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Study of Effectiveness of Teaching group of Religious taught in solution method on Reduction of Aggression in high school boy Students in town of DarehShahr

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ABSTRACT

Aggression is one of the most important issues that may be experienced by every teenager. Often in schools, adolescent students perform a medley of types of aggressive behavior are disciplined. This study examined the effectiveness of teaching religious group problem solving method in reducing aggression third year students of the Valley City Province deals. For the study, 24 students who had high scores on aggression tests randomly selected and divided into two groups (n = 12) and control (n = 12) were replaced. Group training sessions religious group problem solving method received After completion of training, post-test, they were And after one month follow-up test was performed Statistical operations using SPSS To test the hypotheses, t-tests Analysis of variance was used. The results showed that teaching religious group problem solving method is to reduce students' aggressive behavior (29/3 t =, p <0/005) the relationship between the economic status of families and students, there is significant amount of aggression. And among other assumptions, such as level of education, number of siblings, and there is no significant relationship between the level of aggression. Overall, we can conclude that the teaching of religious group problem solving method in reducing aggressive behavior in children has been helpful.

Keywords: Problem solving skills, religious teachings, aggression.

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INTRODUCTION

Imam Ali says "Aggression is a type of madness, because angry will repent, otherwise his/her madness is permanent ". Aggression is type of behavior which cause damage on self or other. In fact aggression behavior is a type of behavior which is considered to be aggression and it is done in intentional. Some of psychologist consider aggression as a type of behavior which damage on another or it has potential to damage on other, so damage may be in body, word form or trespass on others' rights. It is possible to say that huge power of youngers cause that they need to gain skills for guide of this force in proper way and through a peace way and among these skills it is possible to mention problem solution skills. There are some Aye, narratives and stories in Holy Islam religious which emphasize on importance of solution for inter-individual affrays. Importance for tolerance of people cannot be deniable and inspire of existence of different belief and theories among different persons, no one can satisfy all and so facing with aggressive behavior is unavoidable. Inappropriate behavior's consequences can be reduced through learning of problem solution skills which has been emphasized by Islam. Absence of control for aggressive behavior which may causes damage on self or other one and in long period of time, it can cause inter-individual problems such as crime, trespass on others or creation of anti-social personality and divine-punishment and absence of aggressive control may cause problems such as psychological problems such as Migren headache, Heart pump, Ulcer, and depression. Aggression is not related to a specific period and as it was

clarified in different researched, aggression and rigorist exists since childhood and it was continued during the time and growth. Most epiphanies and outbreak of aggression is known in younker. In a survey which was done on American student, it was clear that about 28percent of boys and 7 percent of daughters during one month, they had physical fights. It was reported 35 percent of reported persons needed medical treatment in physical fights. Best and most complete definition of aggression is presented by Brown definition [1-4].

He considers aggression as an action which makes harms on person who don't want to be teased directly. Also, aggression is any behavior which cause harm or damage on other being.

Aggressive behavior is considered to be a problem which human face with it and in fact, aggression start is so much in human societies. Aggression is a reaction which itsami is elimination of obstacle and threat factor and aggressive reaction and displeasure emerge when we oust person from his/her success which makes him/her happy or when we prevent him/her from what he/she anticipates. Psycho –monitoring viewpoint in Froyd and behavioural of Lourenz emphasizes on being innate of aggression and as a result, they present in nation for control of aggression.

Problem solution teaching ,is a therapy method which teaches person to use knowledge skills for solving inter-individual conditions. Problem solution teaching emphasizes on perception, understanding, mediator .Imperfection in problem solution skills causes different disorders in psychological performance such as dispersion, stress , behavioral unorganized status and aggression. In first step,person learns sensitive respect to problem and aim toward it. This step includes identification, place perception, inter-individual problem nature and recognition of its solvability. Next factor of identification, is definition and forming of problem. In this step, he should define creation factors in such problem and then identify special and realism aim for himself. Third stage is production of alternative solution. In fourth stage, person makes decision to solve the problem by a logical thinking, aim and tool. It should be noted that there is always better solution than aggression respect to others. In the last step , he will learn to find a solution which has most positive consequence and at last person will execute a behavior which is required for peace solution and obtained results from solution exert will be observed.

