

# Original Article: Investigation and Analysis of High-Risk Behaviors in Elementary School Students


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## ABSTRACT

The results of the research showed that there is a direct relationship between the tendency to risky behavior based on the religious attitude. The tendency to risky behavior based on religious attitude has an indirect relationship with the mediation of time perspective. The results of this research with Shokri et al. (2015), Amiri et al. (2016), Malakoti et al. (2017), Najarian Toosi, Talebian Sharif, Abd Khodaei (2019), Reiningger (2005) are consistent. Risky behaviors are behaviors that endanger the health and well-being of teenagers and young people. Based on this, risky behaviors are divided into two groups, the first group includes behaviors that endanger the health of the individual, and the second group includes behaviors that threaten the health and well-being of other members of society. Therefore, since the level of vulnerability of teenagers and young people is higher compared to other age groups, there is a greater tendency towards this type of behavior. No society can claim health if it does not have healthy families. There is no doubt that none of the social harms are independent of the influence of the family. The family is the most basic institution for socializing children, especially in the early critical years of life. Under the right conditions, the family prepares children to realize their potential and to assume useful roles in society as adults. In the process of socialization in the family, children learn their parents' actions, imitation and imitation, which are the most important ways of transmitting social values, norms and traditions. Most psychologists, regardless of the school they believe in, consider interactions between parents and their children as the basis of emotional development. Parents' interactions with their children and their parenting methods are factors related to high-risk behaviors.

## Introduction

Parents can be interactive using a loving relationship with their child and using words and movements that show acceptance of the child, being responsive and committed to the child's needs and values, using a positive tone full of emotion and not humiliating, openly criticizing and blaming the child establish a

healthy and high-quality relationship with their child [1-3]. When a child feels understood, he feels belonging, and being loved, as a result, the child's love for his parents deepens, he internalizes the values and norms of the parents, expresses his feelings and problems, and when faced with conflicts, he asks for guidance and encouragement. Likewise, the behavior of the child can be easily seen in the close interactions between the parents and the

child, and the parents become more familiar with their child's behavior and feelings and guide their child if necessary. Intimate and supportive parent-child relationships that allow adolescents to explore social beliefs and roles contribute to autonomy and predict high self-reliance, career orientation, academic competence, and desirable self-esteem, and in contrast to parents who are coercive or they are psychologically controlling and interfere with the autonomy development. Establishing an intimate interpersonal relationship with others is an important factor in the transformation of teenagers and young people. Puberty causes physiological, emotional, cognitive, and social changes in teenagers and these changes affect different aspects of teenagers' lives [1].

Adolescence is the beginning of physical, mental, social, and spiritual changes. The growth of a teenager happens in the family, social environment, and cultural context in which he lives and is the most vital factor in the development and health of teenagers, family, and parents. Families are exposed to problems during the transition of a child from one developmental stage to the next. If the factors affecting the adolescent, such as parents and society, are properly organized, acute issues will not arise during this period [2].

In addition, one of the serious health threats that has been considered by health organizations, law enforcers, and social policy-makers in recent years due to rapid social changes as one of the most important problems in society is the spread of risky behaviors among juveniles. The prevalence of high-risk behaviors in society is one of the serious health-threatening cases [3].

The issue of health and health behaviors of young people has reached the public opinion by focusing on high-risk behaviors. High-risk behaviors are a set of behaviors such as

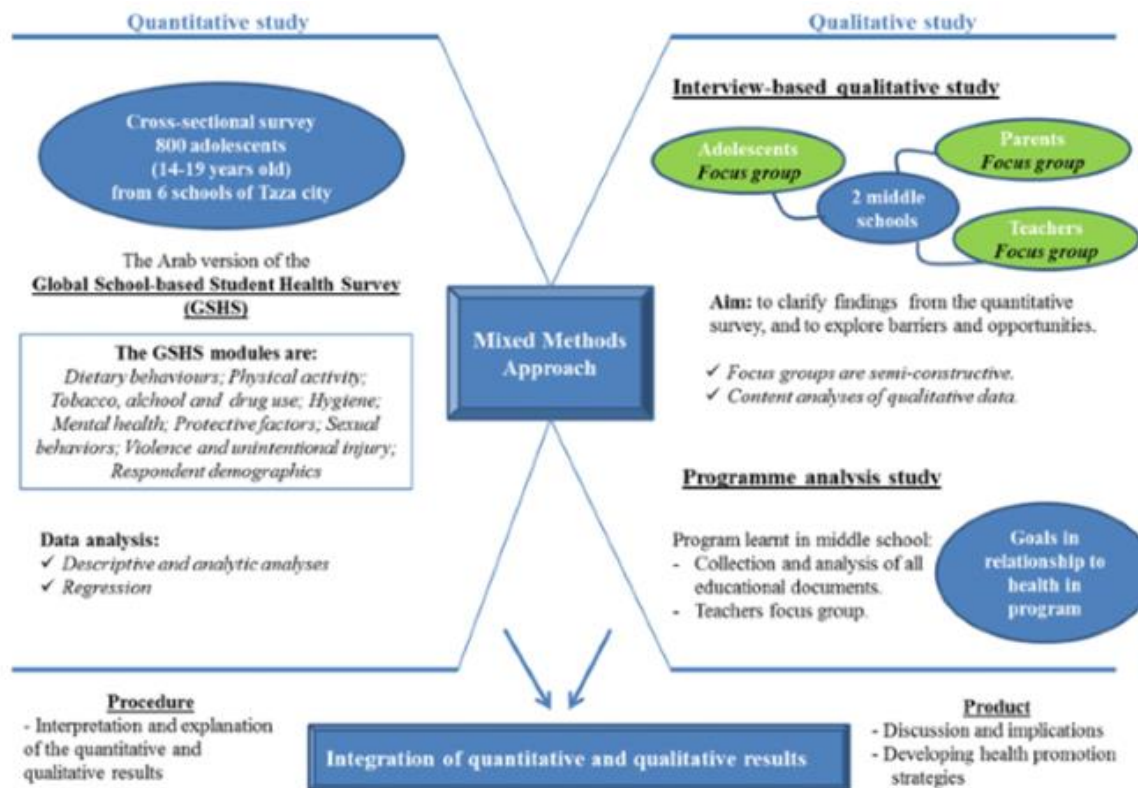
smoking, alcohol consumption, drug use, having sex, suicide, violence, etc. which generally occur during adolescence. Involvement of teenagers in high-risk behaviors not only reduces their current quality of life, but also affects their quality of life in adulthood and old age. Risky behaviors have many negative consequences not only for the individual, but also for his family and society.

