

Investigating the Relationship between Intellectual Personality and Readiness for Addiction in Adolescents of Secondary Schools

Review Paper
Received Mar. 21, 2017
Revised Jul. 21, 2017
Accepted Sep. 21, 2017

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Abstract: The purpose of this study was to investigate the relationship between intellectual personality and readiness for addiction in boy's secondary school students in Roodan. The method used was descriptive and correlation. The population studied in this study was all second-grade boys in the city of Roodan, of whom 280 were selected using the Morgan table and available sampling method. The research tool was Ahwaz's Addiction Readiness scale and the student's intellectual personality assessment questionnaire. After analyzing the data, the following results were obtained: There is a significant relationship between autonomous personality and the readiness for addiction in boys in secondary school. There is a significant relationship between the high needs personality and the readiness for addiction in boys in secondary school. There is a significant relationship between the passive intellectual personality and the readiness for addiction in boys' secondary school students. There is a significant relationship between the militant intellectual personality and the readiness for addiction in boys in secondary school in the city of Roodan. There is a significant relationship between intellectual personality and adolescents' readiness for addiction.

Keywords: Intellectual Personality, Readiness for Addiction, Teens

Introduction

The adolescence period for drug abuse is highly sensitive and planning for preventive measures in this period seems necessary (Pourmaveddat, et al, 2015; McCarre, 2004). A teenager has a lot of questions about him, the future, social and religious values and is looking for their answers, and if he does not respond appropriately to the elders and the community, he will face a personality crisis. The spirit of independence makes the teenager less likely to rely on others to make life decisions, to make a personal decision. But due to lack of experience, it may be more vulnerable to injuries such as addiction (Shiv, 2010).

Obsessive-compulsive disorder is one of the complex psychiatric disorders that is painful and chronic (Mola, 2001). Its main characteristic is unwanted, repetitive and disturbing thoughts (obsessive thoughts) as

well as repetitive and annoying behaviors and obsessive-compulsive practices that are used to avoid anxiety or to neutralize obsessive thoughts (American Psychiatric Association, 1994).) And since it usually starts from adolescence; if it is not diagnosed and timely treated, it can have chronic, progressive and crippling trauma and cause serious personal, educational and social maladaptation (Mola, 2001).

Among the risk factors, factors such as positive attitude towards drugs, risky situations and uncontrolled relationship and curiosity of adolescents can be mentioned. In this period, it is necessary to use preventive factors such as beliefs and values, educational and occupational situations, proper use of leisure time, family intelligence and others (Grossi, 2013).

The system of education can be done through the importance of the components

and factors affecting ethical education (textbooks, teachers, coaches, etc.), as well as the implementation of non-formal programs coordinated with ethics and religion, participation of students in social activities of the school and communicating with students' families, recognizing the values and anti-values of the community, and the ethical imperatives of students. Therefore, it is important in the first place to give knowledge and awareness in this regard, since the only act of knowing, with reason and logic, is "inward" in man, and one can control his behaviors throughout his life.

In previous studies, Simons and Robertson (2007) in a test with a sample of 343 boys, including addicts and non addicts, revealed a two-way relationship between some parental behavioral indicators and the involvement of children in groups deviant age, and ultimately drug use. Also, according to Piko (2010), emotional empathy in the relationship between children and parents, especially the father, is a factor in their tendency to addiction.

Behfar et al. (2014), in a research on the function of the family and adolescent girls with inferiority disorders in comparison with the normal group, concluded that parenting education in childhood and creating a sense of trust and an internal control center of addiction it prevents the addiction and there is a relationship between family status, marital status, and addiction tendency. Tehrani (2013), in a paper titled "Prevention of Family-Based Addiction", concluded that reducing punishment in the family, using parental skills and improving family relationships reduces the likelihood of addiction. In a study entitled "Surveying the trend of addiction among over ten-year olds in Ardebil province", Sattari et al. (2012) concluded that weak family control, weak family affection, strength mother's role in

the family, poor performance of the father in the family, parental addiction to alcohol and cocaine is related to the addiction of children.

Regarding the above, the researcher is considering, in addition to examining the following hypotheses, whether there is a relationship between the intellectual personality and readiness for addiction in adolescents.

Method

The present study is a survey-descriptive correlation type. The population studied in this study was all second-grade boys in the city of Roodan, of whom 280 were selected using the Morgan table and available sampling method. This research is a field research project. Also in the theoretical framework and research background, library studies were also used.