In each stage of teaching there are some homework's which is designed for students to gain required skill. Religious taught in Holy Quran, such as Juseph story,Musa story and Israel people, and stories ,narrations and stories related to prophet and Imams is full of teaching stories in field of accommodation to difficulties of life and continence in lieu of fear and horror and illogic way execution. God, mentions two important subject in Sureh Fozelat which each of them are risk factor: one is bad thinking and another is origination of illogic, which each of them are goodness and happiness factors: One is appropriate thinking and other one is familiarity of origin and proper thinking. In Quran's viewpoint, skill is obtained in various life time in which human has passed stages of belief, thus, and pure slavery neither after each time but considering heart relation to God and getting help from him and acting according to his orders. In this state, God opened theosophy doors for his pure slaves and he helps them in many problems of life. Thus, apperception and pietism provides all problems of life. As it is mentioned in 128 ayeh of SurehNesa:If a wife understands that his husband has become unkind with him, then there is no doubt that they get peace plan for themselves(solve their problems) since peace is better and grudge and lowliness is dominant on people if you be good and pious God knows all you do. And in 261 of SurehBaqaarah, he says: he gives everyone who wants and great gift is granted to anyone who has gained philosophy and no one accept device except than wise. Teaching of problem solution is designed to increase decision making, problem opening and social merit among various people and groups [5-7]. Application of facilities for learning and more usage of such skill is done in this study and it is possible to mention following items:1- application of motivation methods such as video tape play (audio and visual),images and stories2-approaching more toward opposition which creates problem in treatment meeting with events and real life happenings3- request from patients to generate personal solution instead of solutions which is offered to other one.4- Making chain in getting skill, and teaching references before study about consequences of those solutions which do not implement them.5-post-feed provide , study and periodic guide to be assured about what has gained dominance.6- application of continued usage of such skills through teaching importance of these process to valuable persons according to references.7-Application of experienced teachers.8-Providing of support meetings which is appropriate for sometimes.9- Regularly test for effect of teaching through test of each of component of problem solution teaching.

Present study can play effective role through group teaching of religious taught in problem solution way on reduction of aggression.

Major role of such project is study about effect of amount of teaching group of religious taught in way of problem solution on reduction of aggression in younker of Guide-school. In this project we try to answer to this question: whether group teaching of religious taught is effective on reduction of aggression.

STUDY METHOD

Present work is a practical study method and in type of pre-test or post-test with test group and witness is used. Statistical society is all students of third year in Guide school of city of Dareh in year 92-93. Sample method which is used here is simple random. In this way, at first three school was selected from all guide school in city of Dareh and regression test was executed for students in these schools and 24 persons were selected randomly among those who had gained high degree in aggression test and they were divided in two group of witness and test in random. In this project, to measure amount of aggression among who participate in pretest and post-test. This questionnaire is used by Allahyari (1997) for youngers in Iran. It has 30 questions. 14 questions (aggression), 8 questions (invasion) and 8 questions (enmity) are measured. Each question has following

Choices: 1never, 2rarely, 3sometimes, 4always. And weight of 0, 1, 2, and 3 is selected for them respectively. 18th question has negative weight and it is valued reversely. More gained value of person in this test is more than average 42.5 and it should say that his aggression value is more. Credit of this test was calculated by Najarian in 1996 and it was reported 0.85

Independent variable in this project include 10 religious group teaching in way of problem solution and context of meeting is provided from Religious books and it was formed in PowerPoint files and step by step. After selection and substitution of testing's in test group and witness group in both groups, religious taught group teaching meetings in way of problem solution for test was started. Witness group was not placed on no teaching type and just pre test and post test was performed. For controlling of effective factor it was requested from school not to perform any teaching meeting for reduction of aggression. Meeting for teaching trend was in form which at first a moral story was presented and it had some aggressive conditions which was created by story characters and its conclusion was not clear. Then, students were asked to imagine aggressive status and in next step, wrong belief were ranked and suggested solutions were reviewed by teachers and students. These processes were substituted in problem solution and best consequence was determined by group. Then, students discuss about conditions which had aggressive status in group and some logical and new solutions were found. Likewise, a brief of previous meetings was explained by group members interacting with other members and homework was creation a story and a solution through problem solving for next meeting.

