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Study of Psycho-Educational Status of fatherless Students

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The main questions of the present study are: (1) "What is the educational and behavioral status of Shahed students (students who have lost their fathers either during the war between Iraq and Iran or during the Islamic Revolution)?" and "how are they different from non-Shahed students in Shahed schools?" (2) "What are the variables to which the educational and behavioral status is related?" To answer these questions, 452 students (boys & girls) were selected from among students in high school, from Shahed and non-Shahed schools (in 2000–2001 school years). The results of the study indicate that about 29.6% of Shaded students and 4.4% of non-Shahed students have failure records in schooling. Also, a record of being conditioned students among 16.8% of Shahed students and 4% of non-Shahed students was observed.

The failure of Shahed students is related to such variables as: sex (failure among boys, more frequent), events in educational careers, lack of motivation for schooling, distracted mood, lack of endeavor on the part of students, deficiency of family assistance in their childhold education, and presence of sorrowful memories from their infancy.

From the different stated of Wooddworth test, the highest independent variables were: antisocial tendency, tendency towards paranoid behavior, affectivity, and tendency towards depression. The behavioral problems of Shahed students were correlated with variables such as: maladjustment with parent and unfavorable relationship with one another, low economic condition of family, presence of fear and anxiety in class, remarriage of the mother, loss of the mother, presence of sorrowful memories from infancy periods, lack of close and convincing relationships with other students at school and with the family, lack of the feeling of self-worthiness, and a series of other variables.

Keywords: educational state, behavioral state, Shahed students, lack of father, high school

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Approximately 13 years after the establishment of Shahed schools in Ardabil, it seemed necessary to study the educational and behavioral status of Shahed students (students who have lost their fathers either during the war between Iraq and Iran, or during the Islamic Revolution) studying in these schools, and to compare them with non-Shahed students studying in Shahed schools. With regard to the reports of Shahed schools' advisers and social workers of Bonyad-e-Shahid and Shahed staff of Education Office in Ardabil Province, the rate of educational wastage and behavioral problems among these students is very high in comparison to Non–Shahed students, as well as in comparison to the preceding years. Therefore, concerning the above mentioned reasoning, it seemed better to study the educational and behavioral status of Shahed students and to investigate the effects of variables such as: remarriage of mother, employment of mother, and age of the student at the time of the father's death on the educational and behavioral status. Generally speaking, we have tried to identify the factors affecting the educational wastage and students behavioral problems by using Woodworth standard tests as well as researcher–made questionnaire so that the conditions for successful education and mental health of these students can be fulfilled.

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Although the educational status of Shahed students is correlated with remarriage of the mother (Mohammdi, 1988) and the educational wastage is far more than that of those students whose mothers have not remarried, that is, probably the remarriage of the mothers have saved them from solitude and supplied them with somewhat mental health, this remarriage has had an unpleasant effect on educational status of the Shahed offspring. Also, the educational status of the Shahed offspring who study in girls schools is better than those who study in boys schools (Sohrabi, 1990). But the present study was to find out the answer to the main question: "What differences are there between Shahed and Non–Shahed students in their educational and behavioral status?" Also, it was to find out whether the mother's occupation, using study skills and learning methods (rote–learning & meaningful learning), can affect Shahed students educational status or not. Thus, one of the main problems of the present study was finding out the different variables affecting Shahed students' educational status. But the next question of the study was to find out the behavioral status of Shahed students and to see if they are suffering from any behavioral problem or not, and to see what correlation there is between their educational and behavioral status. Although the behavioral condition of Shahed students whose mothers have remarried, is worse than that the of counter group (Mohammdi, 1990), we will try to see the effect of residence (living in complex residential places and non–complex ones) on interaction occupation and the remarriage of mother on Shahed the correlation between the behavioral status of Shahed students with variables such as their age at the time of the father's death, social support, and the degree of mother's adjustment (with husband's death). It is true that about 28% of the students who suffer from the loss of the father and stay in boarding institutions have to some degree behavioral problems and 7.2% have complete behavior problems and the degree of the incidence of behavioral problem is higher among boy-students than girl-students (Sohrabi, 1990), and the tendency towards affectivity, withdrawal, and depression among Shahed girl-students is higher than that with boys, and their depression has an opposite correlation with self–esteem (Najjarian, 1991).

