are main components that are related to the positive and negative metacognitive beliefs (Hudson & Ellis, 2010).

With regard to what was mentioned above, the research purpose is to investigate the metacognitive beliefs and depression in addicted, smoking and normal individuals.

Method and materials

The research employed a casual-comparative method and is a post-facto study. The research sample included 50 addicted individuals in the age range of 16 to 45 years old (male gender) in the therapeutic centers of Yasouj City in 2013 who were selected using convenience sampling. The smoking group comprised 50 individuals who were selected through convenience sampling and were matched with the addicted group in terms of demographic variables. The third group also comprised 50 normal individuals who were selected through convenience sampling and matched with these two groups. The educational level was as following: the addicted group (18.4% under diploma, 38% diploma, 19.9% AS, 23.7% BA); smoking group (16.7% under diploma, 42.8% diploma, 16% AS, 24.5% BA) and normal group (19% under diploma, 35.2% diploma, 21.1% AS, 24.7% BA).

The occupational status was as following: the addicted group (31.7% unemployed, 14.8% employee, 38% business and 15.5% students), the smoking groups (18% unemployed, 22.2% employee, 42% business and 17.8% students) and the normal group (18% unemployed, 22.2% employee, 42% business and 17.8% students). The economic status was as following: the addicted group (36.2% low level, 47% moderate level and 16.8% high level), the smoking group (42.3% low level, 38.5% moderate level and 19.2% high level) and the normal group (34.8 % low level, 41.7% moderate level and 23.5 % high level).

Metacognition questionnaire: the short form of metacognition questionnaire was designed and developed to assess the metacognitive beliefs. This questionnaire has 30 items and the items are scored on 4-point Likert scale (from I do not agree to I strongly agree). This questionnaire evaluates five components of cognitive trust, positive beliefs about worry, cognitive self-awareness, negative beliefs about the uncontrollability of thought and beliefs about the thought control (Wells, 2000). The Cronbach alpha ranges from 72% to 93%. In Iran, Shirin Zadeh Dastgiri has assessed and reported the internal consistency using Cronbach alpha to be 91% for the whole subscale and 71% to 87% for its subscale. The Cronbach alpha of the present research was equal to 78%.

Beck depression inventory- second version: this inventory was used to assess the intensity of depression (Beck, Steer and Brown, 1996). This questionnaire has 21 items and encompasses all the elements of depression. The results of the research by Beck, Steer and Brown indicate that, this inventory has high internal consistency (Beck, Steer and Brown, 1996). Fata carried out this questionnaire on a sample of 94 individuals and reported its Cronbach alpha to be 91% and its test-retest reliability as 96% (Fata, 2003). The Cronbach alpha of the questionnaire in the present study was equal to 86%.

Results and findings

The descriptive indices of metacognitive beliefs variable and depression have been presented between the three groups.

Table 1- descriptive statistics of the variables in the three groups

variables		Cognitive trust	Cognitive self-awareness	Positive beliefs	Thought control	uncontrollability	metacognition	depression
addicted	M	13.95	17.68	13.94	13.85	13.94	80.02	67.01
	SD	5.20	1.98	3.89	2.91	3.23	14.01	4.97
smokers	M	12.42	15.99	14.76	15.67	14.87	67.42	65.68
	SD	3.95	3.23	4.76	2.96	3.91	13.17	5.02
normal	M	11.01	14.17	12.01	16.33	11.84	66.98	64.67
	SD	3.98	2.83	3.81	3.82	2.47	8.90	4.43
total	M	12.49	16.61	13.57	15.28	13.55	71.47	65.78
	SD	4.67	3.01	4.23	3.60	3.24	12.82	4.93

One-way ANOVA was used to assess the differences between the three groups in terms of the variable of metacognition and its components.

Table 2- the summary of one-way variance analysis and its components in the addicted, smoking and normal groups

index scales	Source of change	Sum of squares	Degree of freedom	Mean of squares	F	Sig.
Cognitive trust	Between-group	398.96	2	199.48	12.32	.001
	Within-group	2381.01	147	16.19		
	total	2779.97	149			
Cognitive awareness	Between-group	65.28	2	32.64	3.24	.04
	Within-group	1478.18	147	10.05		
	total	1543.46	149			
Positive beliefs	Between-group	214.38	2	107.19	6.43	.003
	Within-group	2449.99	147	16.66		
	total	2664.37	149			
Thought control	Between-group	293.79	2	149.89	11.61	.001
	Within-group	1898.88	147	12.91		
	total	2192.67	149			
uncontrollability	Between-group	99.86	2	49.93	4.37	.04
	Within-group	1677.29	147	11.41		
	total	1777.15	149			
metacognition	Between-group	3984.08	2	1992.04	13.60	.001
	Within-group	21530.64	147	146.46		
	total	25514.72	149			

The results of table 2 indicate that, there is significant difference between at least two of these three groups in all the subscales. In order to determine the difference between the groups, Tukey test was employed and the results are presented in table 3. As observed, the cognitive trust of addicted group is significantly higher than the two other groups of smoking and normal. This pattern is also seen in the

positive beliefs, self-awareness, thought control, uncontrollability and danger. Moreover, the smoking groups scored higher on positive beliefs as compared to the normal groups.

Table 3- the results of post hoc Tukey test in the comparison of groups

variables		Difference of means	Standard deviation	Sig.
Cognitive trust	normal addicted	3.64	2.54	.01
	smokernormal	4.22	1.50	.01
Cognitive self-awareness	normal addicted	1.70	1.99	.04
	smokernormal	1.74	1.01	.04
Positive beliefs	normal addicted	1.09	3.20	.05
	smokernormal	3.28	1.81	.01
Thought control	normal addicted	4.32	.43	.01
	smokernormal	3.98	.57	.01
Uncontrollability and risk	normal addicted	1.27	2.99	.05
	smokernormal	2.60	1.78	.03

One-way ANOVA was used in order to determine the differences between the three groups in the variable of depression and the results are presented in the smoking, addicted and normal individuals in the table 4.