Independent T test and variance analysis of multi variable and SPSS software for statistical operation has applied in this project.

RESULTS

After extraction of conclusion, average , standard deviation of test group in pre test stage and post-test and follow up test were calculated (table no1)

Table1- test values for test group and witness group, before, after and follow up stage.

table 1 grades for testing group, witness, before and after interfere and pursuit

pursuit		after		before			test	groups
std deviation	average	std deviation	average	std deviation	average	no	factors	
4.80	12.32	5.21	12.40	4.20	23/31	12	rage	test
3.59	6.90	4.30	8.31	4.33	14.10	12	invasion	
3.62	6.36	4.36	8.65	2.70	13.66	12	malice	
10.39	25.59	11.02	29.36	9.31	51.07	12	total grade for aggression	
5.61	21.80	5.50	24.30	5.55	24.45	12	rage	
5.61	12.23	3.63	12.50	3.73	14	12	invasion	witness
1.43	13.60	3.45	13.20	2.80	14.50	12	malice	
10.53	47.63	9.66	50	9.90	52.29	12	total grade for aggression	

table 2- results related to average for grade difference of aggression before test , and after test and t-difference

significancy	t-difference	std deviation	average for grade difference	no	groups
0.007	3.29	15.41	21.71	12	test
		6.20	2.95	12	witness

According to table no 1 and 2, it was observed that average of test group grade in post test respect to witness group is decreased. To survey about significance of difference between grades, at first grades in each group was subtracted from grade in pre test and then t-test was obtained to study difference between test group and witness group. According to calculated amount t in level .95 (equal to $t=3.29$), difference was significant and supposition for research was confirmed. Therefore we conclude that group train of religious taught can reduce aggression level for students in solution way.

table3- F-analysis , parents interaction, economical status, number of children , grades before test and after test for aggression

effect amount	statistical power	significancy\	F	freedom degree	tests	index factors
0.179 0.211	0.285 0.291	0.554 0.539	0.406 0.471	1 1	pursuit after test	father education's interaction and test
0.164 0.098	0.185 0.210	0.541 0.679	0.424 1.86	1 1	pursuit after test	mother education's interaction and test
0.489 0.613	0.680 0.740	0.029 0.017	4.39 3.36	1 1	pursuit after test	economical status inter action and tests
0.138 0.187	2.98 1.89	0.631 0.568	0.269 2.90	1 11	pursuit after test	number of children interaction and tests

As it was observed in table3- , there is a significant economical relation ($f=4.39$ and significant level 0.029),thus , theory of research is confirmed which says there is a significant relation between family economy and aggression. There is no significant relation between father's education ($f=0.406$), number of children($f=0.269$).

DISCUSSION

Today, we can conclude group training of religious taught will be effective in problem solution way on student's aggression. Results of research by [1,4] consist with results of this study. These researchers have concluded in their scientific studies that problem solution methods are effective on consistence and increase of social merits and inter-individual relation and reduction of behavioral faults and aggression. One of reasons which cause aggressive people answers aggressive and their solution are more aggressive and less acceptable by society, is as follow, since these people consider self expression solution more negatively and rank aggressive solutions more positive. Also these results show that way of problem solution is more understandable for youth and it is possible to teach its concepts through religious taught and stories. Members who participated in test group accompanied training unit the end of career and there was on testing-reduction in this project.

It is possible to mention about effect of family economical condition on aggression, there are some limits due to poverty factors in families which may lead family toward aggression and these founds consist to Novaco1985 who believe about social factors that aggression is generally related to poverty, on-educated

and low floor of society and individual and popular aggression is generally related to low floor. In the other hand, social structure theory believes that there are some limits for low social floor which may increase aggression.

CONCLUSION

We conclude that executor of education should perform this method to decrease aggression among youngers in schools and /or teach it as a part of life skill in classes. Likewise; this method can be applied in reform and maintenance of derelict and consult center to improve social skills, especially reduction of aggression.

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