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THE RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND DYSFUNCTIONAL ATTITUDES AND DEPRESSION AND LIFE SATISFACTION IN MAHAN SECONDARY SCHOOL STUDENTS

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ABSTRACT

The aim of the present study is to investigate the relationship between spiritual intelligence and dysfunctional attitudes and depression and life satisfaction of students in Mahan high school. The research method is descriptive and statistical population is 364 students whom they were selected through census sampling. To collect the data, King Spiritual Intelligence (2008), DAS Wyman and Beck (1978), Beck (1997),) and life satisfaction Diner et al (1997) have been used. To analyze the data, Pearson and Spearman correlation coefficient and multivariate regression were used. Findings showed that there is a relationship between spiritual intelligence and dysfunctional attitudes and depression and life satisfaction in Mahan secondary school students. The best predictor of life satisfaction of students, are respectively, depression, and dysfunctional attitudes and spiritual intelligence.

INTRODUCTION

The sense of well-being or life satisfaction is one of the important psychological characteristics that a healthy person must have. Satisfaction with life is defined as a typical sign of a successful adaptation to changes in various life situations. Contrary to common expectation, satisfaction with life does not decline with increasing age and generally remain stable throughout the life course. (Lotfabadi, 2013).

Life satisfaction is the feeling of happiness and satisfaction with various aspects of life, that reflect positive attitude towards the world in which they live. Life satisfaction has a close but complex relationship with values, and is different from the criteria which people perceive their subjective happiness. In human life satisfaction not only reflects the combination of short, medium and long-term processes at the individual level but also the result of the interaction of individual and cultural levels. (Azimi Hashemi, 2004).

However, after extending the concept of intelligence to other areas, human capacities and capabilities, particularly the introduction of emotional intelligence in psychology, Emonz in 1999, raised a new structure as spiritual intelligence.
He said SQ is a set of capabilities to take advantage of religious and spiritual resources. Spiritual intelligence and spiritual intelligence structures have been combined in one construct. While spirituality is the search for sacred elements, meaning construction, high sharpness and excellence, spiritual intelligence includes the ability to predict function and compatibility of a person and to produce valuable results. On the other hand it is an interpersonal cognitive distortion of exaggerated beliefs, very dry, utterly irrational and individual relationship to life. Ellis says that the root of many human ailments and mental and behavioral disorders lies in a variety of irrational beliefs about the world around him. Rational - emotional - cognitive behavioral theory of Ellis is one of the theories that refer to a variety of irrational beliefs, the main cause of human problems. Irrational beliefs are beliefs that have dominated the mental and determinants of how they interpret and give meaning to events and regulate the quality and quantity of the behaviors and emotions.Irrational beliefs are not true and do not coincide with reality and bring 'should" and "rule" for people, they destroy one's balance and prevent discipline and dealing successfully with irritating accidents

(Kaviani et al., 2013).Depression is a mood disorder characterized by varying degrees of despair, loneliness, failure and guilt and doubt. Depression is a common disease that most people in the world suffer from it and call it "psychological cold". It affects people's empowerment in behavior, thoughts and feelings. The individual becomes isolated and his relationship with others is reduced. Depression starts from a feeling of helplessness, incompetence and unwillingness to live and at higher levels and over time will lead to feeling absurd and suicide. Depressed people have a feeling of helplessness and numbness.

These people usually are not hopeful in life, see the future as dark their speech ability is weak and have less presence in social activities and generally are not satisfied with their lives (Shamloo, 2008). World Health Organization mentions defining aspects of human existence, the physical, psychological, social and spiritual, and the fourth dimension, is the spiritual dimension in human growth and development. It is enough to understand the importance of spiritual matters as Psychologists and Psychiatrists say, spirituality is outlined not only as mental health but also as an integral part of the process of treating mental disorders (Elkins, 1999).

Other factors that affect life satisfaction and reduce it are dysfunctional attitudes and irrational thoughts.So a lot of inconvenience and confusion in people's lives are due to irrational, unrealistic and inefficient beliefs that they have about themselves and the world around. In other words, mental health problems is a result of their incorrect understanding, because the world itself is neither good nor bad, but our perception of it is good or bad, and as a result, we can say that the excitement of each person, is due to his recognition (Vali zadeh, 2006).

Dysfunctional Attitudes include attitudes that make the individual vulnerable against the "depression". These attitudes, are activated immediately after the occurrence of negative life events and after activation, incite the pattern of processing information that have negative orientation, in other words they are specified with negative errors in thinking.

As mentioned, another effective psychological factor is depression. Depression is a disorder that declines mood and life force of the person and he reaches the point of distress. In such circumstances he may seem worthless and the world may lose its meaning and a sense of misery and despair appear in the person. (Farjad, 2005).