Today, the prevalence of risky behaviors among young people is one of the most important and widespread concerns of human societies. Some of these behaviors are the cause of some deaths in teenagers and young people and have negative effects on societies. An increase in the death rate during adolescence, contracting AIDS, and infectious diseases caused by sexual intercourse, diseases caused by smoking and drug use, premarital pregnancies, reduced quality of life, etc. are among the consequences of the spread of high-risk behaviors among adolescents [7].

One of the constructs that has attracted the attention of many psychologists in recent years is spirituality. Erikson believes that trust in childhood is the foundation of faith in adulthood. Faith, as a vital need, leads a person to accept religion. Therefore, any weakness in the behavior and upbringing style of parents towards their children causes a sense of mistrust, and according to Erikson, creating trust or mistrust in children has a direct effect on their religiosity and spirituality in the future [4].

Spirituality, from the Latin word *spiritus*, means life or a way of being and experiencing, which comes from being aware of an immaterial dimension and determines its recognizable values. These values are related to others, self (Figure 1), nature, and life and are applied to everything that a person considers as the ultimate [5].





**Figure 1** Health risk behaviors amongst school adolescents: protocol for a mixed methods study

Some researchers consider the three characteristics of spirituality, i.e. hope, being active, and communicating with oneself, the world, and others, to guarantee physical and mental health in individuals [6].

Other studies show that teenagers who believe in God and consider the role of religion important in their lives are less likely to engage in risky behaviors such as risky sex and drug use compared to their non-religious peers. Furthermore, other studies show that preventive education focused on the religiosity of moral foundations plays a major role in reducing high-risk behaviors, especially addiction in teenage girls.

Roman *et al.* (2020) stated in their research that spiritual care is one of the vital components of comprehensive health management, especially in terms of coping with illness, suffering and ultimately death. The relationship with the sublime or sacred matter has a great influence on people's beliefs, attitudes, emotions, and behavior. Populations, communities, families, and individuals have always been comforted by their religious or

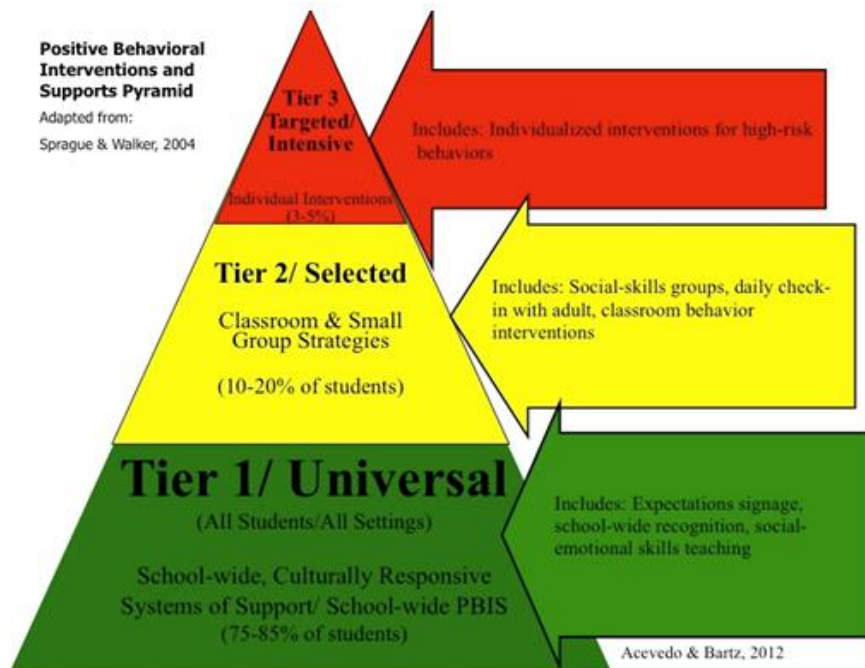
philosophical beliefs in times of personal adversity and anxiety or widespread disaster. Although spiritual care has always been part of the scope of religious beliefs, a more contemporary view is that spiritual care forms part of the human psyche [6].

