

THE AFFECTIVITY OF COGNITION THERAPY BASE ON MIND AWARENESS ON THE CONTROL OF THE ANGER OF THE STUDENTS LIVING IN THE SUBURBS WHO ARE SUBJECT TO CRIME IN SARI

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ABSTRACT

The purpose of the present paper, is to investigate the affectivity of group cognition therapy based on mind awareness on the control of the anger of the students who are subject to crime and are in the second grade of middle school in SARI. This study has a functional goal and is among semi-experimental studies that have pre-test and group post-test patterns with the control group. Its statistical population incudes all the students of high schools who are subject to crime in the suburbs of SARI who are 856 people. As this study is experimental- like, 80 people(40 people of test group and 40 people of control group) were chosen by random clustered multi-processing sampling method.

Novago anger questioner (1986) with 25 questions have been used to collect the data. Formal and contextual of the validity tools were confirmed by the experts and their reliability was calculated by Cronbach's alpha for 0.887 anger questioner. Analyse of covariance has been used to analyse the data. The results showed that: wareness group cognition therapy based on mind of the second grade of high school the anger of students who are subject to crime in SARI have a Significant effect.

Keywords: cognition therapy base on mind, anger, suburbs, crime

INTRODUCTION:

An one of the main purposes of education is to prepare a situation for a complete growth of an individual and a treating healthy and effective humans for playing role in individual and social life. A since students as the main parts of the in country's educational system, have special role and position in achieving the goals of educational system, paying attention to this class of the society in terms of education and treatment will lead to an increasing effort sponce of educational and treating system of the society (Birami et al,2013). One factor that threatens the student's health, is anger if this factor is a lot, causes fear and disappointment and endangers the mental and physical health of the students (Narimani et al,2012). Anger affects all aspects of the students' growth and health. Their physical growth will be disturbed because of loads of stress and tension. It will cause reduction effects in their mental or cognitive growth and decreases their learning and educational improvements it will cause lots of problems for their mental-emotional growth and disturbs their social relations with others (the same age as them or the older ones). Therefore, avoiding anger has an effective role in providing their physical, mental and social health of the students and is offered as a solution in both protection and cure (Ashrafi et al,2014). consider anger as a biological mental state that is along with muscular tension and automatic neuro systematic stimulation and ranges from slight sadness to being really angry and furious (Arab et al,2011). April (1982) describes "anger as an appositive excitement that is related to aggression, social life, symbolism and self-awareness in terms of biology. In terms of psychology, they consider it in according with correcting perceptual errors and in terms of social-cultural. He considers it to support accepted standards in behaviour (Khalili et al,2015). American psychological Association (2009) defines anger as a useful excitement that if it is out of control and affects the interpersonal relationship, can also be harmful. Conceptually, anger is like disagreeing or disliking a person or a situation that can be along with irritation, fury, high excitements, anger and enmity (Khalili et al,2015).

Also cognition therapy based on mental awareness is a short-term and structural interference. Human mind investigates the past events and tries to predicts the future, so it gets uneasy. Therefore, being aware of the thoughts, motions and excitements may not seem useful but learning these can stop self-judging and self-criticism effectively (Mehdikhani,2016). All of the practices of aware minds, prepares paying attention to physical situations in time and decreases automatic processing's of anger. Therapies based on mind awareness has a high effectiveness on treating some reported clinical disorders and physical illnesses because it deals with both physical and mental aspects (Alghasi zadeh et al,2016). since the presence of mind can help people get rid of automatic thoughts, habits and un healthy behavioural patterns and so plays an important role in controlling behaviours, so, emphasising on changing awareness and establishing a new relation with thoughts are emphasized compared to their change. Cognition awareness provides a different approach in dealing with excitements, pains and furies. One of the studies done in cognition awareness and anger is faramarzi and et.al researchers in 1392 which is the effectiveness of cognition therapy based on mind awareness on decreasing the students' aggression. That has been done on 40 boy students in Kermanshah reveal high schools. The finding a decrease in aggression by cognition therapy based on mind awareness on three factors of aggressive behaviour aggressive feeling and aggressive though in students more over (Borjali, 2013). Did a study as the effectiveness of cognition therapy based on mind awareness on decreasing parent-child opposition in teenagers. That was done on 28 girl students of the third grade of middle school in Tehran. In this research, he found that cognition therapy based on mind awareness of parent. Child oppositions and its aspect meaning fully decreases (verbal and physical aggression) in student sibling and et al (2014) conducted a research as the effect of cognition therapy based on mind awareness on increasing comfort, self-awareness and controlling the excitement of the youth, and showed that cognition therapy based on mind awareness has effects on increasing the comfort, self-awareness preventing, controlling excitements in the youth (Sibinga et al,2014). Also force and et al (2011) conducted a research as the effects of decreasing stress, anxiety and aggression based on mind awareness and cognition therapy based on mind awareness revealed that cognition therapy based on mind awareness leads to a decrease in stress, anxiety and aggression (Fjorbek ,2011).

