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Investigation and compare of the personal believes in west Azerbaijan male and female payame nor university students

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ABSTRACT

The purpose of this research was to compare personal beliefs in male and female university students. This research method is applied with regard to its goal and is descriptive with regard to its nature and methodology. Given this, 324 university students (198 girls and 126 boys) were randomly selected using multi-stage cluster sampling. Measurement device used was personal beliefs questionnaire. The data were analyzed by descriptive statistics and independence sample t-test. The results showed that male's self-directed shoulds is higher than females. Also, results of nondependent T test showed that in self-directed shoulds, low frustration tolerance and self-worth variables have exist a significance difference among male and female university students.

Keywords: personal beliefs, self-efficacy, Payame Noor, university students.

INTRODUCTION

Personal beliefs represent Ellis's Rational Emotive Behavior Therapy (REBT) approach [1]. Rational-emotional behavior therapy is an effective method in therapy. This method helps people to change their responding styles, i.e. modify their thoughts, and change their feelings, etc.

Personal beliefs have rooted from Ellis's Rational-Emotive approach. Rational Emotive Behavior Therapy (REBT) is an effective procedure in treatment. The REBT framework assumes that humans have both innate rational (meaning self- and social-helping and constructive) and irrational (meaning self- and social-defeating and unhelpful) tendencies and leanings. REBT claims that people to a large degree consciously and unconsciously construct emotional difficulties such as self-blame, self-pity, clinical anger, hurt, guilt, shame, depression and anxiety, and behaviors and behavior tendencies like procrastination, over-compulsiveness, avoidance, addiction and withdrawal by the means of their irrational and self-defeating thinking, emoting and behaving.

According to REBT the core dysfunctional philosophies in a person's evaluative emotional and behavioral belief system, are also very likely to contribute to unrealistic, arbitrary and crooked inferences and distortions in thinking. REBT [1] therefore first teaches that when people in an insensible and devout way overuse absolutistic, dogmatic and rigid "shoulds", "musts", and "oughts", they tend to disturb and upset themselves.

REBT commonly posits [2] that at the core of irrational beliefs there often are explicit or implicit rigid demands and commands, and that extreme derivatives like awfulizing, frustration intolerance, people deprecation and over-generalizations are accompanied by these and enabling people to lead happier and more fulfilling lives.

As would be expected, REBT argues that mental wellness and mental health to a large degree results from an adequate amount of self-helping, flexible, logico-empirical ways of thinking, emoting and behaving. When a perceived undesired and stressful activating event occurs, and the individual is interpreting, evaluating and reacting to the situation rationally and self-helpingly, then the resulting consequence is, according to REBT, likely to be more healthy, constructive and functional.

One of the fundamental premises of REBT is that humans, in most cases, do not merely get upset by unfortunate adversities, but also by how they construct their views of reality through their language, evaluative beliefs, meanings and philosophies about the world, themselves and others [4].

Little researches that carry out on personal beliefs have indicated [4, 6] that Personal beliefs were not related to preferences [7]. However, beliefs about sleep promoting behaviors were correlated with perceived treatment effectiveness [5]. Also, it affects on problem solving [8] job satisfaction [9] emotional and educational adjustment [10].

Research want to answer to this question that from point of view personal beliefs there is difference between male and females university students?

MATERIALS AND METHODS

Participants

Method of sampling is cluster. Total West Azerbaijan Payame Noor universities listed and randomly seven universities were chosen. From any university, equally 55 questionnaires were distributed. In general, 385 questionnaires were distributed and ultimately from distributed questionnaires, 324 questionnaires were collected. Participants were 324 students (198 university female and 126 male students).

Table 1: distributed questionnaires in different units

Educational unit	Distributed questionnaires	Collected questionnaires
Bukan payame noor university	55	48
Khoy payame noor university	55	47
Miandub payame noor university	55	47
Naghadeh payame noor university	55	46
Piranshahr payame noor university	55	43
Tekab payame noor university	55	45
Urmia payame noor university	55	48

Data analyzed by descriptive statistic and independence T test. Analysis of research data was performed using SPSS.