Baumrind believed that the social development of children and adolescents is influenced by parenting methods. These practices can play a significant role in preventing or developing addictive behaviors in children. Time perspective determines how a person perceives or evaluates the past, present, and future. Time perspective is an unconscious cognitive structure that a person uses when making decisions about short-term or long-term goals and actions [7].

The type of perspective of a person towards "Time" and the attitudes he shares with others have a strong influence on aspects of a person's life. However, most people underestimate the importance of time [8].

Time perspective is a basic dimension of the psychology of time, which appears in the form of categorizing the experience of human

cognitive processes into past, present, and future frameworks (Figure 2).



**Figure 2** Positive behavioral interventions and supports (PBIS)

Time perspective shapes our goals and these goals, in turn, determine our behavior and play an important role in shaping our current behavior. This attitude often has an unconscious process by which the continuous flow of personal and social experiences is linked to temporal categories. Because it gives meaning to these events or gives them coherence.

Zimbardo and Boyd (1999) have defined the structure of time perspective including five dimensions: Positive past, negative past, retributive present, hedonic present, and future. People with a positive outlook have more gratitude and happiness: Gratitude mediates the relationship between time perspective and life satisfaction.

According to the results of past researches, with the increase of positive characteristics in teenagers and young people (such as self-esteem, sense of integrity, resilience, purposefulness in life, positive communication with peers, etc.), the incidence of high-risk behaviors in them, such as smoking, alcohol, substances, anti-social behaviors, etc. are reduced.

Fisher *et al.* (1991) studied 268 female high school students in New York and found that students who had higher anxiety and lower self-esteem due to their inappropriate attitudes towards eating and their weight were more likely than other students to engage in risky behaviors such as smoking, drinking alcohol, etc., substance use and unsafe sexual activity with sexual partners were more.

Reininger (2005) in a study aimed at investigating the relationship between high-risk behaviors of teenagers and their strengths and scores on 3439 teenagers aged 20 to 34 in Texas, the USA, showed that the values and scores of teenagers are the best predictors of high-risk behaviors (smoking, alcohol consumption, and having unhealthy sexual behaviors) are in them.

Moreover, the level of perceived support from them is also a good predictor for the appearance of risky behavior in them. The findings of this research suggest that to better understand high-risk behaviors in teenagers, an ecological approach should be adopted.

Parents play a very powerful role in the development of their children. One study emphasized that parenting style affects a child's



social abilities. Diana Baumrind was the first to introduce parenting style as the process that parents use to raise their children using standard methods (Zahra and Naeem, 2021). Parenting styles can be defined as a set or system of behavior that describes the interaction between parents and children in a wide range of situations and creates an effective interaction space [9].

These methods can play a significant role in preventing or developing addiction in children (Gatezadeh Abdolamir and Molaei Rad, 2020). Parents should not teach their children and teenagers today the skills that are related to the traditional life and societies of the past.

The lack of communication with parents in the life of teenagers will lead to weaker and more superficial parent-child interactions, and this issue in turn causes complex problems in the future (Rahdar et al., 2020).

Khalili Far (2016) has studied the effect of parents' parenting style on the religious orientation style of third-grade high school students in Shiraz and showed that the logical parenting style had a direct effect on the assimilated religious orientation and a reciprocal effect on the internalized religious orientation. Likewise, the easy-going parenting style has a negative effect on the internalized religious orientation. However, no specific effect was observed on the assimilated religious orientation.

Malakoti *et al.* (2017) showed in a research that the perceived parenting styles, deficiency/shame, restraint/insufficient self-discipline, and punishment, from the father, and also, the perceived parenting style and emotional deprivation from the mother were predictors of delinquency in teenagers. However, no significant difference was observed in the effect of parents' internal religious orientation on the prediction of juvenile delinquency.

In addition, the results showed that parents' extrinsic religious attitude predicts adolescent delinquency. Finally, it can be mentioned that parenting styles perceived by parents and religious orientation of parents are effective in predicting juvenile delinquency or non-delinquency.

## Drug abuse

Abuse of drugs has existed for centuries, and with the development of science and technology, various types of synthetic and semi-synthetic substances have been added day by day, and in this way, the possibility of easier access to them has been provided. Even now, there is almost no country that is safe from the spread of drug abuse.

Although opiate abuse has been considered as an unsocial and unacceptable habit in all human societies for a long time, but despite this, different classes of society are seriously involved with this issue, so that now many men and women, especially of ages from adolescence to middle age, they use drugs and are dependent on them. This problem is one of the important social damages so that it not only endangers the health of the individual and the society, but also causes the mental and moral degeneration of people and causes various consequences, especially mental complications, both for the user and for others who are related to him in some way.