Table 4- the summary of one-way analysis of depression in addicted, smoking and normal subjects

Source of change	Sum of squares	Degree of freedom	Mean of squares	F	Sig.
Between-group	234.11	2	117.05	6.56	.001
Within-group	2619.93	147	17.82		
total	2854.04	149	-		

With regard to the descriptive data related to the mean in the variable of depression, it can be concluded that, the highest mean of depression belongs to the addicted, normal and smoking groups, respectively. As observed in table 4, the comparison of the mean of scores in subjects indicate that, there is significant between-group difference in terms of the scores of depression ($P < .001$; $F = 6.56$). In order to determine the between-group difference, Tukey post hoc test was used and the results indicated that, the depression of addicted individuals is higher than the other two groups ($P < .01$); however, no significant difference was observed between the normal and smoking groups.

Discussion and conclusion

The purpose of the study was to compare the metacognitive beliefs and depression in three groups of addicted, smoking and normal individuals. The results indicated that, there is significant between-group difference in metacognitive beliefs. These findings are in line with the results of the research by Spada and Wells (2006) and Spada et al (2007). This finding indicates that the addicted groups show lower performance in more difficult situations and in decision making as compared to other groups. Rests also indicate that, metacognition is faced with problem in addicted individual and its result is different psychological consequences such as anxiety, stress, depression, fatigue and anger. For want of another word, addicted individuals are less able to regulate different cognitive and psychological phenomena and are weak in following up specific goals and intervention. Metacognitive beliefs can be regarded as potential factor in individuals' tendency for taking the substance. One of the main reasons of substance abuse is that these individuals use cognitive phenomena for regulating a wide range of

cognitive phenomena. Analysis of metacognitive effects indicates that these substances occupy role in decreasing cognitive phenomena that stem from emotion and activation (aggression, psychological pressure, depression and anxiety).

For instance, beliefs such as, not using the addictive substance will lead to psychological and emotional disturbance, undesirable cognitive phenomena continue, my sleep is disturbed, and ... potentially lead to the addiction and tendency for taking substance specifically when the addicted individuals are specifically confronted with negative and undesirable emotional states. According to Wells and Mito (1994), beliefs and metacognitions occupy great role in shaping and sustaining maladaptive coping strategies. For instance, smoking in the short-term can be regarded as adaptive strategy to regulate the emotion; however, it is non-adaptive in the long run due to leading to dependence. According to this theory, this phenomenon may occur in relation to substance abuse. In the present research, we found out that, the level of depression in addicted individuals is higher as compared to the smoking and normal individuals; however, no significant difference was observed between the smoking and normal individuals. Studies indicate that, individuals who have higher depression find the unfamiliar situations as threatening.

In the present research, we also found out that, the level of depression among the addicted individuals is higher than the smoking and normal individuals; however, no significant difference was observed in smoking and normal individuals. Depression as the most prevalent disease of the 21st century has beset the human beings. This illness can exert detrimental effects on the thought process and behavior of humans. This finding is in line with the results of the research by Wells (2006), Wells (2002), and Frost et al (1997). Wells et al (2006) indicated that, the best perspective for the treatment of depression is the mental rumination and positive and negative beliefs that can significantly decrease the negative mood. In terms of the lack of difference between the normal and smoking groups, it can be mentioned that, metacognition explains an insignificant variance (almost 4 percent) of the cigarette consumption. However, undoubtedly, it can be mentioned that, there is significant difference between the strategies of smoking individuals and normal individuals while suffering from depression. In a study by Spada et al (2007), it was indicated that, smoking individual smoke cigarettes to regulate their emotions while angry, depressed, anxious or under the pressure.

Overall, it can be concluded that metacognition and depression have significant role in the cognitive aspect of abusing and dependence on drugs and smoking. With regard to the metacognitive concept, substance is used as a tool in fast direction of cognitive phenomena such as feelings, thinking, mental judgments or disturbing and undesirable perceptions. Moreover, individuals with high level of depression may use the substance as a tool to solve the problematic and challenging situations. Based on the findings of the present research it can be concluded that metacognitive beliefs and depression have significant relationship with tendency to drug and substance abuse. Social workers and therapists should consider the improvement of illogical beliefs and negative and positive metacognitive beliefs while treating such individuals. If the metacognitive beliefs are challenged, they can be effective in the decrease of negative beliefs and improvement of individual's performance in their tendency to the substance abuse and also the prevention of the relapse.

The present research had some limitations including convenience sampling, matching the subjects in terms of the age and variety of drug dependency and the limited sample of the centers located in Yasouj.

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An investigation into personal- social difficulties of high schools girls in Tehran City through non-face counseling

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Abstract

Regarding the specific issues of adolescence, using counseling in the high school seems to be absolutely necessary. However, there is no possibility for face-to-face counseling due to some reasons such as not having a suitable location for the counseling room, students' lack of self-confidence, lack of time for counseling etc. In such cases, non-face counseling can stand among the suitable strategies for adolescents. The present research aims to study the conditions of using this method in counseling. Hence, the present research employs survey method and the data gathering tool was a researcher-made questionnaire. In order to select the research population, four boroughs (2, 9, 14, 17), and four female high schools were selected. The researcher answered the students' letter using the box of relationship with the counselor. Results of data analysis indicated that, correspondence counseling was effective in the facilitation of tackling the social-personal problems. Students who believed in face-to-face counseling did not use non-face counseling as much. However, students welcomed non-face counseling after having corresponding relationship with the counselor. Moreover, students who had some problems in having relationship with the opposite sex, family and marriage used higher degree of correspondence method; however, their satisfaction did not differ in comparison with students who talked about academic and occupational problems, anxiety and depression through correspondence. Moreover, no significant difference was observed between the students in different academic levels in terms of using correspondence counseling. It can be concluded that, students who do not have adequate level of trust to be present at counseling rooms, prefer to use correspondence counseling. Face-to-face counseling has crucial role in the effectiveness of counseling; however, counselors can engender students' trust to attend face-to-face counseling sessions by the use of correspondence counseling.

Keywords: non-face counseling, face-to-face counseling, contact box with the counselor.

Introduction

In various stages of training and education, high school is of crucial importance in terms of engagement with philosophical, biological, psychological and social issues. High school coincides with the adolescence in which maturity, many physical, mental and the emergence of general and specific talents occur. Moreover, this period is considered as a transitional period of general education to post-

graduate and professional education. Thus, the use of counseling and guidance services to find the right path in education and employment is in the limelight of the researchers. In general division, we can say that, in this period, students are confronted with emotional problems - psychological, educational - vocational and adjustment-social issues and problems.