Materials

Personal Beliefs Scale (PBS)- personal beliefs was assessed by the use of the Kassinove and Berger's Personal Beliefs Scale (PBS). This scale has 50 items, and assesses 5 dimensions of PBS: awfulizing, self-directed shoulds, other-directed shoulds, low frustration tolerance and self-worth. The participants rated themselves on a 5-point Likert scale from 0 to 4 (or from 4 to 0), with verbal anchors of strongly disagree, disagree, neutral, agree, and strongly agree. The reliability of questions according to Alfa Cranach for PBS was 0.84.

Procedure

All participants were asked to complete personal beliefs scale.

RESULTS AND DISCUSSION

Table1. Distribution of students with regard to gender

sex	frequency	Percent frequency
Male	126	39
Female	198	61
Total	324	100

Data (table1) shown that 61% (198 people) participants are female and 39% (126 people) are male.

Table2. Descriptive university student's index

variables	mean	St.d	min	max
Awfulzing	25.58	5.52	11	43
Self-Directed shoulds	23.54	4.82	13	40
Other-Directed shoulds	26.21	4.95	13	40
Low Frustration Tolerance	27.67	6.3	11	50
Self Worth	26.66	5.78	14	44

As indicated in the table 2, mean of the low frustration tolerance (27.67) higher than others; and self-directed shoulds (23.54), lower than others.

Also, results of nondependent T test (table 3) showed that in self-directed shoulds, low frustration tolerance and self-worth variables have exist a significance difference among male and female university students.

Table3. T test to compare subscales of personal beliefs in male and female

		Mean	T	df	Sig.
Awfulzing	Female	26.46	1.77	322	0.07
	Male	25.23			
Self-Directed shoulds	Female	23.16	2.03	322	0.04*
	Male	24.38			
Other-Directed shoulds	Female	26.28	0.34	322	0.73
	Male	26.07			
Low Frustration Tolerance	Female	29.57	2.89	322	0.02*
	Male	27.06			
Self Worth	Female	26.20	2.15	322	0.03*
	Male	27.76			

*Males Self-Directed shoulds higher than female's, and difference is significance ($\alpha = 0.05$).
Females Low Frustration Tolerance is higher than male's, and difference is significance at level 0.05.
Males Self-worth higher than female's, and difference is significance ($\alpha = 0.05$).*

DISCUSSION

Male's self-directed shoulds is higher than females. These results are similar to studies about personal beliefs [7, 11, 12,]. Because, in our society, we expected from males to have high positions and jobs; this problem lead male university students to have higher standards than females. Thus, it is normal that have "should".

Ellis is believed, the first type of should thinking, is to give order to himself/herself. This type of should imposing, usually lead to depression, shame, guilty sense and anxiety. Some people believe that they should success in any action. This believes is wrong. This is an irrational belief that could have negative effects on human life, particularly when a person confronts failure.

Females low frustration tolerance mean (29.57) is higher than males low frustration tolerance mean (27.06). This difference is significant ($\alpha = 0.05$). This results is correspondence with [5, 8, 10 and 11]. Female university students have lower tolerance than male university students. This results are same as the [11, 13] and there results showed that female students have reported higher scores in four reactions to stressor factors and producing five factors stress (frustration, pressure, change, conflict and self impose stress) male students only get higher scores in conflict factor.

Low frustration tolerance, is one of the people irrational concludes.” I couldn’t impose it” nearly always lead to frustration and show that person have the problem of low frustration tolerance. Beliefs regarding intolerance of frustration are central to the theory of Rational Emotive Behavior Therapy (REBT) and are hypothesized as playing an important role in procrastination. However, there is evidence that frustration intolerance may involve several dimensions. Results [21] indicated that self-esteem, the discomfort intolerance and emotional intolerance sub-scales were correlated with the severity of procrastination.

On the basis of studies [14] low tolerance in confronting with problems, occasionally lead to blocking and resize in progress; and its outcome is aversion toward it. In contrast, Tolerance and resistance in confronting with problems strengthen the person and prepare him for overcoming on problems [15].

Results of this research are correspondence with [17, 18 and 19]. Mental satisfaction is a sign of person’s positive view toward different dimensions of individual and social life. Thus, could conclude that persons respect to him/her [20] with high energy and confidence entrance in life and pursue their personal goals.

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