Ahwaz readiness for addiction in scale:

The scale of addiction preparation was made by Wade and Boucher (1992) and attempts have been made to determine its validity in Iran. This questionnaire is an Iranian scale for preparing for addiction, which was made according to psychological and social conditions of Iranian society by Zargar (2006) (quoted by Zargar, Najarian and Naami, 2008). The questionnaire is a combination of both active and passive readiness. The active readiness is related to antisocial behaviors; desire to use drugs, positive attitude towards drugs, depression and excitement. In the second factor (passive readiness), the highest number of items is related to the lack of assertiveness and depression and contains 36 items plus five item as lay detectors. Scoring each question on a continuum from zero (totally disagree) to 3 (I totally agree). Of course, this grading method will be reversed in questions 6, 12, 15, 21. This questionnaire has a lay detector, which includes questions 12, 13, 15, 21, and 33. In order to obtain the general score of the questionnaire, the sum

of the points of each single question (other than the scale of the lay detector) should be combined. This score will range from 0 to 108. Higher scores represent the more readiness of the respondent for addiction, and vice versa. In the research of Zargar et al. (2008), two methods were used to calculate the validity of this scale. In criterion validity, the addiction readiness questionnaire has been well-differentiated between addicted and non-addicted groups. The validity of the scale structure was correlated with the 25-point scale of the clinical index of clinical symptoms of 0.45, which is significant. The scale reliability was calculated using Cronbach's alpha of 0.91, which is optimal (Zargar et al., 2008).

Intellectual Personality Inventory: In this research, the students' intellectual personality assessment questionnaire will be used based on Javdan questionnaire (2015). The validity of the questionnaire was reported to be 0.86. This tool is a self-report scale paper pencil that has 40 substances and is on a four-degree Likert scale from 0 to 4 (0 = never, 1 = rarely, 2 = sometimes, 3 = often, and 4 = always) will be graded. The subject responds to one of five options that suits his or her personality-intellectuality. This scale does not get a general score, but 4 points, each of which is related to a type of intellectual personality. The higher the person's score in the factor showed the higher the character of the personality than the other personality traits. In other words, the person is known to be the character of the

intellectual. The minimum and maximum score in each factor is 0 to 40. In general, a score of 0-12 per agent is a sign that it is a low personality trait. A score of 13-25 per factor indicates that it is moderate and a score of 26-40 per factor indicates that it is a high personality trait. If a person earns the same score on two or more factors, there is a sign of conservatism, indicating that the person is moderate in terms of his personality, tendency to be coherent, lacking in thinking, and critical and creative personality. Also, this practice can be a sign of a person's lying or reflects his carelessness in responding to this scale. In other words, the responses of this subject on this scale are worthless. This tool has 4 subscales (agents), the materials of which are:

- 1-Flexible Personality: Articles 5, 9, 11, 16, 20, 25, 26, 30, 35 and 36 Scale
2. Passive intellectual personality: Articles 1, 2, 6, 12, 13, 15, 17, 22, 27 and 40 Scale
- 3- The authoritarian intellectuality: Articles 3, 7, 10, 14, 18, 23, 28, 33, 37, and 38.
4. The intellectual personality of the critic: Articles 4, 8, 19, 21, 24, 29, 31, 34, 32 and 39 Scale

In this study, Cronbach's Alpha, Spearman-Brown and Gutman's alpha methods were used to determine the reliability of the intellectual personality scale, the results of which are presented in Table 1. This table shows the reliability of the intellectual personality scale and its subscales in three ways: Cronbach's alpha, Spearman-Brown's and Gutman's torso.

Table 1
Reliability of the intellectual personality and its subscales with the three methods of Cronbach's Alpha, Spearman-Brown and Gutman's alpha in the present study

Scale	Cronbach's Alpha	Spearman-Brown	Gutman
Flexible	0.91	0.89	0.89
Authoritarian	0.79	0.78	0.78
Passive	0.87	0.84	0.85
Critic	0.84	0.74	0.79

Data analysis: To analyze the data, descriptive statistics such as mean, standard deviation and Pearson correlation coefficient were used as well as inferential statistics using regression analysis. Data were analyzed using SPSS software, version 23.

Results

The hypothesis of the study was to predict students' addiction readiness through the intellectual personality. To investigate this hypothesis, a multiple regression test was used.