Development of the societies and urban communities and the increase of parental occupational involvement cause parents to have less opportunity to listen to their children's problems. Consequently, parents' expectations of school and educational system of the society are heightened. They expect the school to solve students' problems through providing specific counseling services. Another point is that, the need for division of labor and specialization is highlighted with the evolution of the society from a simple to complex economic systems.

There's a need for an institute to become responsible for guiding the younger generation in this complex economic system so that, the young individuals can select and continue the right path of life in the material society. The development of science has led to the emergence of varied scientific majors and many students have insufficient and limited amount of information on different majors and need to know the majors and personal characteristics such as interests, talent, personality and intelligence to accurately choose their educational major. With all these necessities, there's great need for the guidance of a professional and caring person (Shafi Abadi and Naseri, 1986).

A counselor is someone who is skilled in helping to solve the human's problems and methods of coping and dealing with life issues and has behavioral and personality characteristics and professional qualifications and skills (Navabi Nezhad, 1994). Counseling method based on the counselor's and client's activity during the counseling and type of the relationship is divided into three types of direct, indirect and elective. In direct method, the counselor actively manages the session, investigates the reasons of the problem using the questionnaire and test, offers the solutions, asks the client to implement the proposed solutions and report the results to the counselor. In indirect method, the client manages the counseling sessions and good relationship is emphasized instead of psychological tests. The client reaches insight and diagnosis by reflecting the feelings and finally the client himself/herself proposes the solution for the problem, considers its different aspects and implements it. The counselor makes decision with regard to the client's needs and the type of his/her problem and selects either the direct or indirect method and the most adequate method for each client with regard to the existing condition (Shafi Abadi, 1992).

In high school, the relationship methods between the students and counselors are in the following patterns:

Unilateral and direct relationship: the counselor takes an active role while the student doesn't have any significant role. The head line or in-class lectures and classroom guidance sessions are some examples.

Direct and mutual relationship: this relationship is also known as face-to-face relationship in which the counselor and student are both active. Counseling, guidance and group counseling are some of the examples of this type of relationship.

Indirect and mutual relationship: in this relationship, the student looks for a way for establishing a relationship and is not concerned about being known and establishes his/her relationship through telephone or correspondence.

Non-mutual and indirect relationship: this relationship is through correspondence and due to the confidentiality of the issue, the correspondence is anonymous and with secret name. This relationship is amongst safe and appropriate methods that can play key role in solving the problems (the deputy minister of Education, 1996).

The results of a study indicated that, students consider the counselor, teacher, parents, educational instructors and other individuals as trustworthy and responsive to their issues (Zandi Pour, 1997), however, with the existence of some limitations, they can't have face-to face counseling while

confronting with the problems. Baradaran (1983) concluded that, 60% of female students and 70% of the male students contend that, the counseling room is not located in a proper location and due to that, they avoided referring to the counselor (Baradaran, 1983). Research findings indicated that, most of the time of counselors is allocated to the lesson activities of the students and one of the reasons is the lack of professional counselors at school and assigning official paperwork to them (Khorshid, 1997). According to the findings of another research, students are in the class when the counselors have the opportunity to deal with their clients. This point has been approved by 60% of the students (Baradaran, 1983).

Not asking about the problem does not mean that there exists no problem or no question; in our educational system, some factors such as counselors' lack of time, inappropriate counseling room, students' shame to talk about some of the issues, lack of time and appropriate weekly school program are some of the factors that cause students to be able to have face-to face counseling. The conditions of mutual and face-to-face relationship are not always met; therefore, employing other methods of relationship like corresponding can be useful. Contact box with the counselor gives the students the chance to establish good relationship with the counselor and receive adequate responses with stating the problems. This box emphasizes on the absence of the students in the counseling room and his/her anonymity. This provides him/her with the opportunity to state his/her issues and problems without being worried about getting known. This type of relationship cannot be a complete relationship; however, this relationship can lead to the establishment of empathic and effective relationship which will lead to thinking development and solving the problems of the students (Tehran Office of Education, 2000).

Corresponding relationship with the counselor seems to be somehow obsolete and most of the counselors and student don't tend to use this method. Sharafkhani (1997) found out that, only 6% of all the students had correspondence with the counselors through contact box. With regard to these points, the necessity for investigating non-face counseling methods at schools-specifically high schools-becomes clear. This research aims to investigate and draw a comparison of high school female students in using contact box and receiving their responses through this service. Increasing the awareness of students and encouraging them to receive the answers to their questions using corresponding relationship services, investigating students' opinions about the applicability of corresponding relationship in facilitating female students' problems, and investigating different problems of students by non-face relationship are the aims of the present research. The questions of the research are as following:

Are the students using non-face counseling satisfied with this method of counseling?

Is there any significant differences between the students in lower and higher educational levels with regard to non-face counseling?

Are there any significant differences between the students with social and personal problems with regard to their satisfaction with non-face counseling?

Are there any significant differences between the students who trust face-to-face counseling and students who do not trust this method of counseling in terms of using non-face counseling?

Are there any significant differences between the students who have been invited to non-face counseling and students who haven't in non-face counseling?

Results and findings

The statistical population included all the female students studying in humanities, empirical sciences and mathematics in governmental high schools of Tehran (19 boroughs) in the school year of 2010-2011. Four boroughs were randomly selected from among four boroughs of north, south, east and west of Tehran, out of which, four high schools were randomly selected. It's worth mentioning that, special, fee-paying, Shahed and Nemouneh Dolati schools were omitted from the list. After identifying the high schools, the researcher referred to them and cooperated with the school manager and counselors and lectures were presented for all the students of each high school in the schoolyard both in the morning and evening shifts. Contact box and the method of sending the letter and receiving the answers from the

counselors were explained for the students. Then, promotional messages on corresponding relationship were installed on the school boards and the students' letters were answered for two months. Finally, 250 copies of the researcher-made questionnaire were distributed and 112 of students who used the correspondence counseling filled out the questionnaire. During these two months, the researcher answered personally to all the letters except the letters that were requested to be read by someone else. The collected letters were coded based on the content form and types of the problems.