Finally, as adolescence is a period of pressure increase teenagers should make their decisions about their career, health, dangerous behaviours and education to solve this problem and going through this period of time can be difficult for teenagers and their families. Also, according to the importance of cognition therapy based on mind awareness in decreasing mental and behavioural problems, this study is about investigating the effectiveness of cognition therapy based on mind awareness in controlling the anger of the students living in the suburbs who are subject to crime in SARI. So that it can give education officials, necessary solutions based on the result of this research to decrease the anger of the students and prevent the student's crimes and reduce the number of them and finally provide a good situation for subsequent researches.

THE MAIN HYPOTHESIS:

Group cognition therapy based on mind awareness has effects on controlling the anger of (girl-boy) students of the second grade of high school living in the suburbs who are subject to crime in SARI.

The variants of the research:

Independent variant: group cognition therapy on mind awareness.

Dependant variant: anger

Research population and sampling:

The statistical population of this research are all the high school students living in the suburbs of SARI who are subject to crime 856 people and for the sampling of the present paper. As this research is experimental like, 80 people including 40 people in experimental group (20 girls and 20 boys) and 40 people in control group (20 girls and 20 boys) were chosen by random clustering multi-processing sampling method.

Research method and data collection tools:

This research has a functional goal and the nature of the research subject and goals are semi-experimental with pre-test and post-test with control group. This study includes two groups (experimental and control) and both of these groups were measured twice. The first measurement was done by one pre-test and the second measurement was done by a post-test.

The researcher has put half of these in the first group and the second half in the second group by means of random sampling method. Measuring dependant variants was done at the same time and same situation for both of them.

The necessary information of this study has been collected by the following questioner:

Navigo anger questionnaire (1986): this Questionnaires has 25 questions and is designed in three factors of (evaluating others, external pressure and disappointment) and in 5 degrees of Likert a (very low, low, average, high, very high). The researcher has used Cronbach Alpha to evaluate the reliability of the questionnaires. In this method, the questionnaires of the research were given to 20 people of the statistical sample and their scores were calculated by SPSS software and its amount was $\alpha=0.877$ for anger questionnaire. this amount is statistically Significant and confirmed.

Group cognitive awareness based on mind awareness:

It's a method that was performed in 8 sessions of 45-minutes once a week on the group. In order to provide an educational program, we have used the book of comfort by mind awareness written by Algasizadeh and Mehdikhani and Gahani (1395).

This book comes from the main version of treatment protocol that has been provided in a completely clear way with different examples.

First session: Introducing people to each other and arranging a general policy considering people's personal lives and their secrecy.

Second session: Practicing physical investigating, practicing sitting meditation, pay attention to mental interpretation as the start of personal responsibility for thought and emotions.

Third session: Practicing conscious seeing and hearing discussing living at the present and paying attention to the thoughts only as though not as facts or events.

Forth session: Performing sitting meditation by emphasizing on the body senses (as interpreting opposite emotions and thoughts), in traducing conscious walking.

Fifth session: conscious sitting, being aware of the thought, discussing over the role of mind awareness in response to stress in daily life.

Sixth session: long-term sitting meditation, being aware of breathing, sounds and then thoughts, discussing over preparing for finishing the course.

Seventh session: Sitting meditation, being aware of breathing, body, sounds and then thoughts and reviewing practices, reviewing home works.

Eighth session: Physical revision, investigating the barriers of using the technics, reviewing the previous issues and finally conclusion and performing post-test.

In order to analyse the data, we have used descriptive and perceptual statistical methods (Kolmogorov-Smirnoff test, covariance analyse test). Analysis by SPSS software.

ANALYSING THE DATA:

Table 1: the mean and criteria deviation of variants in different experimental and control groups.

Variant	Group	Test type	Number	Mean	Criteria deviation	The mean difference of pre-test and post-test
Anger	Experimental	Pre-test	40	51.525	15.034	-11.2
		Post-test		40.325	12.085	
	Control	Pre-test		56.9	7.486	-1.08
		Post-test		55.82	9.189	

In order to investing and try the normality of data distribution, we have used kolmogrov-smirnif test which has been presented in table2.

Table 2: Analysing the normality of data distribution

Measured variations	Mean	Criteria deviation	Sample	sig
Anger(pre-test)	54.212	12.106	40	0,008
Anger (post-test)	48.075	13.214		0.059

As you can see in table2- since the level of Significant is calculated for the variants sig>0.05 in reliability level of 95% and measurement error of a=0.05, so the data follow a normal distribution and using parametric statistical tests are allowed for analysing the data.

INVESTIGATING THE RESEARCH HYPOTHESIS:

1-group cognition therapy based on mind awareness has effects in controlling the anger of girl students.

Table 3: Levine test results for investigating variance equality

Variation	Statistic F	First freedom degree	Second freedom degree	sig
Anger	0.208	1	38	0.651

As you can see in table 3 as reliability level is 95% and measurement level is a=0.05, A level of Significant bigger than 0.05 was calculated, therefore variance difference is not Significant statistically and it is supposed that the variances are equal, therefore we can use mono-variable analyse of variance (Ancova).