Drug use has increased significantly in recent years and has turned into a crisis. The number of addicted students in the country is estimated to be six to ten thousand. Consumption of cigarettes, alcohol, and other substances in teenagers is considered an important risk. Consumption of these substances is associated with an increase in the possibility of suicide, suicide, dangerous accidents in youth and adolescence, and an increase in the risk of heart diseases and cancer in adulthood.

Teenagers who use cigarettes, alcohol and other substances drop out more than other Turkish students, enter university less often and have less academic success.

## A- Alcohol

Alcohol consumption among young people is one of the risky behaviors that, in addition to causing trouble for the perpetrator, imposes a lot of costs on society and causes the death of millions of young people and imposes billions of dollars on human societies. In European and American countries, weekly alcohol

consumption is higher among 15-year-old boys than among girls (Bullock and Room, 2004).

Unfortunately, in Iranian society, despite being forbidden in Sharia and condemned in culture, alcohol consumption is facing growth, while neurologists have given serious warnings about the harmful effects of alcohol on the nervous system and the environment.

Epidemiological studies conducted in 30 European countries showed that 50% of 15-16-year-old students have experienced the consumption of alcohol and addictive substances (Rahimi Movaghar et al., 2006). Tabrizi students have further experienced alcohol consumption by 12.7%, psychoactive drugs by 2% and cigarette consumption by 59% [10].

How students interact with school and society in the eighth year of school affects their mental health, academic progress, and substance use in future years (Lyndahl, Helen, Dip, Lyndahl, Johan, Sara, Glenn, and Georg, 2007, cited by Jabari Beyrami, Bakhshian, Vahidi, and Mohammad Poursal, 2008).

Therefore, one of the ways to reduce drug use in adulthood is to control it in adolescence by raising awareness and modifying people's attitudes towards drug addiction and lifestyle modification.

### *B- Cigarettes*

Various studies on the pattern of smoking among American and European teenagers show that 11-57% of 15-year-old boys and 12-67% of 15-year-old girls smoke during the week.

In Iran, about 13% of students from the third middle to the third high schools of the country are at risk of drugs, and according to the research conducted on the students of these levels across the country by the Office of Prevention of Social Harms of the Ministry of Education, 5% of knowledge students of these elementary schools have used drugs at least once. The increasing tendency of Iranian teenagers and young people to smoke and the lowering of the smoking age, along with it, has increased the use of tobacco and cigarettes in the country.

According to the estimates of the Anti-Narcotics Headquarters, 40,000 to 45,000

students are at risk of drug addiction and 600,000 are at risk of smoking [10].

### *C- Hookah*

Hookah consumption is popular in many countries of the world, especially in the Middle East and Africa. The studies conducted on the harms of hookah have shown that its use increases the risk of mouth, stomach, esophagus, and lung cancers, decreases the function of the respiratory system, and decreases fertility. Several studies have been conducted regarding the prevalence of smoking, hookah and related factors in the student population, the results of which show that several factors play a role in the tendency to smoke and hookah.

Among the most important of these background factors, we can mention the environmental factors and the presence of surrounding stresses.

### *D- Hallucinogens*

Currently, there are at least 1300 types of stimulants, among which amphetamine compounds and coca products are the most consumed in the world. Among these, we can mention the combination of ecstasy and methamphetamine (glass).

Initially, the consumption of these substances for recreational purposes increased by European and American teenagers, but today a wide range of compounds of these substances are available in the market. Human and financial losses and social consequences, such as economic costs, death, suicide, heavy crimes, unsuccessful marriages, and the risk of mixed diseases such as AIDS and hepatitis due to the abuse of these substances should not be overlooked [11].

### *Sexually risky behavior*

It refers to any kind of sexual behavior or relationship with the same or opposite sex that does not follow moral, social, or customary rules. This behavior is also classified among the dangerous behaviors of teenagers. Sexual misconduct or promiscuity and sexual

indolence have many complications such as involvement in other delinquent and criminal cases, alcohol and drug abuse, illegitimate pregnancy, illegal abortion, and prostitution; it leads to sexually transmitted diseases and AIDS.

Teaching communication to young people is necessary for making informed and responsible decisions for an independent, healthy and safe life. These trainings can include familiarity with harmful relationships, healthy relationships, the necessity of marriage and child birth, and constant communication as a key unit in building society. These trainings should lead to psychological, cultural and moral growth and prepare a person for the responsibilities of life. Effective training will delay sexual relations. These trainings make you understand yourself and others and respect yourself and others.

The youth of the country's population and the increasing sexual riskiness and its unfortunate consequences among teenagers show the necessity of society's preparation against the speed of their behavioral and attitudinal changes. Sexual addiction and high-risk behaviors are among the most important risky behaviors that expose the individual and society to dangerous infectious diseases such as viral hepatitis [12-14].

In Iran, according to the statistics published by the Disease Control Center of the Ministry of Health in 2016, the number of known HIV patients has increased to 16,090. It is estimated that more than 40 people are infected with HIV every day in Iran and currently there are 70 to 80 thousand infected people. Regarding the ways of HIV transmission, although injection transmission is still in the first place, transmission through sexual contact is increasing exponentially and is being replaced by the injection method (Report of the Islamic Republic of Iran, 2007) [7].

