

Comparative Evaluation of Between Spiritual Health, Perfectionism and Aggression in Girls and Boys Students (10-13 Years) ILAM

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Abstract

Of issues that in its attention to gender differences is religion and spirituality. Factors causing stress is different in men and women; Men on economic issues and employment are high sensitivity and lack of job security, economic and endanger their mental health and women most of spirituality and religiosity are emphasized. Method of the present study is causal - comparison of the events. The population of this study consisted of all students male and female between the ages (10-13 years) are ILAM of which there are 13704 people of the people according to the formula Cochran, 373 people for example in this study we have chosen. Data collection tools included Spiritual (PULUTZIN and Ellison) Perfectionism Scale (Hall et al), Aggression Scale (EYZENCK and Wilson). All data software SPSS and the test *t* (independent) and chi-square test were analyzed. The results showed that between spiritual health and perfectionism and aggressive behavior there is a significant difference between male and female students and also between age and education with the spiritual, perfectionism and there is aggression. Results showed that between spiritual health, perfectionism and aggression is a significant difference between the groups (boys and girls) there. To obtain a comprehensive understanding of gender differences in well-being be sure to factor such as social structures which determine the psychosocial and behavioral factors to be considered.

Keywords: spiritual health, perfectionism, aggression, girls and boys Students, ILAM.

1. Introduction

Education as an institution an important role in the growth and development of any society. So that the promotion of cultural, political, social and sports a society need to pay attention to education and proper planning and development of its quality and quantity. Spiritual, perfectionism and aggression, psychological constructs which has recently been considered by psychologists; because based on research evidence these three factors play an important role in facilitating or undermining the students played (Byrd, 2011). According to Russell, spirituality and spiritual health can also be manifested in different ways: Daily interactions with others, spiritual interactions specified by love, trust, integrity and honesty, integrity, respect, communication, impersonal with some superior force, power that directs the universe or of a personal God that person knows and he does care (Omidware, 2007). Perfectionism, a set of high standards for performance with negative self-evaluation, criticism and self-blame is. In general what the results of studies and researches achieved, confirming the beneficial effects of spirituality and religion to promote the positive attributes of their character, religion and spirituality, formation of healthy, positive identity and their roles as well as the ability to shape your ideal life is involve (Abolghasame, 2006). The figures from the most basic issues of psychology, the main focus of discussion in the fields of learning, motivation, perception, emotion, intelligence and its components but with the spiritual and perfectionism is often used as a feature or attribute been addressed which can be effective in the treatment of normal or abnormal act (Hamates, 2000). The spiritual and perfectionism in reducing aggressive behavior of students is undeniable, aggressive behaviors include: the behavior its purpose, hurting themselves or else in this definition, purpose and intent of the person it is important that behavior is aggressive which consciously and deliberately to harm others or to

himself it is due. Aggression to describe a set of behaviors externalizing used all of which community property rights of others and the irritant effect of this behavior is common. Aggressive acts including acts of physical and verbal aggression such as threats, verbal dispute as well as destruction of property Some psychologists, behavioral aggression know that to others, harm or potential harm (Bredemeire & Shields, 1984). Aggression may be physical, verbal or otherwise violate the rights of others, psychologists between aggression means and hostile aggression have been distinguished. It is a result of social factors thus acquired know and others believe that aggression is innate and is innate. Both groups to confirm their theories some to offer. Experts in the field of social sciences in the case of aggression, both instrumental aggression, hostility and aggression, apart from (Brown, 2000). Aggression, hostility refers to the obvious, that the intention of harming the physical, mental or her, or else done. Major boost in hostile aggression is happy to see the pain, or injury sustained by the hand; therefore the main purpose of this type of aggression to achieve the final product ... physical injury, or mental health (Jarvis, 2004). Aggressive means, on the run, it can be a hostile aggression, distinguished. Students in instrumental aggression, attempts to cause pain and injury but the action of an external positive reinforcement takes place, receive a positive boost the likelihood of repeated aggressive behavior, on the part of students increases. If the student, going to the students in the sports pushing up the positive reinforcement, such as encouraging coach, cheering crowds and Sports reputation then this act, he is instrumental aggression, classified. Thus, in the case of instrumental aggression, aggressive responses as well as a tool to an external object is used (Silva, 1983). HENRIK et al (2008), in their research on the relationship between dimensions of perfectionism and emotional states, stated that, worry about mistakes in sports with a variety of negative consequences, such as feelings of failure, guilt, shame and blame oneself always will be. Between the excessive worry about mistakes, perfectionism and components of depression, fatigue, tension, confusion and total mood, negative and significant (Henrik, Peter, Groan & Matthias, 2008). Results of research Don Kelly, ZOROF and BENEKESTIN (2006) showed that, doubt and worry about things, self-criticism and criticism from parents using avoidance strategies in social situations, wrangle, and negative mood positive relationships and a positive relationship with the mood, and the ability of social protection, the relationship is negative (Dunkley, Zuroff, & Blank stein, 2006). Studies, JARN Burt (2000), BARRETTAN Heim (2003), Meyer DAIKON, ADELSUN (2004) showed that aggression, the effects of physical, psychological, social and abundant causing problems such as helplessness, loneliness, social conflict, disregard for the rights and needs of others, ulcers, migraine, hypertension, depression and anxiety (Sroufe, Cooper & Dehart, 1996). Results of MOUSAVIMOGHADAM ET AL (2015) research indicate that, between male and female students, in terms of spiritual health, there are significant differences [Mousavimoghadam, Dousti, Mahmoudi & Zahirikhah, 2015].

