

Examine the role of attachment to god with health of teachers of exceptional children

Zahra Poudineh

Master of education in psychology exceptional children, Birjand Branch, Islamic Azad University, Birjand, Iran

Corresponding author: Zahra Poudineh

ABSTRACT: The purpose of present study examines the role of attachment to god and religious opposition and hardiness mental with health of teachers of exceptional children. In order to achieve the goal of 120 teachers of exceptional children using sampling were selected based on questionnaires attachment to God (ATG) was performed on them. Using multiple regression analysis and analysis of variance showed that the positive symptoms of mental disorders can be the next challenger hardiness and the attachment anxiety also predicted data showed that the total score from the avoidant attachment hardiness teachers in health can be predicted. Between religious coping and mental health relationship was observed.

Keywords: attachment to god, exceptional children.

INTRODUCTION

Teachers and university professors such groups in the community who are experiencing a lot of stress. Checking pressure mental experienced teachers can be thought of as measures to combat and reduce it this way, teachers and mental health thus are promoted, while increasing the effectiveness of teachers in the scientific community there is improvement (Mashadi, 2005). The definition of mental health must be said that every human being with deep issues and others will compromise and avoid conflict against its not cripple an individual does not have thrown themselves into the community mental health (Kaplan, 1996). Life in the industrialized world where human relationships and social support faded somewhat weak, proper human relations endangered other hand, people have made The effort made to make a living at the same time the most innate human desires and needs, regardless of should create conditions for the mental health and wellbeing of vulnerable people, including teachers, has provided (Akbari zadeh, 2011). Among the factors affecting the mental health of teachers' attachment to God. Azartbat emotional attachment is a reciprocal process of psychological development, the child's affects trust and distrust, and the masonry of the child and how the child with the world and learn how to identify and communicate throughout life. If this process is disrupted, the child may be in formed the basis of the requirement for safety in adult mental health, fails, style and pattern of attachment are formed in childhood and remain relatively stable life span. During the life cycle of a close attachment to mother and finally in advance of the wider group of wind speed and significant factor for building maintenance person comes on (Ghanbari, 2011). A total of coping styles in the face of unpleasant events consideration of religion and God can be seen as both positive and negative. Group When Disaster consider it divine religion of God and religion are optimistic coping style Negative religious have used. Rooted in common faith in secure led to investigate the relationship between these two variables deal with the psychological (Ghiami, 2005). The combination of the three components of hardiness, control, challenge and commitment. That hard stressful situation it's more likely to be rather intimidating as Opportunity to assess challenge. They feel more committed to their work and they feel that they have much control over their lives stress as opportunities will assess the potential for change (Kubasa, 1998).

MATERIALS AND METHODS

The research design was descriptive - correlational study the impact of the relationship between attachment to God, religious coping, and hardiness, exceptional children teachers focused on mental health. Study sample size was 120 and the method of sampling between male and female primary teachers, guidance has been used. Attachment to god questionnaire in 2002 by Rvat and Kirkpatrick to assess their attachment to God no matter who devised the scale contains a description of short of the relationship between an individual's attachment to God offers to meet the constraints arising from the small number of items and the two-factor structure of the scale factor analysis study obtained. Teachers respond to questions after the information was spss windows vabtdabray single question and then correlations were calculated between the total questions 0.78 Obtained. Religious coping By Pargamnt (2000) and made contains 100 questions and 14 questions from the short form and long form its main characteristic positive coping styles Each of the scales and negative religious coping Bahrami and ghiasi (2002) the test of Article 7 the validity of the positive religious coping subscale, 0.86 and negative religious coping Hardiness scale kubasa (1988 AD), a 50 item questionnaire that includes subscales Challenge (17 questions) commitment (16 questions) and control (17 questions), the scale The Likert and range from zero (not true at all) to 3 (completely correct) is formed. Initial Form mental health This questionnaire by dragotis, lippman and Corey (1973) to illustrate the psychological aspects of physical and mental patients was planned.

RESULTS AND DISCUSSION

Between attachment to God and mental health of the teachers there are exceptional children. As you can see in Table 1, the avoidance of teachers of exceptional children with mental health and its components as well as style, anxiety and mental health component Psychosis, phobic anxiety and paranoid ideation, significant positive correlation was obtained. Secure style Exceptional Children teachers and mental health and its components (except anger) Significant negative correlation was obtained.

Table 1. The relationship between attachment to God and mental health in teachers of exceptional children

Variable	Avoidance	Anxiety	Safe
Depression	r=0.24 p=0.01	r=0.16 p=0.08	r=-0.24 p=0.01
Somatization	r=0.24 p=0.01	r=0.17 p=0.07	r=-0.23 p=0.01
Psychoticism	r=0.35 P=0.001	r=0.19 p=0.04	r=-0.32 p=0.001
Anxiety	r=0.02 p=0.03	r=0.16 p=0.08	r=-0.21 p=0.02
Obsession and Compulsion	r=0.25 P=0.005	r=0.17 p=0.06	r=-0.25 p=0.006
Interpersonal Sensitivity	r=0.26 p=0.004	r=0.15 P=0.01	r=-0.24 p=0.01
Phobic anxiety	r=0.21 p=0.02	r=0.19 P=0.03	r=0.23 p=0.01
Aggression	r=0.18 p=0.05	r=0.01 p=0.03	r=-0.16 p=0.08
Paranoid thoughts	r=0.23 p=0.01	r=0.21 p=0.02	r=-0.25 p=0.006
Mental health in general	r=0.28 P=0.002	r=0.18 p=0.05	r=-0.27 p=0.003

To investigate this hypothesis, a stepwise multiple regression were used as criterion variables mental health and attachment styles to God as predictor variables were entered into the equation. The results showed that only avoidance was entered into the equation, this variable alone accounted for about 8% of mental health variables and other variables excluded from the equation.

Table 2. Variance analysis of the role of God attachment style and mental health of the teachers of Exceptional Children

S.O.V		The sum of squares	df	MS	F	Significance level	The correlation coefficient	Coefficient of determination
Avoidance	Regression	21321.07	1	21321.07	9.63	P=0.002	0.28	0.08
	The remaining amount	26120213	118	2213.58				
	Combined total	282523.20	119					

Results of the regression coefficients in Table 2 indicate that the avoidance of mental health, there is a significant positive relationship between the teachers of Exceptional Children.

Table 3. Coefficients related to the role of God attachment style and mental health of teachers of exceptional children

Variable	Non-standardized coefficients		Standardized coefficient	Value of T	Significant
	Value of B	Standard error	Value of B		
Fixed	4.49	10.34		4.79	P=0.001
Avoidance	2.59	0.83	0.28	3.10	P=0.02

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