The age of most of the identified patients is between 25 to 34, and then 35 to 44 years, which considering the long incubation period, about 10 years, it is obvious that a large percentage of cases of infection with the virus occur during adolescence and youth [8].

## *Violence*

Aggressive behavior is one of the important and fundamental social problems in any society, and due to its importance, more attention is paid to such behavior during childhood and especially during adolescence. The main point of research in the field of aggression comes from its concept. A concept that includes the structures of hostility, anger, and aggression at the same time.

Howells and wright (1978) attempted to distinguish between these terms based on the description of anger as a mental state of emotional arousal, hostility as a feedback along with a long-term negative evaluation of others and events, and aggression as an overt behavior, engaging and harm others. However, they define and approve terms that are dependent on each other. In general, it can be said that aggression and violence can be in different forms, such as hurting others; beating; swearing, etc. is manifested and its purpose is to hurt one or others. Violent teenagers usually do not have the power to control their behavior, they violate the customs and morals of the society in which they live.

Research shows that boys use physical force more than girls in their violent and aggressive behavior. However, girls resort to verbal arguments more often. Such people are usually known as rude, uneducated, and cruel people towards the people around them and their peers among the group.

## *Theories of violence*

The causes of aggression have been studied from different perspectives. According to Bandura's social learning approach, aggression is a form of social behavior that is learned, and its occurrence in any situation depends on factors such as the experience of aggressive people, current reinforcements for aggression, and many cognitive and social factors that determine the perception of the desirability of aggressive behavior.

Bandura states that observed behavior or experienced behavior should be examined in terms of cognition. Unpleasant experiences create negative emotions and negative



emotions stimulate the tendency to be aggressive.

According to the cognitive perspective, processes such as a person's perceptions of events, interpretations and inferences are the main factors that cause any behavior, including aggressive behavior. According to this theory, aggressive children interpret the behavior of others as a sign of aggression and act based on this way of processing information.

### *Causes of violence*

(1) Violence in the form of physical or verbal aggression may be caused by basic failures or due to the presence of aggressive models in the teenager's living environment (home or school).

(2) Violent teenagers usually have aggressive parents whose upbringing methods are mostly based on strictness, violence, and physical punishment.

(3) The heredity factor can also be effective in the violent behavior of a teenager, which is more of an acquired and learned behavior. Researches show that in most cases efficient and strong trainings can cover the effects of heredity.

(4) A teenager who has high expectations and is pampered and expects everyone to respect his wishes, gets angry and resorts to violence and aggression when his expectations are not met.

(5) Family disturbances can be other factors causing violence in the form of aggression, such as long absences of father or mother, conflict and disagreement, separation and truce, and living environments far from understanding and peace [11].

### *Suicide*

Suicide is one of the mental health problems. According to the official report of the World Health Organization (WHO) in 1996, at least 500,000 people in the world commit suicide every year. Studies related to suicide examine three important phenomena, which include suicidal thoughts, suicide attempts, and suicide. Suicidal thoughts are a phrase that indicates the occurrence of any self-destructive thoughts.

These thoughts include a range of vague thoughts about the possibility of ending life to complete suicide. The rate of suicide and suicide attempts in Iran has been increasing during the years 1981-1993.

In terms of the suicide rate in Iran, Ilam Province is one of the three most dangerous provinces. According to global statistics, nearly four million teenagers attempt suicide every year, of which nearly 100,000 cases result in death.

### *Investigating various parameters of anger control in improving the interface of students in educational systems*

Violence and aggression, in different levels and aspects, is considered as a big and global problem, and the root of many crimes, deviations, and even wars should be sought in this matter. At a glance, the cause of moral degeneration and spiritual silence of many people, groups and societies is violence and aggression, and war, murder, destruction, conflict and assault are clear examples of this behavior.

During the last several decades, violence and aggression have increased. Some researchers consider the increase in poverty to be the main reason for the increase in the statistics of aggressive and violent behaviors. Another group points to the huge role of mass media. According to these researchers, mass media and especially television are an important factor in increasing violent behavior.

However, the most complete perspective on aggression points to the influence of biological, learning, and cognitive factors. This method is a combination therapy that typically combines exposure with cognitive restructuring. In fact, it changes the cognitive rules that cause behavioral disorders. From this viewpoint, behavioral aggression is not considered unchangeable, and we can face wrong aggressive response styles by correcting irrational cognitive beliefs and teaching appropriate behavioral skills such as self-control skills, self-expression, stress relief, and problem solving. Leading cognitive-behavioral therapists are Albert Ellis and Aaron Beck, both

of whom have writings specifically focused on anger.

Accordingly, angry feelings are irreversibly associated with angry thoughts. Therefore, the client's ability to control and change his behavior should be focused. Sometimes ideological and political prejudices also lead to aggression in some teenagers. Some teenagers may try to satisfy hedonism and lust seeking due to their parents' lack of control over their behavior and actions and use aggression to achieve their goals.