2. Method

However comparison of the event as one group- one-step and the multivariate was implemented. The sample consists of all students, aged 10-13 years (girls and boys) ILAM is the number (13704) people who from this number (374 boys and girls) according to the formula Cochran and convenience sampling sample of interest in this study were selected. After obtaining permission from the relevant authorities we go to school boys and girls and questionnaires to complete we distributed among the students. The data includes spiritual health scale and Ellison (1982): To measure the spiritual health of individuals executed, the 10 questions of religion, health, and 10 other items, check your health. The health of the religious, and existential, each separately is 60-100. For, health subgroups religious, and existential, stratification is absent, and the judgment is based on the score obtained. The score obtained is higher, health and religious symbols and even higher. The spiritual health is the sum of the two subtypes, ranging from 120 to 200 is considered. Answers to the LIKERT-six options, from totally disagree to totally agree classification was given in the S. FATEMI et al (2009) spiritual validity, content validity was assessed through and reliability, the reliability coefficient alpha 0/82 was determined. The negative answer, scoring is done in reverse, and in the end, spiritual health, low levels of 40 to 200, average 99, 41, and 120 100 was divided up (Strachan, 2007). Perfectionism Scale: Provided by Hill et al and have 59 items and 8 small scale. Small dimensions of the scale, the combined size of the order and organized, purposeful, trying to be perfect and high standards for others, consistent aspect and the combined scores of the need for approval, focusing on mistakes, perceived pressure from parents, and champ thought, exclusive of perfectionism is the result. Perfectionism overall score, the scores of the eight factors perfectionism is achieved. The reliability of the scale in a pilot study (68 participants) using CRONBACH's alpha (internal consistency) of 80% was obtained. In the main study (with 313 participants), the following factor analysis, the coefficient for the total scale was 90%. Perfectionism Scale Factor structure with principal component analysis and VARIMAX rotation and according to SCREE slope of the curve suggests that the scale consists of 6 factors which together account for 43% of the total variance of the scale. Constituent elements of this scale are as follows: 1. negative attitude of self (18 items). 2. The order and organization (9 items). 3. The purpose (9 items). 4. Perceived

pressure from parents (6 items). 5. Attempts to excellent (5 items). 6. Criteria for others (5 items), respectively 11/33, 10/39, 07/02, 5/17, 4/83 and 4% of the total variance was explained. Validity of this scale, type of content validity and reliability of the scale using CRONBACH's alpha and 80%, respectively [14]. EYSENCK and GLIN Wilsons scale aggression: With 30 categories, which are 20 categories and 10 categories, the answer is yes and the answer is yes and no subjects and no answer (?) to answer the questions. The range between zero and 30, the maximum score of 30 and a minimum score of 12. Scores greater than 20 indicating severe aggression, score 12 to 20, moderate aggressiveness and a score of 12 to a low, weak aggressive, namely those compassionate and kind this scale is composed of three options which is the case of violence against the uterine EYSENCK is extracted. EYSENCK argues can detect that there are violent people are aggressive, full claim victory, ambition, cunning, sensation seeking, opinion, bias and masculinity. EYSENCK based on the seven criteria, 210 questions of which thirty-examination it was related to aggression. Scoring method in this case is that the numbers up to 30 which is actually a number of questions, the signs + and - see, if + is a question mark and subject also to the positive answer (yes) he will receive two scores But if the answer is no he will not score in between, a score will be if the answer is positive, the answer "do not know" he will receive a score which questions the negative sign they will act the same way if the answer is no, and subject also to give a negative answer, the score will be if funded will not score and if the answer is "do not know" he will receive a score. In research MALEKI resulting 69% reliability testing and research Sabotage (2014) subscales, with the removal of question 5 and then reversing some of the questions was 72% (Razaey, M. et al, 2006)

All data using SPSS version 21 using descriptive statistics and inferential statistics (chi-square test, t-test) were analyzed.