The data gathering tool included Students' viewpoint questionnaire (SVQ) which is a 32-item questionnaire with 3 open-ended questions and 29 closed-ended questions. The items of the questionnaire deal with students' satisfaction with non-face counseling, trusting non-face counseling, trusting face-to-face counseling and referring to face-to-face counseling after being invited in the non-face counseling. This questionnaire was first administered on a group of 25 individuals in another high school which led to changing or omitting some of questions. It was also administered for the second time and some inappropriate items were deleted or corrected being prepared for the final administration. The retest reliability in one week of time interval was equal to 96%. The validity of the data has also been confirmed by the specialists.

Items	Very much	much	average	little	Very little
1- To what extent the counselor could understand your problems?					
2- How much corresponding with the counselor has helped you in your decision making?					
3- To what extent have you clearly and explicitly expressed your problems in correspondence with the counselor?					
4- How much were you satisfied you're your correspondence with the counselor?					
5- How much did you get interested in attending face-to-face counseling after receiving your answer?					
6- How much do you consider corresponding with the counselor as a waste of time?					
7- How much do you consider your problems as unsolved after corresponding with the counselor?					
8- How much is the counselor's response indicative of his/her ability in correspondence counseling?					
9- How much do you consider your relationship with the counselor as friendly?					
10- How much have the contents of letter remained confidential?					
11- How much do you consider corresponding with the counselor as useful?					
12- How much did the counselor follow up the issues that you had written in your letter?					

13- How much did corresponding with the counselor decrease your worries?				
14- How much were the offered guidance of counselor practical?				
15- How much have you employed the proposed suggestions of the counselor?				
16- How much were you satisfied with receiving timely responses?				
17- How much the contact box with the counselor is necessary?				
18- How much have you encouraged your friends to use corresponding with the counselor?				
19- How much is correspondence counseling useful?				
20- How much have the results of corresponding made you interested in later corresponding?				
21- Will you again use correspondence counseling in the future?				
22- How much do the students have positive viewpoint of correspondence counseling?				
23- How much did you consider correspondence counseling when you first wrote to the counselor?				
24- How much have you used face-to-face counseling?				
25- How much do you feel comfortable and secure in the counseling room?				
26- How much do you feel satisfied with face-to-face counseling?				

-
- 27- Which codes did you use to contact with the correspondence counselor?
28- How many times did you contact the counselor?
29- Which educational level do you study?
30- Did the counselor ask you to attend face-to-face counseling? Yes or No
31- If your answer is yes, did you attend face-to-face counseling?
32- How do you contact with the counselor? Non-face or face to face

Form of content analysis of letters

In order to classify the students' problems, first, some of the letters that had been answered by the high school counselors were investigated. Then, with regard to the issues introduced in the letters, the form of content analysis of letters was prepared and the problems were assorted as following:

A- Psychoaffective problems: these problems include depression and anxiety.

Depression: if the students refer to each of the following problem, his/her problems are grouped in the category of psychoaffective problems: Feelings of sadness, loneliness, hopelessness, self-blame humiliation, frustration, impatience and lack of energy in the morning chores.

Anxiety: if the student refers to any of the following problems, his problems are grouped in the category of psychoaffective problems: constant worry without knowing the reasons usually occurring in

confronting with the teachers and their presence in public which is associated with empty head and heart, chest tightness, palpitations, sweating and headaches.

B- The preliminary study that was carried out on 50 letters-psychoaffective problems included only anxiety and depression and discussing other psychoaffective problems were avoided in this category.

C- Social-adaptive problems include the following:

Interpersonal relationships: problems and questions with regard to making friend and relationship with peers

Family relationships: Members' disputes or problems with another student, financial problems, divorce, or abuse of family members.

Marriage: questions about courtship, difficulties related to that and appropriate standards of marriage.

Relationship with the opposite sex: problems with friends of the opposite sex so that these problems have usually come into existence by in person encounter, letter or phone.

School matters: The problems related to teachers' teaching methods, the treatment of the principal and his/her assistant(s), suggestions and criticism for reforming and improving the school.

In order to make sure of the reliability of the form of content analysis, some of the letters were given to two counselors and each was coded in accordance to the problems. The reliability coefficients were estimated as following: reliability coefficient= (number of items that were coded in a category)/ (total of coded items). According to the above formula, the reliability coefficient was estimated to be 80%. The content validity was confirmed by two specialists.

Results and findings

According to the obtained results, students of the third grade of high school with 38 percent had the highest amount of correspondence, while the students of the second grade with 26 percent had the lowest amount of correspondence with the counselor. The correspondence of first grade students takes up 32.4 percent of the total correspondence. From among all the students in the sample group, 49.2 percent had only one time of correspondence, 41.3 percent of them had 2 to 4 times of correspondence and 9.5 percent had 5 to 7 times of correspondence.

The most stated problems in the letters were related to the problems with the opposite sex (48.2), 15.2 percent were related to family problems and 12.5 percent were related to marriage. The lowest amount of stated problems were related to interpersonal relationship and occupational issues that only comprised 1.8 percent of the problems stated in letters. On the students' satisfaction with correspondence counseling, the obtained mean (58.79) was more than the least amount of usefulness (51) and it can be concluded that, students were satisfied with correspondence counseling.

Chi-square was used to compare the rate of using non-face and corresponding counseling in the first and third grades of high schools. It can be concluded that, the significance level of chi-square is larger than .05; therefore, there is no significant difference between the first and third grades of high school with regard to using corresponding and non-face counseling.

In order to compare the rate of students' satisfaction with correspondence counseling based on personal and social problems, it can be mentioned that, the obtained t with independent groups with degree of freedom of 110 (.311) is less than the criterion t (1.98) at significant level of %5. Therefore, no significant difference is observed in between the students who had social problems and students who had personal problems in satisfaction with correspondence counseling.

Moreover, there exists significant difference between the students who were invited to face-to-face counseling and students who didn't. The estimated chi-square with degree of freedom of one (4.122) was bigger than the criterion chi-square (3.841) at significance level of %5. Therefore, the research hypothesis is confirmed.

Table 1- frequency of stated problems in students' letters who had non-face counseling

Type of problem	Frequency	percent
The opposite sex	54	48.2
Domestic	17	15.2
Marriage	14	12.5
Education	10	8.9
Community Health	5	4.5
Depression	3	2.7
The school offers	3	2.7
Job	2	1.8
Interpersonal	2	1.8
unanswered	2	1.8
Sum	112	100

Discussion and conclusion

With regard to the obtained data it can be concluded that, students were satisfied with correspondence counseling. In another research, only 6% of the students had correspondence with the counselor. It can be concluded that, this low amount is due to the lack of promotion in the realm of non-face counseling and not knowing counselors and students' lack of knowledge about the correspondence counseling. Therefore, in educational system, there are plenty of problems for presenting counseling services (Nazemi, 1996) and counselors confront with many challenges in providing the facilities for the counseling rooms, school boards and many other facilities (Shahraki, 1997). Students' problems can be tackled with adequate use of correspondence relationship.