Table 4: test results of Ancona for hypothesis No.1

Variation source	Squares sum	Level of freedom	Square mean	Statistic F	Sig	R ²
Pre-test	2087.691	1	2087.691	16.116	0.000	0.303
Group	1497.385	1	1497.385	11.5559	0.002	0.238
Error	4793.059	37	129.542			
Total	101949.000	40				

Hypothesis No.2: group cognition therapy based on mind awareness has effects in controlling the anger of boy students.

Table 5: levene test result for investigating variance equality

Variable	Statistical F	First freedom level	Second freedom level	sig
Anger	1.259	1	38	0.061

According to table 6-4: as reliability level is 95% and measurement level is a=0.05, a level of significatio bigger than 0.05 was calculated, therefore variance difference is not Significant statistically and it is supposed that the variances are equal, therefore we can use mono-variable analyse of variance(Ancova).

Table 6: test results of Ancova for the hypothesis No.2

Variation source	Squares sum	Level of freedom	Square mean	Statistic F	Sig	R2
Pre-test	64.198	1	64.198	1.165	0.287	0.031
Group	2178.286	1	2178.286	39.532	0.000	0.517
Error	2038.752	37	55.101			
Total	96743.000	40				

FINDINGS AND DISCUSSION:

In hypothesis No.1 group cognitive therapy based on mind awareness has effects a controlling anger in girl student as the level of meaningfulness in the variable of the group is smaller than 0.05, hypothesis is rejected and the research hypothesis is confirmed.

That is the mean of anger variable scores in experiment group meaningfully less than control group in post-test. Therefore, we conclude that group cognitive therapy based on mind awareness has a Significant effect on controlling the anger of girl students. According to R^2 the amount of the effect of group cognitive therapy based on mind awareness in controlling the anger of girl students is (0.238). this finding is like Fjerkbek and et.al (2011).

In hypothesis No.2 cognitive therapy based on mind awareness has effects on controlling the anger of boy students. As the level of meaningfulness in the group variable is calculated less than 0.05, zero hypothesis is rejected and the research hypothesis is confirmed.

That is the mean of anger variable scores in experimental group is meaningfully less than control group in post-tense. Therefore, we conclude that group cognitive therapy based on mind awareness has a Significant effect on controlling the anger of boy students. According to R^2 , the amount of the effect of group cognitive therapy based on mind awareness in controlling the anger of boy students is (0.517).

This finding is like faramarzi and et.al (1392) and Fjorbek and et.al (2011). One factor that threatens the student's health is anger that if it is too much, it will lead to fear and disappointment and therefor, in dangers the mental physical health of the students.

As the students are the future investment of each society and if they are healthy enough, they will guarantee the growth and development of the society, we should search for strategies to cure and reduce the psychological problems such as anger. So, in this study we investigated the effectiveness of group cognitive therapy based on mind awareness in controlling the anger of the students second grade of high school who are subject to crimes in SARI. The results of this study showed that group cognitive therapy based on mind awareness has a Significant effect on controlling anger of the students of the second grade of high school who are subject to crimes in SARI. This finding is like the finding of Faramarzi and et.al(1392) that showed that cognitive therapy based on mind awareness decreases aggression in students(Faramarzi et al,2013), Also it's like , Fejbek and et.al(2011) that showed that cognitive therapy based on mind awareness leads to a decrease in stress, Anxiety and aggression. Therefore, the managers and the officials of the education organization are suggested to use cognitive therapy method based on mind awareness for the students who are subject to crime so that they can decrease behavioural problems such as anger in students.

THE LIMITATIONS OF THE RESEARCH:

The limitations which are under the control of the researcher:

- Limiting the statistical population to the high school students who are subject to crime in the suburbs of SARI.
- the time limitation of this study of conducting this study.
- Limiting data collection tools to questioner.

The limitations which not under the control of the researcher:

- Interfering the personal comments of the tests in answering the questions.
- Growth and development sample during of the statistical sample during the research.
- Low accuracy of some people in reading and answering to the questions.

RESEARCH RECOMMENDATIONS:

Recommendations based on the findings of the research according to the finding of the hypothesis No1 and No.2, group cognitive therapy based on mind awareness has a Significant effect on controlling the anger of the

students(girl and boy), it is suggested of the education system seriously use cognitive therapy based on mind awareness in order to confront the behavioural problems of the students.

Suggesting other researchers

- Such a research has been conducted in the students of other educational courses and their results can be compared to the present paper.
- In order to increase the accuracy of the results in the future, it is suggested to use a combination method (both quantitative and qualitative researches).
- It is suggested to investigate the effect of cognitive therapy based on the mind awareness on the quality of the student's life.
- In this study, NOACO anger and kettle anxiety questionnaire has been used, so it is suggested to use other tools in other researches.

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