From the 1980s onwards, aggressive behavior was increasingly explained in terms of deficits in social cognition. The social cognitive approach to aggression is rooted in studies that consider the characteristics and development of aggression as a reflection of cognitive development. The ability of children to understand the different activities of the social world, to understand the causes and intentions of others, and to accept moral knowledge is dependent on social knowledge. In addition, schemas as a cognitive-social structure are very important in choosing answers, including aggressive answers.

A schema may be conceptualized as a structured framework of knowledge stored in long-term memory. Schema includes related information and knowledge that are derived from previous experiences and learning. "Cognitive reconstruction training" is one of the methods of cognitive-behavioral therapy in which illogical beliefs, spontaneous thoughts, false generalizations, and cognitive distortions are introduced to the person and are examined and evaluated.

Intimacy is one of the important characteristics of interpersonal relationships in early adulthood. Erikson considered the tasks of intimacy as a key factor in the transition from adolescence to adulthood. According to Burke's belief, intimacy is seen in close interpersonal relationships, such as relationships with parents, close friends, and spouses.

In addition, one of the signs of having the ability to be intimate is the desire to participate in close, warm, communicative, and committed interactions, which plays an essential role in the successful and productive life of an adult. Communication skills are acquired situation-

specific skills that help people maximize the more favorable outcomes of interpersonal relationships and reduce the unfavorable outcomes and achieve their goals. People have cognitive control over their communication skills, that is, in order to use them, they use thought processes and control and schedule their communication and use these skills in a timely and appropriate manner [22-24].

In the definition of communication skills, the development of social-cognitive indicators (empathy, role-playing, pro-social behaviors, and interpersonal problem-solving skills), verbal and non-verbal skills are emphasized. In fact, one of the main reasons why people engage in aggressive behavior is their lack of basic communication skills. Aggressive people often do not know how to communicate effectively and do not use appropriate methods to express themselves, or their inability to perform simple tasks such as requesting, negotiating, and complaining often causes distress to friends, acquaintances, and other dependents. The direct relationship is becoming angry and aggressive. One of the ways to reduce aggressive and violent behavior is to teach them social skills.

"Social intimacy" is an individual's willingness to participate in a supportive and loving relationship without losing oneself in that relationship. Adolescents with low anger are more ready to establish intimate social relationships.

In such a situation, the Shakti-behavioral approach challenges wrong thoughts and attitudes and by teaching coping methods, internal dialogue, and problem solving strategies, it tries to improve social behaviors, increase intimacy and positive communication with the individual. A research showing that anger management group counseling based on cognitive restructuring increases social intimacy was not found in the past, and this research is novel in this field.

In this regard, what seems important is that anger management therapy should be implemented as a group. The number of people participating in the group is ideally 8 people, but the number of people in the group can be between 5 and 10 people. This issue has several reasons. First, there is solid empirical evidence

for group cognitive-behavioral interventions. Second, group therapy is effective and cost-effective and third, group therapy offers a wider range of flexibility in role-playing and behavioral training activities.

The scope of the discussed issue is to the extent that the WHO describes violence with four basic characteristics including "Physical", "Sexual", "psychological" and "Deprivation and neglect". According to the WHO report, violence is considered as a general health problem.

Types of violence are explained based on their nature. The WHO has defined three types of nature for all types of violence, which are self-directed nature, which determines violence towards oneself, collective nature, which determines violence towards a group or a race, and interpersonal nature, which determines violence. Violence in any form is harmful and is often used to maintain power and exercise control, and various forms of violence, especially interpersonal violence, affect social relationships and disrupt social intimacy, and group counseling for anger management based on cognitive restructuring is a suitable method for seems to increase social intimacy.

None of the writers, researchers and psychotherapists with a cognitive and behavioral approach to the importance of intervention of a cognitive distortion called egalitarian or deterministic thinking means a type of distortion that considers an event or matter as something else with equal certainty and mother of cognitive distortions has not shown attention. One of the most important features of this cognitive distortion is that when an accident happens to a person, he considers himself 100% to blame and therefore blames and locks himself in the clutches of this thinking, and this condemnation and self-criticism is the core also depression and anxiety. Since depression is self-directed anger, the role of this cognitive distortion in the arousal and initiation of anger in people, especially teenagers, is undeniable.

There are dozens of examples of these distortions (equalities) that many people use on a daily basis. For example, "passing the national entrance exam=happiness, failing the national entrance exam=unhappiness" and "beauty in

the face=continuity in marriage, ugliness in the face=no continuity in marriage".

According to the above interpretations, this research aims to answer the question whether group training in anger management based on cognitive restructuring is effective in increasing social intimacy and reducing deterministic thinking.

## Background research

(1) Azadi and Mohammad Tehrani (2013) in a research that was conducted on 266 female students (with an average age of 21) and 238 male students (with an average age of 22) who were randomly selected to teach emotional intelligence life skills with a confrontational style. The results showed that in both sexes, life skills training had a significant effect on emotional intelligence.

(2) In a similar research conducted by as a meta-analysis of studies on the effectiveness of life skills training on mental health, they concluded that there is no significant difference between the effect size of the studied studies according to the research design and the gender of the participants, but between the effect size significant difference in the studied studies according to the age of the participants and the number of life skills training sessions.