As stated in table 3, the highest rate of students' correspondence with the counselors belongs to the issues with the opposite sex and marriage, while the lowest rate belongs to the interpersonal relationship and academic-occupational issues. According to the results of the research by Sheikhou and Tofigh (1994), the lowest degree of students' referring to the counseling is related to psychological disturbance, family and emotional problems. Moreover, Sharafkhani (1997) reports that, the highest degree of referring to the counseling is related to occupational and academic problems. It seems that, students with academic and occupational questions and issues comfortably discuss their occupational-academic problems while they feel uneasy to discuss ethical problems, relationship with the opposite sex, family and marriage problems due to the shame and inadequacy of the conditions in face-to-face counseling and other factors. Therefore, non-face counseling can be more effective in this area.

Based on the research findings, it can be stated that, lack of trust in face-to-face counseling is one of the factors that lead the students to use other methods of counseling such as correspondence counseling. This lack of trust stems from the inadequacy of the counseling room, simultaneous use of some people from the counseling room, uncertainty about the confidentiality, and...moreover, it can be said that, students welcome face-to-face counseling if they are invited. Based on the results of the research, students in any educational levels can use non-face counseling if they are unable to use face-to-face counseling. Moreover, no significant difference was observed in the level of satisfaction between the students who discussed problems with the opposite sex, family and marriage issues and students who discussed academic-occupational problems, anxiety and depression and used this type of counseling more than the first group.

The research faced some limitations including the lack of research history and related resources on non-face counseling and principals' and counselors' lack of knowledge about the contents of letters. It's proposed to provide in-service classes for training the counselors, equip the schools with necessary facilities for the counseling room, contact box with the counselor and responding board for answering the letters, support non-face and corresponding methods, familiarize the principals with counseling methods particularly correspondence counseling and carrying out research on face-to-face and non-face counseling and drawing comparison between the challenges of each method.

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Congruency Evaluation of Humanities Curriculum Content with Islamic Lifestyle Indicators as suggested by Supreme Leader Sayyed Ali Khamenei.

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Abstract

This study took place according to Supreme Leader's interpretation of life style as a new discussion in national literature and discourse and the need to revise topics in humanities.

The purpose of this study was to evaluate the congruency of humanities curricula content with Islamic lifestyle indicators as suggested by Supreme Leader Sayyed Ali Khamenei. The population for this study included 4181 undergraduates in Humanities department of Bandar Abbas Azad Islamic University during 2012-13 school year. Using clustering multiphase sampling, a random selection of 400 subjects was selected from each field. Tools were researcher-made and the questionnaire was designed based on Supreme Leader Sayyed Ali Khamenei lifestyle indicators whose validity and reliability were measured by confirmatory factor analysis and Cronbach's Alpha, respectively. The results showed that congruency values of humanities curriculum content in each of cultural, social, economic, political and personal dimensions were less than satisfactory levels and humanities curricula content corresponds with social dimension of Supreme Leader lifestyle indicators while it had minimum correspondence with personal dimensions the these indicators. Reviving the ethical and cultural education of citizenship in anthropology and urban sociology through scientific and cultural planning within educational and curriculum planning system in different levels of higher education must be continually considered.

Key words: Evaluation, Content, Curriculum, Life Style, Islamic.

Introduction

The dynamism of education system of a country is much more influential in its prosperity than are its natural resources or its industrial potentials. Universities and academic intelligentsia are decisive in solving problems and meeting deficiencies in both developed and developing countries (Ahmadi & Sheykh Alizade, 2006). Accordingly, higher education has always been the focus of attention in most nations and governments. The importance of universities is due to the fact that they are the cradle and foundation of economic, social, cultural, and political progress and to their vital role in every nation (Ghoorchiyan et al, 2003). In the meantime, curriculum planning has gained more credit because of its value as the framework of educational system and as a tool for fulfilling education and training goals. Thus curriculum planning has become a specialized territory as well as a space of much debate in education and training. Curriculum planning plays a key, decisive role in success or failure of universities and other higher education institutions. More precisely, lesson plans reflects the progress of the universities and the extent they have met the changing demands of society (Fathi Vajargah & Shafiee, 2007).

The constituents of a lesson plan vary from one to nine (Worthen & James, 1987). Almost all scholars agree over four elements: goal, content, performance, and evaluation. Evaluation is one of the most important. Its importance is due to the fact that no human activity can go on without quality and improvement evaluation particularly those activities which are subtle and complex (Momeni Mehmoei, 2009). Curriculum evaluation consists of measuring the values and merits of the curriculum. Such measurement includes both particular and general aspects of that curriculum (Fathi Vajargah & Shafiee, 2007). Curriculum evaluation is a process designed for curriculum improvement, performance methods, and educational procedures that affect learning and learners' behaviors (Sanchez & Ross, 2012). Evaluators first define a concept and then assess perceived values and defects (Tudiver et al, 2013). The purpose of curriculum evaluation is to assess the goals behind the process of establishing and performing curriculum through appreciation of the demands and, then, to provide a space for a sound judgment over other constituents of curriculum in order to better the related decisions (Chuang et al, 2013).

Lifestyle is a combination of words "style" and "life". The meaning of the latter is obvious but the former is defined differently in various dictionaries which signify its diverse usages in numerous sciences (Javaheri et al, 2010). Lifestyle is an important issue which generally refers to the way people live their lives and reflects a full spectrum of values, beliefs and activities (Lindstrom et al, 2013). Lifestyle originated in cultural, behavioral, and habitual trends and routinely persons perform them in their individual and public existence (Gover, 2004). Through interacting with parents, friends, peers, relatives and social media, persons learn behavioral models (Sompson & Pilote, 2012). Lifestyle is largely stable through which the individual seeks his/her goals, goals he/she has acquired during childhood. In other words, lifestyle is the subjective and quantitative aspect of personality (Aghae, Malekpoor & Mosavvar, 2004). Lifestyle is a term not much popular in conventional culture since it designates a kind of choice from among many alternatives; the plenitude of choices does not mean that all options are open to everybody or that everybody picks their choices while having complete knowledge of their abilities (Rahmat Abadi & Agha Bakhshi, 2006).