MATERIALS AND METHODS

The sample size in this study is 396 students who were selected through census sampling. It should be noted that 396 questionnaires were distributed among students and 364 were returned completed and 364 completed questionnaires were analyzed.The statistical population of this study consisted of secondary school students of Mahan in the academic year (2014-2015) and it is 400 persons.

To analyze the data, descriptive and analytical statistical methods were used.
Descriptive statistics: mean, standard deviation, frequency, frequency percentage, graph, table and so on.
Statistical methods: Pearson correlation coefficient and multivariate linear regression.
Before testing the hypotheses, normal (normal distribution) the variables studied. It was tested by Kolmogorov - Smirnov one sample was tested, and then the appropriate statistical tests were used. For data analysis software SPSS version 20 was used and the level of 0.05 was considered significant.

Research objectives
The main purpose

Investigation of the Relationship between spiritual intelligence and dysfunctional attitudes and depression and life satisfaction in students of Mahan
Subsidiary goals of research
1. Checking the relationship between spiritual intelligence (critical thinking, personal meaning production, transcendental consciousness and the development of consciousness) with the consent of secondary school students of Mahan
2. Checking the relationship between dysfunctional attitudes and life satisfaction of secondary school students of Mahan
3. Checking the Relationship between depression and life satisfaction of secondary school students of Mahan

Table 1: Population size and sample

Grade	Number of community	Number of samples
First grade	175	160
Second grade	225	204
Total	400	364

Inefficient attitudes

Table 2: Descriptive statistics of inefficient attitudes

Variable statistics	Inefficient attitudes
Number	364
Average	4.17
Middle	4.15
Mean	2.7
Standard deviation	0.586
skewers	-0.228
elongation	0.536
least	2.6
most	5.8
Score range	3.2

Life satisfaction among students

From 364 patients studied, 49 (13.5 percent), had low satisfaction with life, 190 patients (52.2 percent) had moderate satisfaction with life and 125 (34.4 percent) had high satisfaction from their lives.

Table: 3. Distribution of life satisfaction among students

Cumulative frequency percent	Frequency percentage	frequency	Life satisfaction
13.5	13.5	49	Little
65.7	52.2	190	average
100.0	34.3	125	Much
-	100.0	364	Total

Life satisfaction

Table: 4. Descriptive statistics, life satisfaction

Life satisfaction	Variable statistics
364	number
4.54	average
4.60	middle
4.4	mean
1.251	Standard deviation
-0.514	skewers
0.119	elongation
1.0	least
7.0	most
6.0	Scores range

Depression among students

From 364 patients studied, 102 (21%) did not have depression, 66 (18.1) percent had mild depression, 105 of (28.8%) had moderate depression and 91 patients (25%) had severe depression.
Scores of depression variable:

Table: 5. Descriptive statistics of depression

Variable statistics	Life satisfaction
number	364
average	10.21
middle	9.0
mean	3.0
Standard deviation	7.6
skewers	0.6

elongation	-0.2
least	0
most	35.0
Scores range	35.0

Investigating the assumption of normality of variables

Table: 6. Kolmogorov-Smirnov test for normality assumption of the variables

Depression	Life satisfaction	inefficient attitudes	Spiritual intelligence	
2.385	1.810	0.923	1.522	Kolmogorov-Smirnov statistic
0.001	0.003	0.362	0.019	significant
364	364	364	364	Number

The test results of normality of variables based on Kolmogorov-Smirnov test shows that the significance of variables of dysfunctional attitudes is above the significant $05/0 = \alpha$, therefore, at this level, hypothesis H0, the normality of the data is not rejected, so we can say that DAS is normally distributed and to test the hypotheses, Pearson and Spearman correlation test and multivariate linear regression can be used.

Table: 7. Analysis of variance, multiple regression model, the relationship between spiritual intelligence and dysfunctional attitudes and depression with life satisfaction of students.

Source changes	sum of squares	Degree of freedom	Average of squares	R	R2adj	Amount of F	Amount of -P
regression	2321.18	3	773.72	0.404	0.156	23.4	0.001
left over	11903.53	360	33.06				
Total	14224.71	363					

Spiritual intelligence and dysfunctional attitudes and depression can be predicted life satisfaction of students and the most important predictor of life satisfaction of students, respectively, depression, and dysfunctional attitudes are spiritual intelligence.

Table: 8. Coefficients of the regression model, the relationship between spiritual intelligence and dysfunctional attitudes and depression and life satisfaction students.