Concerning the effect of the loss of father on the offspring' educational and behavioral status, there seems to be three groups of studies:

(A) Investigations which demonstrate detrimental and harmful effects of the loss of the father on the offspring.

(B) studies which indicate that the loss of the father has no harmful effect on the development of the offspring.

(C) The third group of studies shows that there are some intervening and interaction variables which play a role in the loss of the father on educational and behavioral status of the offspring.

(A) The first group: Merzoog's (1974 indicates that the cognitive and social development of boys belonging to faderless families have some types of disturbances and backwardness.

With regard to this line of thought, Pettigrew (1964) has demonstrated that the boys suffering from the loss of the father have been markedly brought up immature, obedient, and dependent. Here, when these boys get to adulthood, they make up this behavioral deficiency by extreme manly behavior. Even Merzoog's study (1984) indicates that the educational performance of the offspring decreases after the absence of the father. Accordingly, the intelligence, educational achievement, and the scores of all the offspring are under the influence of these harmful effects. The result of Stetler's study (1959) is indicative of the fact that the students who lived with their fathers and mothers enjoyed a higher level of intelligence in comparison to the students who had only one of the parents. And the life with the parent has a positive

correlation with educational achievement of the offspring. Even the reading and comprehension skills of the third class students who lived with their parent were higher than those of the students who had experienced the father's loss (Blanchard and Biller, 1971).

Sciara (1975) also has demonstrated that the father's presence is along with the boy's higher scores of achievement tests, especially when the students have above the average intelligence quotients. Even a study done by National Managers Association of Primary School (in 1980) on over 18000 primary and secondary school students show that children belonging to one–member parent are weaker than tease with two–member parents in their education & schooling.

(B) The second group of investigations reveals that the father's absence has no negative effect on the offspring's cognitive development, educational achievement or behavioral status. Burnbaum (1966) has found no differences from reading ability and lexicon standpoint. Corner and Flemming (1982), too, who have worked on educational achievement of the offspring having the father and those lacking the father, have shown no meaningful differences. The research done by Atkinson and Eugustin (1974) on 70 light-skin boys between 8 to 16 years of age have found no meaningful difference based on the to groups' course average scores of offspring with and without a father.

(C) The third group of studies takes receiver the aid of a series of intervening and interaction variables in proving the harmful effect of the loss of the father on the offspring's educational and behavioral status. That is, in this influence of the father's loss, each of the variables, somehow, either increases or decreases the effects. In this respect, one can cite variables such as: gender, the age of the offspring at the time of father's loss, the degree of social support and the mother's reaction towards the loss lose the father.

For example, concerning the gender factor, the studies done by Rosenburg and Sandy (1968) and Esvanim (1982) show that both genders are under the influence of the father's loss. But boys, in comparison to girls, are much more under the influence of the harmful effects of the loss of the father. Lesentruck's study (1972), also, reveals that father less boys, due to the father's absence, experience more negative influences. He states that the negative effect on boys, here, is logical, supporting the hypothesis that the presence of the parent in the child's gender is necessary for favorable mental growth of the child.

Concerning the age variable, Maxwell's study (1981) shows that children who had lost their father at the age of five their performances in some of the minor tests under their age norm and in comparison with those who had lost their knowledge and the recognition of verbal skills and details, got lower points on those tests. As a whole, the summary of the result shows that the lower age of children at the time of the father's death the prolonged duration of the father's absence the greater the negative effect of the father's loss will be.

After the father's loss, whenever the degree of social support given by the people around the child, either objective or subjective, is at a higher level, the effect of the father's loss will be less. And if the wife can cope with the loss of the father of the family and accepts the reality of the loss, the harmful effect of the father's loss on the personality growth of the offspring will be very low.