The enemies of Islam have succeeded by heavy investigations in Soft Warfare and spread of Western culture into Islamic countries. They have done these through spending large amounts in virtual networks and media. Imperialism and other opposing forces always scan the impacts of these schemes and attempts on lifestyle, morality, and behavior of Muslims including those in Iran. Nowadays there exist numerous aspects in the Islamic living of these countries; in Iranian society (particularly middle class), for example, suffer from Iranian lifestyle since it does not qualify as truly Islamic. In other words, while an Iranian desires to be a Muslim he also tends to walk, talk, dress, and eat like westerners, to adorn himself after the democratic regulations and customs of the west and, to pretend like an intellectual. Holy Quran holds to Islam which has its own lifestyle which is valuable and desirable. Prophets have introduced humans to their unique lifestyles in terms of manner, religion, and behavior. Great Islamic personalities set infallibility (Ismah) as the basic condition for Prophet hood (Nubuwwah) and only this makes them the best examples for other people: «لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِمَنْ كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَ ذَكَرَ اللَّهَ كَثِيرًا».

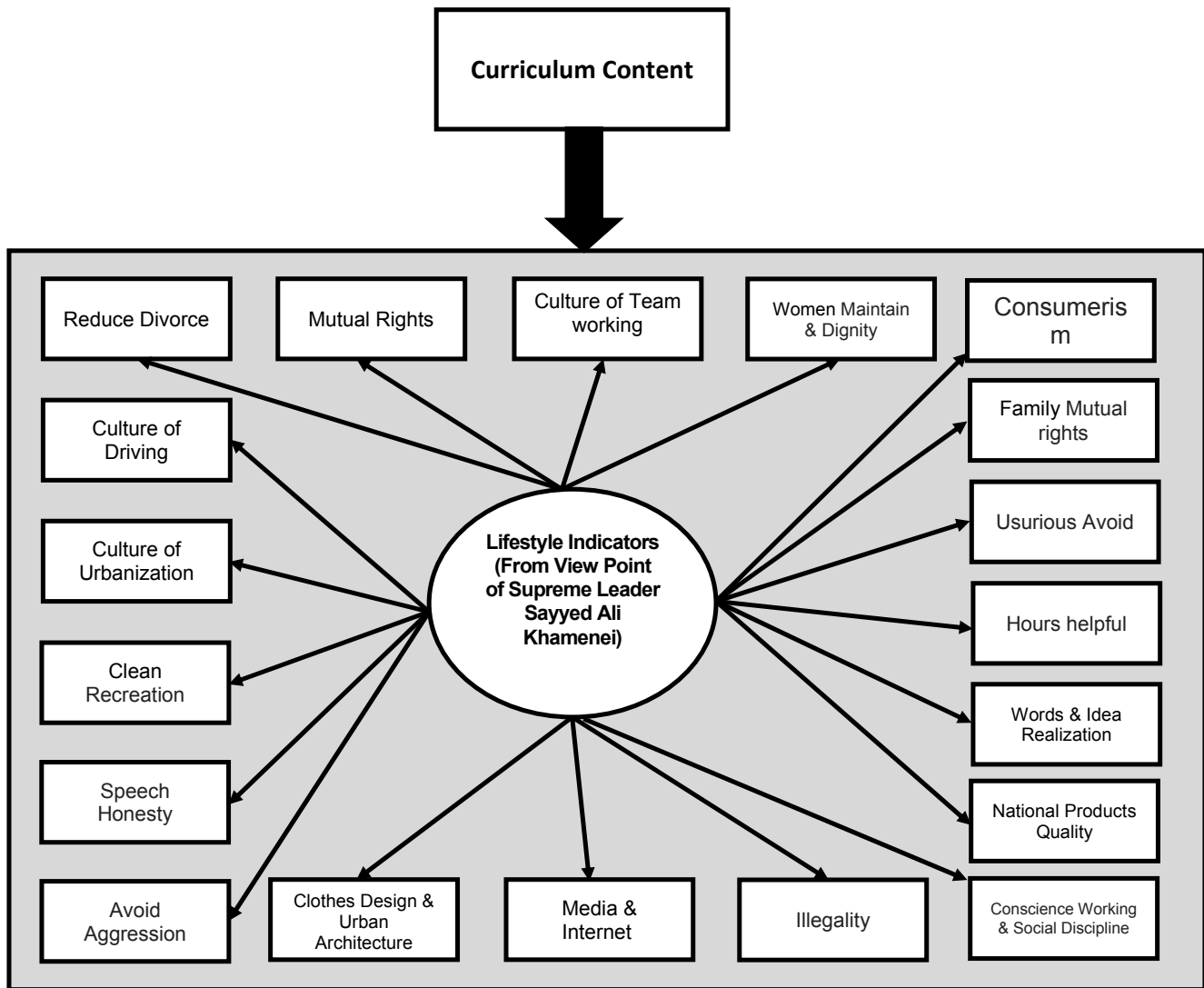
Studies on lifestyle are mostly descriptive and normative. So it may be asked how much lifestyle of persons and groups fit Islamic teachings. Is it possible to categorize these persons and groups from this viewpoint? Have pious Iranians, for example, developed a truly Islamic lifestyle after 3 decades of Islamic revolution in 1978? Has Islamic lifestyle theory (which directly deals with such important issues like complete human, sane human, standard and non-standard criterion, prevention and cure ...) been analyzed? (Kaviyani, 2011). In a meeting with professors and academia, intelligentsia, and officials of universities and research institutes, The Supreme Leader has told: "... many of topics in humanities are based on materialistic and atheistic orientations and teaching these topics would lead to abandonment of Islamic faith and also to outbreak of skepticism regarding religious and spiritual tenets. High offices and institutions like government, Islamic Consultative Assembly and Supreme Council of the Cultural Revolution must take these concerns seriously..."