Variable	Estimated B	Criterion error	Standard estimates of B	Amount of T	amount of -P
Fixed	25/185	3/06	-	8/231	0/001
Spiritual intelligence	0/062	0/025	0/124	2/519	0/012
Inefficient attitudes	-0.026	0.013	0.097-	-1.98	0.048
Depression	-0.0279	0.04	-0.0339	-6.906	0.001

Table 9: Analysis of variance components of multiple regression model, the relationship between spiritual intelligence (although critical thinking, sense of personal, transcendental consciousness and the development of consciousness) with the life satisfaction of the students

Source changes	sum of squares	Degree of freedom	Average of squares	R	R2adj	Amount of F	Amount of -P
regression	539.18	4	134.79	0.195	0.027	3.53	0.008
left over	13685.5	359	38.12				
total	14224.71	363					

Table: 10. Coefficients of the regression model, the relationship between spiritual intelligence (although critical thinking, sense of personal, transcendental consciousness and the development of consciousness) with the consent of the lives of students.

Variable	Estimated B	Criterion error	Standard estimates of B	Amount of T	amount of -P
Fixed	15.659	2.008	-	7.79	0.001
Critical thinking	0.08	0.09	0.06	0.96	0.33
Personal meaning production	0.03	0.113	0.019	0.313	0.754
Transcendent awareness	0.15	0.09	0.116	1.72	0.048
Development of consciousness	0.07	0.111	0.044	0.68	0.49

CONCLUSION

The main hypothesis of this study

There is a relationship between spiritual intelligence and dysfunctional attitudes and depression and life satisfaction secondary school students of Mahan. Data analysis through multivariate linear regression showed a significant linear relationship between spiritual intelligence and dysfunctional attitudes and depression and life satisfaction of students in Mahan.

On this basis we can say that when students feel frustration, aimlessness and isolation they do not have the full consent of their life, also when students have irrational attitudes and beliefs that are subject to being perfectionist like being happy depends on a person being attractive, intelligent, and wealthy and creative and if you fail at doing something then you are considered a loser and cannot be trusted, then they cannot get full satisfaction from life. Statistically, people who live their spiritual intuition and have ultimate goal in life, they are aware of the deeper relation between self and others, and have greater life satisfaction.

Secondary research hypothesis

1. There is a relationship among components of spiritual intelligence (critical thinking, sense of personal, transcendental consciousness and the development of consciousness) with the satisfaction of secondary school students in Mahan. Data analysis, through multivariate linear regression analysis shows that there is significant linear relationship between the components of spiritual intelligence (although critical thinking, personal meaning production, transcendental consciousness and the development of consciousness) with satisfaction of secondary school students in the region of Mahan. Critical thinking variable and personal meaning production, transcendental consciousness and the development of consciousness 0.027 explain variance of life satisfaction and the most important predictor of students' life satisfaction, is transcendental consciousness.

So when students have high intellectual intelligence and understand philosophical concepts well and be able to analyze them constructively, be aware of the deeper relation between self and others, and understand their existential dimensions which is deeper than physical object and to think about issues such as life and death, reality, consciousness, the universe, time, truth, justice and evil, then it will change their view towards life and its objectives and can have more life satisfaction.

2. There is a relationship between Dysfunctional Attitudes and life satisfaction among secondary school students of Mahan.
The analysis of the data, through the Pearson test shows that the correlation coefficient between the two variables dysfunctional attitudes and life satisfaction of students is -0.149 with -P value (significantly) 0.004, so there is an inverse relationship between dysfunctional attitudes and life satisfaction of students.
Accordingly, when students have attitudes and beliefs like being happy depends on being attractive intelligent, rich and creative, someone does ask for help, it is a sign of weakness, if someone cannot handle his work like others then his is groveling, if he fails at doing something then he is a loser, if we do not have someone to rely on, we'll be prone to sadness, and others cannot be trusted because they may harm us, these thoughts and actions will affect him in all areas and will lead to a decline in life satisfaction of various conditions, because these intrusive thoughts will always be a negative perception of oneself and one's life.

3 – There is a relationship between depression and life satisfaction of secondary school students of Mahan.

The analysis of the data, through the Pearson test shows that the correlation between two variables, depression and life satisfaction students -0.37with p- value significantly is 0.001, which is smaller than the significance level $\alpha= 0.05$, so at this level $_{H0}$ which is the lack of relationship, is rejected. As a result, there is a significant and reverse relationship between depression and life satisfaction of students. The more the depression is less, the more the students will be satisfied with their lives.
These findings indicate that there is a significant inverse relationship between stress, anxiety, depression and life satisfaction among high school students of Mahan city and o one of the factors affecting students' satisfaction with their lives is depression,so if students are hopeless about future and feel lonely they will regard life as repetitive and monotonous and have less happiness about life.

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