3. Finding

The results can be seen in the following tables.

Table 1: Frequency and Frequency of age and education in both girls and boys

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Variables		Frequency	Frequency percent
Age	10-11	167	44/7
	12	174	46/5
	13	33	8/8
	number	374	0/100
Education	Primary	335	86/6
	Guidance	39	10/4
	Count	374	0/100

Table 2: Student's t test, comparing mean of the two groups

Comparing spiritual health, perfectionism and aggression both girls and boys								
Variables	T test							
	F	p	t	df	mean		Standard deviation	
					boys		girls	
* Spiritual Health	25/28	0/000	0-1/86	372	51/42	53/81	14/90	9/18
**Perfectionism	20/21	0/000	-2/30	372	204/75	214/72	51/09	29/71
**Aggression	29/2	0/131	-2/76	372	55/39	57/21	6/76	5/90

(p>0/1) (**p>0/05) *

Table (3): chi-square test between gender and spiritual health and perfectionism and aggression girls and boy

chi-square test between gender and spiritual health and perfectionism and aggression					
Variables	χ^2	df	p	N	P
Spiritual health	110/92	53	0/000	374	0/05
Perfectionism	215/56	108	0/000	374	0/05
Aggression	73/25	29	0/000	374	0/05

Table (4): chi-square test between the education and spiritual health variables, perfectionism and aggression girls and boys.

chi-square test between the education and spiritual health variables, perfectionism and aggression					
Variables	χ^2	df	p	N	P
Spiritual health	74/66	53	0/027	374	0/05
Perfectionism	98/51	108	0/732	374	0/05
Aggression	28/23	29	0/505	374	0/05

4. Discussion

In this study, 374 patients (187 girls and 187 boys) participated. The mean age of the subjects 60/11 and 0/77 is the standard deviation, maximum age of 13, the minimum age was 10 years. The most participants age 12 years with 46% and the highest rates of primary education by 86%. Table 1 t-test showed that the spiritual health, and perfectionism and aggression in both girls and boys at the level of confidence ($P=0/01$ and $P=0/05$) there was a significant difference. Table 2 shows the chi-square test between gender, and spiritual health, and perfectionism, there is ($05 / 0p>$). (Table 3) and the chi-square test showed that the education and spiritual health (degrees of freedom 53 and $\chi^2=74/66$) and perfectionism with 108 degrees of freedom and ($\chi^2=98/51$) confidence level ($0/05$) there is between education and the level of aggression ($p=0/05$) with 29 degrees of freedom, there was a significant correlation (table 4).

5. Conclusion

The present study aimed to compare the spiritual, perfectionism and aggression between males and females was 10 13 ILAM. The results showed that between the two groups in terms of spiritual, perfectionism and aggression there was a significant difference. Based on the results obtained, the spiritual, perfectionism and aggression in girls are higher than boys. The results of the studies that found Jesus born et al (2014) between perfectionism there was a significant difference between boys and girls consistent (Hill, Hill, Chabot & Barrel, 1978). as well as research that examines gender roles, the outrage done give different results some studies found that men and women was difference in the expression of anger on account of these findings we can say, gender differences in psychological, social and cultural between men and women are also discussed. Men and women are always gender roles, according to their gender not adopted some women behave in an aggressive manner and aggressive and some men, too passive and domination are possible (Dillman, 2003). Also results showed that between educational and spiritual health, perfectionism and aggression there was significant correlations. The results, findings HOJATI and et al (2010) showed that between spiritual health, and education there was a significant relationship consistent (Hojjati, 2009). and also with Honda and JAKOBSEN Research (2008) who found that with increasing levels education, health, spiritual and resorting to prayer were more consistent (Honda & Jacobson, 2005). The results showed that between the sexes and the spiritual and perfectionism and there was significant correlations aggression, the results with the results of Siegel and Schuler (2000) and suck off and colleagues (2005) who found that perfectionism in girls more than boys and the amount of different sexes consistent ((McBride, Bacchioni & Bagby ,2005), (Siegle & Schuler, 2000)). In general, many variables (psychological, social or economic) could undermine the mental health of human beings of which it seems, perfectionism, a prominent role in mental health is. In reality something that may never happen in the absence of the desired place the individual mind is made up and they say perfectionism leads to frustration and disgruntled individual element, fastidious and opposition her mental health and threaten him. According to the research conducted in the background, gender and education level can have a significant impact on the spiritual, perfectionism and be aggressive individuals. Among the limitations of this study include lack of time to meet the students the questionnaires, particularly in secondary schools and thus the lack of a strong relationship with the students to attract them, the exact answer and true to the questionnaires provided he be expressed.

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