In a meeting with the youth in Northern Khorasan, in October 2012 (12/10/2012), Supreme Leader held that lifestyle is the basic and actual part of Islamic growth and cultivation and offered a pathology of status quo Iranian lifestyle and stressed the need for a sound solution by calling on elites and experts. He added that "lifestyle, social behavior and manner of existence are extremely important in every (material or spiritual) understanding of progress". On the other hand, once graduated, students take a job or start a family while carrying whatever they have learned as a guiding principle for the rest of their lives. The supreme leader pointed out that only growth in the actual part of Islamic cultivation means the achievement of the goals set by this great religion and added: "unfortunately, unlike considerable success in science and industry, we haven't achieved enough progress in this area (style and culture of living)". He argued for the necessity of pathological study and remedies for lack of advance in style and culture of living and invited scholars, political and intellectual leaders, Hawzah and university elites, institutions related to culture and training and also the youth and added: "we all must warn ourselves and by pointing the causes of the problem we must find a way out of it." he assured that "if a discourse about pathology

and solving the problems arises, Iranians will perform very well because of the vitality and talent of the youth.”

Considering supreme leader’s argument, the freshness of the topic in literature and discourse, and the need to revise topics in Humanities, this research tries to answer the questions posed by supreme leader seeks to offer a working pathology of curriculum content presented to the intellectual and the youth. The questions posed by supreme leader are as follow: 1) what is the cause of the weakness in collective work in Iran? 2) Why mutual rights are not respected in social relationships? 3) Why is divorce prevalent in some areas? 4) Why necessary discipline is not followed in driving? 5) What are the obligations in apartment living and are they followed? 6) What is safe entertainment? 7) Are we honest in our daily social interactions? 8) How rampant is dishonesty? 9) What are the causes behind some aggressions and intolerance in social relationships? 10) How reasonable are the designs in clothing and urban architecture? 11) Are individual rights respected in media and internet? 12) What is the cause of civil disobedience by some people and institutes? 13) How much work ethics and social discipline do we have? 14) How much attention is paid to the quality of national products? 15) How is that some of speeches and ideas have stagnated as dreams and words? 16) Why actual working hours are so little in organizations? 17) How can we uproot usury? 18) Why consumerism has turned into a source of pride? 19) What can be done to maintain the respect for women while allowing her to pursue her social obligations? 20) Do husband and wives and children fully enjoy their mutual rights?

Results of this study can lead to defining strengths and weaknesses in present lesson plans and to a solution for strengthening the strengths and improving weaknesses. The general purpose of this study is a congruency evaluation of curriculum content of undergraduate courses with standards of



Islamic lifestyle as suggested by supreme leader. A conceptual model is shown in figure 1.

Figure 1: Research Conceptual Model

Method and Materials

This research is descriptive and survey. The research population consisted of all 4181 undergraduates studying in Humanities department of Azad Islamic university of Bandar Abbas in 2012-13 school years. The size of the sample was set at 352 subjects using [Cochran](#) formula. Predicting the probable evasion of some subjects from participation, 500 questionnaires were distributed and 400 were received. Using clustering multiphase sampling an undergraduate class was randomly picked from each field. Table 1 shows the Sampling Distribution of the research.

Table (1): Sampling Distribution

Group	Sample	Percent
Jurisprudence, Islamic Law and Customs Duties	139	34.75
Accounting	121	30.25
Education and Economic Sciences	140	35
Total	400	100

The conceptual model was presented to 30 faculty members who after being spoken to were asked to categorize 19 indexes of lifestyle as suggested by supreme leader into 5 aspects: cultural, social, economic, political and individual. After ties a questionnaire was designed. Since the design took place by consulting scholars the questionnaire has apparent validity. Therefore the validity was further measured by item analyses and confirmatory factor analysis. Table 2 shows the results of the former as minimum and maximum covariant coefficients for each aspect.

Table 2- The Range Of Covariance Coefficients for Aspects of Questionnaire

	Cultural	Social	Economic	Political	Individual
Correlation Coefficients	0.44-0.81	0.53-0.76	0.32-0.77	0.41-0.85	0.52-0.79
Significant Level	0.0001	0.028	0.003	0.0001	0.026

The results of confirmatory factor analysis are shown by multi-variant regression method which showed that validities as follow: cultural aspect (0.93%), social aspect (0.77%), political aspect (0.71%), and individual aspect (0.83%). Cronbach's Alpha was used to determine the reliability of questionnaire and its coefficient proved a reliable case. Table 3 shows the results.

Table 3- Cronbach's Alpha for Every Aspect of the Questionnaire

	Cultural	Social	Economic	Political	Individual	Total
Cronbach's Alpha	0.90	0.86	0.62	0.73	0.86	0.81

After arrangements with officials of Humanities department and teachers, each class was given a brief summary of goals and necessary explanations and then questionnaires were distributed and collected after 20 minutes.

SPSS16, one-sample T-test were used to analyze the questions 1 to 5, and multi-variant covariance analysis for question no. 6. To determine the satisfactory level or criterion in one-sample T-test, some of the questions 1, 2, 3, 4, and 5 in Q_3 (the third quarter of the measuring scale or the point of 0.75% compatibility of curriculum content with the aspects) were used. The mean values for each aspect were compared with third quarter. The cases are considered lower than satisfactory level where the mean value is lower than third quarter and the difference is significant. The cases are considered higher than satisfactory level where the mean value is higher than third quarter and the difference is significant. The cases are considered satisfactory where the mean value and Q_3 criterion are not significantly different.

Result and Findings

How compatible are the contents of undergraduate lesson plans with cultural aspect of lifestyle? Table 4 indicates that the mean values for cultural aspect of curriculum content are lower than Q_3 in all fields of humanities and that the difference between mean values and satisfactory level is significant at 0.0001. Therefore, the congruency of curriculum content with cultural aspect of lifestyle as suggested by supreme leader is lower than satisfactory level.

Table 4- The Comparison of Cultural Aspect of Curriculum in Undergraduate Fields of Humanities and Satisfactory Level.

	Mean	Standard Deviation	Q_3	Degree of Freedom	t	Significant Level
Jurisprudence, Islamic Law and Customs Duties	2.55	0.81	3.25	138	-10.12	0.0001
Accounting	2.66	0.61	3	120	-6.10	
Education and Economic Sciences	2.39	0.82	3	139	-8.65	

How compatible are the contents of undergraduate lesson plans with social aspect of lifestyle? Table 5 indicates that the mean values for social aspect of curriculum content are lower than Q_3 in all fields of humanities and that the difference between mean values and satisfactory level is significant at 0.0001. Therefore, the congruency of curriculum content with social aspect of lifestyle as suggested by supreme leader is lower than satisfactory level.