(3) Shahla Pakdaman and Khanjani (2012) conducted a study titled life skills training on perceived parenting and collectivism in students. The results of the research showed that life skills training has a significant effect on parenting methods, so that nearly 50% of the subjects with authoritative parenting methods had good collectivism.

(4) In another study, Najafi *et al.* (2012) investigated the role of life skills in predicting the mental health of students. The results showed that there is a significant negative relationship between knowledge of life skills and mental health (less symptoms).

(5) Another research conducted by on the effectiveness of life skills training on the level of anxiety, happiness, and anger control of adolescents with physical and motor disabilities indicated that after life skills training, the average scores of anxieties, happiness, and

anger control of the two experimental groups is a significant difference in control.

(6) In another case he investigated the effect of life skills training on the mental health of female students, and the findings indicated that life skills training has led to an increase in the mental health of students.

(7) Ramezani and Tahmasebi (2011) in a research on the effectiveness of teaching life skills on emotional intelligence and attachment styles showed that teaching life skills on secure attachment with differentiation and reconstruction has a direct relationship with emotional management, and insecure-avoidant and ambivalent attachment styles have an inverse relationship with both components of differentiation and emotional reconstruction. In the similar study, the researchers found that spiritual intelligence and life skills individually had a significant effect on the mental health of students, but when they interacted with each other, they did not have a significant effect on the mental health of students. Many researchers have found problem-solving skill training sessions to be effective on adaptability and aggression. For example, in a research conducted by Ghorban Shiroudi *et al.* (2011) on a statistical sample of 45 first-year female students in Ramsar city, it was shown that the effectiveness of problem-solving training was effective on students' adaptability and aggression [5].

(8) Regarding problem solving, research has shown that problem solving skills are related to many mental health concepts, because it strengthens people's self-confidence and strengthens their sense of competence and mastery.

(9) Furthermore, in the research with student samples, problem-solving skill training has a significant relationship with psychological health. The findings obtained on a sample of 420 students (148 men and 272 women) show that problem solving methods and psychological health are related to each other.

(10) In a research conducted by, a significant relationship was found between problem solving styles and psychological health.

(11) In a research conducted by Solati *et al.* (2011) as the relationship between religious orientation and mental health. The results

showed that there is a significant correlation between religious orientation and mental health. Likewise, according to the results, the higher the level of religious orientation, the higher its correlation with mental health in the subjects, but this correlation is up to a certain level (2.51-3.75). It is stable and from this level up (-3.67) the result is reversed, which shows the lack of correlation between religious attitude and mental health.

(12) The research conducted by Amini Khoei *et al.* (2011) entitled the relationship between coping skills and mental health among female student teachers shows a significant negative relationship between hyperactive, rational, preventive, emotional, and avoidance coping skills with the mental health of the subjects.

(13) Among other researches, we can refer to the research by Meshki *et al.* (1999) on the effect of the educational program using self-esteem and health control beliefs on improving the mental health of students. The results showed that there is a significant difference between the variables in the test group compared to the control group, before and after the intervention.

(14) A study was conducted by Pirkhaefi (2012) titled the relationship between metacognitive components of creativity and mental health. The findings showed that creativity is an effective variable in the field of mental health. Therefore, by stimulating and improving it, you can help improve mental health.

(15) Edward (2002) found in his research under the title of teaching problem solving to teenagers that the amount of stress and suicide attempts in teenagers is reduced. Wilburn and Smith (2005) found that teaching communication skills from life skills to teenagers increased self-confidence, feeling satisfied with life, and improved problem solving among them.

(16) A wide range of studies on problem solving shows the effect of teaching problem solving skills. For example, Barker (2002) conducted a longitudinal study on the effect of social problem solving training on adaptation, stress, health, and academic achievement motivation. The findings showed that by controlling age, gender, and academic ability,



problem-solving ability has a beneficial and direct effect on people's adaptability, their stress level, emotional orientation and performance, and these changes will continue until higher grades.

(17) In another study, Bymmy Vsany (1996) conducted on 34 Japanese men and women aged 18 to 24, who were divided into two groups of 17. One group benefited from problem solving skills training and the other group did not receive any treatment. The results of the studies showed that the group benefited from problem-solving skills training showed a significant reduction in depression and tension compared to the control group.

## Discussion

Aggressive teenagers cannot easily predict the consequences of their behavior, they see many hostile signs in social stimuli, they do not have a correct understanding of their level of aggression, they use few verbal solutions to prove themselves in social issues and they use more aggressive solutions. To have healthy and safe teenagers, we must equip them with the skills to deal with their anger in a creative way.

Most anger management groups have the potential to help teens develop creative and effective anger management resources. In the school environment, adolescents are not exposed to anger management counseling until they express their anger. In counseling centers outside of school, the importance of preventive measures and intervention in anger management is easily ignored; because young people who are treated in these environments often have much more acute problems. Counselors in both school and out-of-school settings need to consider the harmful and long-term emotional consequences of untreated anger, which can mask itself as adolescent outbursts [2].