Table 2

Results of personality regression with addiction readiness

Variable	R	R ²	Adjusted R ²
Addiction readiness	0.84	0.61	0.74

As shown in the table 2, the results showed that there is a correlation between the intellectual personality with the readiness of addiction in adolescent boys in the secondary school of the city of Roodan (0.846). The results of the regression model showed that these relationships

account for 61.1% of the students' readiness for addiction.

The results showed that according to the F value (213.50) and also the value of p = 0.001, there is a significant relationship between personality with students' addiction readiness.

Table 3

Analysis of variance of personality regression model with addiction preparation in boy adolescent Secondary school of Rudan

Source	SS	DF	MS	F	P
Regression	732.40	3	337.71	213.50	0.001
Residual	493.15	346	1.30		
Total	1225.56	349			

Table 4

Beta values of Personality Factors with Student Addiction Readiness

Variable	B	Beta	T	P
autonomous	0.24	0.30	5.22	0.001
High need personality	0.23	0.62	4.90	0.001
Passive	0.32	0.71	6.14	0.001
militant	0.21	0.87	8.50	0.001

The regression results also showed that among the predictor variables, the militant intellectual personality with Beta coefficient was equal to 0.87, the passive intellectual personality with Beta

coefficient equaled 0.715, the High need intellectual personality with Beta coefficient equaled 0.62 and the autonomous intellectual personality with Beta coefficient equaled 0.30 have a significant

effect on students' addiction readiness.

Conclusion

In the first hypothesis, it was concluded that there is a significant relationship between autonomous intellectual personality and the readiness of addiction, and autonomous beliefs can be a predictive effect on students' addiction. The result is consistent with the studies of Mahdian, Asadzadeh, Shabani, Ghodsi, Ahadi (2010), Sarmadi (2009) and Hirsh and Asgreen (1967). Homnas's findings (1996) also show that students with a fixed-minded self-standing personality are confronted with learning tasks (problem-solving strategies, time spent) as a criterion for intelligence. Such a belief, as Deaux (2000) suggests, leads to a fitting self-motivating framework that is a goal orientation.

In the second hypothesis, the findings of the research indicate that students' mentality about variability is the best predictor of readiness for addiction, and it is possible to establish belief in the minds of students and predict addiction to others. The result is in line with the Sodagar (2011), Hejazi et al. (2005) and Wang et al. (1994).

In explaining the findings of the third hypothesis, it can be said that, according to Fowers (1995), the concept of "self" plays an important role in integrating human performance. He believes that self-perceived maintenance is the motive of all behaviors. Everyone tries to behave in a manner consistent with his understanding and interpretation, that is, people always try to behave in the same style and manner that they see themselves, the self-concept, a comprehensive view of the individual about himself that is with the individual's experience and the interpretation of others is shaped and transformed from that experience (Khiabani, 2002).

In explaining the findings of the fourth

hypothesis, it can be said that, according to Wang and Martel (1993-1994), readiness for addiction is directly related to the dimensions of the militant's personality, and this militant's personality causes destructive behaviors and inappropriate use of time. Also, social behavior affects the personality of the militant and results in a decrease in the sense of self-esteem and as a result of his preparedness for addiction (Barney, 2008). The result is consistent with Salmani et al. (2008), Torkhan (2006) and James, Griffith (1993). In sum, the results of the findings show that the personality is a person's complete vision of himself, which is shaped and transformed by the experience of the individual and the interpretation of others from that experience. Students who are conceived with the perception of mental beliefs have a consistent set of goals that based on their degree of academic achievement and avoidance of deviations, show different degrees of intrusion, skill and competition with peers. In the realm of education, school culture has been regarded as synonymous with a range of concepts, which can include various social symbols, and thereby help to understand complex relationships within the school, meaning that the path to academic achievement is smooth he does.

According to the research results, it is suggested that policymakers and custodians, school administrators, teachers, and all factors involved in education in order to develop constructive and positive traits and attributes such as sense, cooperation, co-operation, partnership, responsibility, self-esteem, and the elimination of negative traits, such as unconditional obedience and negative, envy and domination, create a climate of positive and open atmosphere in schools. Only in such a situation can schools be expected to play their unique role in educating an innovative and

risk-generating generation to develop students' social skills and to achieve the main goal of student achievement. reach.

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