Table 5-The Comparison of Social Aspect of Curriculum in Undergraduate Fields of Humanities and Satisfactory Level

	Mean	Standard Deviation	Q_3	Degree of Freedom	t	Significant Level
Jurisprudence, Islamic Law and Customs Duties	2.70	0.87	3.66	138	-12.96	0.0001
Accounting	2.62	0.82	3	120	-4.94	
Education and Economic Sciences	2.31	0.87	3	139	-9.28	

How compatible are the contents of undergraduate lesson plans with economic aspect of lifestyle? Table 6 indicates that the mean values for economic aspect of curriculum content are lower than Q_3 in all fields of humanities and that the difference between mean values and satisfactory level is significant at 0.0001. Therefore, the congruency of curriculum content with economic aspect of lifestyle as suggested by supreme leader is lower than satisfactory level.

Table 6- The Comparison of Economic Aspect of Curriculum in Undergraduate Fields of Humanities and Satisfactory Level

	Mean	Standard Deviation	Q_3	Degree of Freedom	t	Significant Level
Jurisprudence, Islamic Law and Customs Duties	2.62	0.73	3.25	138	-9.99	0.0001
Accounting	2.63	0.73	3	120	-5.47	
Education and Economic Sciences	2.45	0.79	3	139	-8.03	

How compatible are the contents of undergraduate lesson plans with political aspect of lifestyle? Table 7 indicates that the mean values for political aspect of curriculum content are lower than Q_3 in all fields of humanities and that the difference between mean values and satisfactory level is significant at 0.0001. Therefore, the congruency of curriculum content with political aspect of lifestyle as suggested by supreme leader is lower than satisfactory level.

Table 7- The Comparison of Political Aspect of Curriculum in Undergraduate Fields of Humanities and Satisfactory Level.

	Mean	Standard Deviation	Q ₃	Degree of Freedom	t	Significant Level
Jurisprudence, Islamic Law and Customs Duties	2.65	0.79	3.25	138	-8.79	0.0001
Accounting	2.69	0.78	3	120	-4.23	
Education and Economic Sciences	2.43	0.87	3	139	-7.58	

How compatible are the contents of undergraduate lesson plans with individual aspect of lifestyle? Table 8 indicates that the mean values for individual aspect of curriculum content are lower than Q₃ in all fields of humanities and that the difference between mean values and satisfactory level is significant at 0.0001. Therefore, the congruency of curriculum content with individual aspect of lifestyle as suggested by supreme leader is lower than satisfactory level.

Table 8- The Comparison of Individual Aspect of Lesson Plans in Undergraduate Courses of Humanities and Satisfactory Level

	Mean	Standard Deviation	Q ₃	Degree of Freedom	t	Significant Level
Jurisprudence, Islamic Law and Customs Duties	2.01	0.44	2.25	138	-6.32	0.0001
Accounting	2.27	0.52	2.87	120	-12.30	
Education and Economic Sciences	2.23	0.61	3	139	-14.72	

Is there a significant difference between cultural, social, economic, political, and individual aspects of lifestyle presented in undergraduate courses of Humanities? Table 9 indicates that there is significant difference between aspects of lifestyle in curriculum content of courses in Humanities according to fields of Humanities. Thus, each of three fields of Humanities the maximum value belongs to the individual aspect and the minimum belongs to individual aspect.

Table 9- Mean and Standard Deviation Values for Lifestyle Aspects Suggested By Supreme Leader and Sorted According To Collegiate Fields

	Jurisprudence, Islamic Law and Customs Duties		Accounting		Education and Economic Sciences		F	Degree of Freedom	Significant Level
	Mean	Sd	Mean	Sd	Mean	Sd			
Cultural	2.55	0.81	2.66	0.61	2.39	0.82	3.97	2 & 397	0.02
Social	2.70	0.87	2.69	0.82	2.45	0.87	8.03		0.001
Economic	2.62	0.73	2.63	0.73	2.31	0.79	2.39		0.006
Political	2.65	0.79	2.62	0.78	2.43	0.87	3.91		0.02
Individual	2.01	0.44	2.27	0.52	2.23	0.61	9.57		0.001

Discussion

The results of the analysis of the congruency between curriculum content of undergraduate courses in Humanities fields of Azad Islamic university of Bandar Abbas indicated that the congruency level of each of cultural, social, economic, and individual aspects is lower than satisfactory. Considering these results and supreme leader's suggestions we can understand the importance of his emphasis on attending to the standards of Islamic lifestyle in society. Although existing lesson plans have trained some

students who adopt Islamic lifestyles but they have failed to grow exemplary citizens in terms of Islamic lifestyle. Most of These lesson plans teach students how to be an active, informed, and responsible citizen. In fact, the bases of their teachings are not the nourishment of an exemplary Muslim citizen or creation of a good Islamic conduct; instead, these lesson plans teach the students how they can make decisions regarding their responsibilities toward society and personal life. It should be noted that education of responsible, committed Muslim citizens must facilitate the capacity and enabling; that is, these students must learn that not only they should protest but they also must solve the problems. Therefore, teaching Islamic lifestyle must be inserted into university curricula as the key to personal growth and industrial and social progress. As the basic principle of preparing the youth, such an education faces many daily hardships like the absence of procedures for persuading people into social cooperation, obscurity of rights and duties, mutual citizen obligations, etc.,.

On the other hand, out of five aspects of lesson plans in undergraduate fields of humanities the personal aspect showed maximum compatibility. An explanation would be that these plans have been able to prepare individuals in their private activities like optimal use of their working hours. But in the instance of interacting within groups, communities, and with other people, these plans have failed to offer the necessary knowledge, skills, and perspectives for entrance of these students into public situations where most of individuals' lifestyle is reflected through interaction with others.

Therefore, the main goal of teaching citizenship in universities must deal with preparing students as active citizens who are consistent with cultural, Islamic values and who have a sense of belonging to society and who aim to enter social, economic, political, and cultural life. Religious and cultural teachings of citizenship must recognize the different biological demands of each group during both short and long term planning. Such investment in anthropology and urban sociology of ethical teachings and cultural citizenship must be continual by scientific and cultural planning in education system in all stages of higher education.

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