In addition, research shows a high rate of violent crimes among teenagers, including assault, theft, arson, murder, and rape. These types of crimes are likely to be aggressive and violent in nature.

Aggression is one of the biggest problems in today's world. So that the reports indicate that a quarter of people in the American society

experience some types of these mental problems during their life. Furthermore, according to the available statistics, homicide is the second cause of death in the age group of 15-24 years old in this country, and about half of the clients of psychological centers are aggressive children and teenagers.

Our country is also young in terms of demographic structure, and more than one third of the country's population is made up of teenagers under 18 years of age, and also 42% of forensic medical examinations are related to injuries caused by conflict, of which 76.2% are teenage boys and form young people. Moreover, according to the unofficial statistics of the judiciary, about 1,100,000 court cases are filed in a year, and a major part of these cases are related to aggressive behavior. On the other hand, we live in an Islamic society where aggression and examples such as aggression, war, fault-finding, and bad language, malice and enmity, anger, and revenge have been repeatedly prohibited in many hadiths and traditions by the great imams and elders of our religion and in the sources we reach a wide level of concepts in Islam, which has paid great attention to explaining the basics and contexts of aggression and violence, investigating the causes, effects, and how to evaluate aggressive behavior and recommending to avoid it.

Since this category has wide and important effects and consequences in the life and destiny of people and societies, and more importantly, it is fully related to worldly and hereafter happiness and misery, human growth, and development, the reason for this effort is well evident.

Another significant point is that in the social education of children and adolescents, whether from an individual or social point of view, no form of behavior is as important as aggression. If aggression is not treated in children, it will turn into antisocial personality and other acute psychiatric disorders in adulthood. In most cases, the presence of this disorder in a person not only reduces his personal and social adaptation, but also causes problems for the safety and mental health of the family and other social groups.

In some cases, the type and severity of the problem reaches such a level that it causes



harassment and legal threats to other members of the community. As a result, the patient gets into conflict with the law and criminal authorities. In other words, the sick person is prosecuted due to having a mental disorder and its consequence, which is committing a crime. The findings of various researches show that between 10 and 15 percent of prisoners suffer from mental disorders [9].

Given that anger and aggression are complex structures related to various psychiatric and psychological disorders and the need to pay more attention to them, anger control has become a necessity to improve human well-being and comfort (Navidi, 2006) and, in this regard, deterministic thinking as a distorted cognitive structure causes aggression, and aggression, in turn, causes love, acceptance, and mutual respect, which is social intimacy, to be lacking and interpersonal relationships therefore, teaching anger management in school as the most important center of socialization and acceptance of the role in society seems important and necessary [30-32].

Therefore, working with a group of teenagers provides counselors access to more young people at the same time, and at the same time, it reduces the feeling of separation and loneliness of teenagers in connection with the issue of anger [14].

## Conclusion

Authoritative parenting style protects adolescents from risky behaviors (Dave Ray & Ginsburg, 2005). The authoritative parenting method, the most successful parenting method, includes acceptance and close relationships, adaptive control methods, and appropriate independence (Burke, 2014). Adolescents who consider their parents to be authoritative have higher levels of psychological competence and the amount of psychological and behavioral deviations in them is lower than teenagers who consider their parents to be permissive. Democratic parenting style has been proposed as the most ideal style for psychological adaptation, because behavioral adaptation and psychological independence are the goals of this type of parenting.

In addition, religion helps to facilitate spiritual experience. Spiritual experience can strengthen moral obligations, which in turn prevents teenagers from engaging in risky behaviors. Religion can create a meaning system that includes having a purpose in life, feeling positive self-worth, and seeing yourself as worthy of respect. This semantic system can prevent risk-taking and excitement-seeking behavior.

Likewise, participating in religious activities and groups can serve as a coping skill against life stressors that make a person engage in risky behaviors such as substance use. It should be noted that people behave in their daily life based on their personal beliefs and views about others, themselves, the world, or both. These beliefs and views form a meaning system for the individual. This semantic system allows a person to give meaning to the world around him and based on this meaning to choose a goal and then act and behave based on the chosen goals. Religion can be a tremendous and unique resource for a person's meaning-making system because it is at the center of what is perceived as sacred. The components of the meaning system are affected by religion, including beliefs, dependencies, expectations, and goals, act as the central point of a person's emotions and actions.

Religion can prevent high-risk behaviors such as addiction or substance abuse through its role of coping with psychological pressures. Because the cognitive beliefs of religious people, such as the belief that God helps man in hardships, the belief that God has created man free and made him responsible for his own behavior, or the feeling of confidence and peace through prayer on the reaction of a religious person in the face of mental pressure affect. With regard to the influence of parenting methods in predicting the tendency of risky behaviors, concerning that parenting methods are formed in the interaction of the family environment and parents.

Therefore, providing the necessary training based on the authoritative parenting method is one of the applications of this research, which is suggested to provide the necessary training in hospitals and health centers while examining pregnant mothers. It is also suggested that

schools clarify the issue of parenting and their religious tendencies for families with advertisements, brochures, holding educational classes for parents in schools and teaching the correct ways of dealing with teenagers in the media, and help families in this matter.

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