

The role of attachment to God and religious coping and hardiness with mental health among teachers of exceptional children

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ABSTRACT: The relationship between religious coping and mental health of teachers was also examined results dadbyn religious coping mental health and its components in relation to teachers was not significant. Between the component's commitment to mental health and its components (except somatization and paranoid ideation) in Exceptional Children Teachers significant negative correlation was obtained. Between hardiness and control elements and challenges to mental health and its components are negative and significant relationship was observed. To investigate this hypothesis, a stepwise multiple regressions were used as the criterion variables and the mental health components of hardiness as predictor variables were entered into the equation. The results showed that the first variable in the equation was the challenge that these variables can about 10% of mental health variables alone explain.

Keywords: exceptional children, mental health.

INTRODUCTION

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). 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 et al., 2005). 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). 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). 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 et al., 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).

MATERIALS AND METHODS

The disquisition project was adjective - 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

The relationship between religious coping and mental health of teachers was also examined results Dadbyn religious coping mental health and its components in relation to teachers was not significant.

Table 1. The correlations between the research variables (coping styles and psychological disorders)

Variable	Positive religious coping	Negative religious coping	Religious coping in total
Depression	r=0.04 p=0.65	r=-0.01 p=0.28	r=-0.09 p=0.31
Somatization	r=0.06 p=0.55	r=-.007 p=0.43	r=0.02 p=0.82
Psychoticism	r=0.09 p=0.35	r=-0.04 p=0.06	r=-0.08 p=0.41
Anxiety	r=-0.00 p=0.966	r=-0.09 p=0.32	r=-0.06 p=0.49
Obsession and Compulsion	r=0.03 p=0.73	r=-0.08 p=0.37	r=-0.08 p=0.41
Interpersonal Sensitivity	r=-0.01 p=0.29	r=-0.06 p=0.05	r=-0.01 p=0.03
Phobic anxiety	r=-0.13 p=0.15	r=-0.08 p=0.41	r=-0.13 p=0.18
Aggression	r=-0.04 p=0.64	r=-0.02 p=0.84	r=-0.04 p=0.69
Paranoid thoughts	r=-0.08 p=0.41	r=-0.07 p=0.48	r=-0.09 p=0.34
Mental health in general	r=-0.05 p=0.06	r=-0.08 p=0.41	r=-0.08 p=0.39

Between the component's commitment to mental health and its components (except somatization and paranoid ideation) in Exceptional Children Teachers significant negative correlation was obtained. Also hardiness and control elements and challenges to mental health and its components are negative and significant relationship was observed. To investigate this hypothesis, a stepwise multiple regressions were used as the criterion variables and the mental health component of hardiness as predictor variables was entered into the equation. The results showed that the first variable in the equation was the challenge that these variables could only explain about 10% of mental health variables and step the second control variable enters the equation, the coefficient can vary from 10% to 13% increase.

Table 2. The correlations between the research variables (coping styles and psychological disorders)

Variable	Commitment	Challenge	Control	Hardiness
Depression	r=-0.20 p=0.02	r=-0.29 p=0.001	r=-0.22 p=0.01	r=-0.32 p<0.001
Somatization	r=-0.16 p=0.07	r=-0.32 p<0.001	r=-0.25 p=0.004	r=-0.29 p=0.001
Psychoticism	r=-0.32 p<0.001	r=-0.30 p=0.001	r=-0.26 p=0.003	r=-0.29 p=0.001
Anxiety	r=-0.22 p=0.01	r=-0.35 p<0.001	r=-0.30 p<0.001	r=-0.37 p<0.001
Obsession and Compulsion	r=-0.19 p=0.03	r=-0.22 p=0.01	r=-0.26 p=0.003	r=-0.34 p<0.001
Interpersonal Sensitivity	r=-0.25 p=0.004	r=-0.37 p<0.001	r=-0.30 p=0.001	r=-0.36 p<0.001
Phobic anxiety	r=-0.38 p<0.001	r=-0.29 p=0.001	r=-0.31 p<0.001	r=-0.38 p<0.001
Aggression	r=-0.19 p=0.03	r=-0.30 p<0.001	r=-0.36 p<0.001	r=-0.32 p<0.001
Paranoid thoughts	r=-0.06 p=0.52	r=-0.28 p=0.002	r=-0.26 p=0.003	r=-0.26 p<0.003
Mental health in general	r=-0.30 p<0.001	r=-0.38 p<0.001	r=-0.33 p<0.001	r=-0.36 p<0.001

In other words, challenge and control variables together can explain about 13% of mental health variables and other variables excluded from the equation.

Table 3. The variance analysis of the role of hardiness on mental health teachers of exceptional children

SOV		The sum of squares	df	MS	F	Significance level	The correlation coefficient	Coefficient of determination
Challenge	Regression	38670.88	1	38670.88	12.97	P<0.001	0.38	0.14
	The remaining Value of	351937.93	118	2982.52				
	Combined total	390608.81	119					
Control	Regression	51810.79	2	25905.39	8.95	P<0.001	0.43	0.18
	The remaining Value of	338798.02	117	2895.71				
	Combined total	390608.81	119					

The table shows the results of regression coefficients between variables and controls with mental health challenges and there is a significant negative relationship between the teachers of Exceptional Children.

Table 4. Coefficients related to the role of hardiness on mental health in teachers of exceptional children

Variable	Non-standardized coefficients		Standardized coefficient	Value of T	Significant
	Value of B	Standard error			
Fixed	194.28	26.39		8.45	P<0.001
Challenge	-2.42	0.86	-0.25	-2.83	P=0.01
Control	-2.36	0.99	-0.23	-2.35	P=0.02

To investigate this hypothesis, a stepwise multiple regression were used as criterion variables mental health and attachment styles to God, religious coping methods and hardiness components as predictor variables were entered into the equation.

Table 5. Variance analysis of the role of attachment styles to God, religious coping methods and components of hardiness on mental health in teachers of exceptional children

SOV		SS	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 Value of	261202.13	118	2213.58				
	Combined total	282523.20	119					

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. The results show that the regression

coefficients between avoidance and mental health, there is a significant positive relationship between teachers of exceptional children.

Table 6. Coefficient predictor variables of mental disorders

Variable	Non-standardized coefficients		Standardized coefficient	Value of T	Significant level
	Value of B	Standard error	Value of B		
Fixed	49.49	10.34		4.79	P<0.001
Avoidance	2.59	0.83	0.28	3.10	P=0.002

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