What is the relationship between the variables of being a Shahed or non-Shahed students and their behavioral status? At which level of schooling are the behavioral problems high? I there a correlation between the number of family members and behavioral problems among Shaded students or not? And generally speaking, to

which predicting variables and factors is Shahed students' behavioral status related?" These are the questions to which the present study is going to find answers.
So in this study 10 hypotheses have been propounded:

In this study, the types of students (i.e. being Shahed or non-Shahed), level of schooling; educational career, remarriage of mother, occupation of mother, number of family members, mother's education, the age at the time of father's death, and the mother's adjustment to her husband's death have been considered as independent and intervening variables, and both educational status and behavioral status play the role of dependent variables.

Method

Subjects

The statistical communities of the present study were Shahed and non-Shahed students who were engaged in schooling both in boys and girls schools, including guidance schools and high schools studying in school year 1999-2000.

The whole number of Shahed' students in that year were 226. Instead of sampling, all Shaded students were selected for the study. That is to say, all Shahed students involved in schooling in girls and boys Shahed schools were selected for the study from both guidance and high school levels. The reason for selecting the total number of Shahed students referred to the fact that we wanted to study the educational and behavioral status of all Shahed students and at the same time to have educational and mental health record files for all of them so that after identifying those students who needed psychotherapy and educational consolation services, these individuals could be referred to consultation centers of Bonyad-e-Shahid. The other group of non-Shahed students participated in this study as a comparative group, who were studying in the same Shahed schools. Also, the number of non-Shahed students were selected through simple random sampling was the same as that of shahed students.

Procedure

For data collection, devices such as questionnaires and tests have been used. As for gathering information about the educational status of the students researcher–made questionnaires were used. Some of the questions in the questionnaire, focusing on the purpose of the study and research questions based on previous studies, dealt with measuring the factors related to educational and behavioral status of the students. The first part of the questionnaire was about the individual and social attributes. And the second part had 70 objective questions. These questions had been given to three experts in test-making and questionnaire editing, and after applying their views there were used on 20 subjects as a trial test. After deleting the vague questions they were used in the real study. Woodworth test was the second tool for data collection. This test has been prepared by Woodworth and it is frequently used for such matters as affectivity, psychasthenia, compulsion, withdrawal, paranoia, depression, invasion, restlessness agitation and antisocial.

The choice of the research method is usually made with regard to the purpose of the study; in this investigation we were involved in the comparison of educational and behavioral status of Shahed and non-Shahed students; therefore, the causal-comparative research method has been used. But, since the present study was also in search of the factors and variables related to educational wastage and behavioral problems of Shahed students, correlation research method has also been used.

For data analysis, various data analyzing devices such as ANOVA and LSD tests and mean comparison in two groups and regression analysis of multi- variables have been used.

Table 1: subject frequency distribution with regard to Woodworth 8-state test

Woodworth test states	Shahed			Non-Shahed		
	Freq.	%	Valid %	Freq.	%	Valid %
Affectivity over 5	57	25.2	28.6	49	21.7	24.9
Psychasthenia compulsion over 5	38	16.8	19.4	30	15.6	15.6
Withdrawal over 6	38	16.8	19.2	49	24.4	24.4
Tendency to paranoid behavior over 8	59	26.1	28.5	39	17.7	17.8
Depression & physical status over 7	55	24.3	27.5	66	30.7	30.7
Tendency to invasion over 5	6	2.7	3.8	33	16.8	16.8
Tendency to restlessness over 4	44	19.5	20.4	51	25.9	25.9
Antisocial tendency over 4	78	34.5	35.6s	11	7.1	7.1

The above table shows the rate of Shahed and non-Shahed students in Woodworth test variables that their scores are higher than normal one. For example, in the affectivity state, 25.2 percent of Shahed students and 21.7 percent of non-Shahed students are over 5. Compared to psychasthenia state, tendency to paranoia behavior and antisocial tendencies the percent age of Shahed students is higher than that of non-Shahed students. But in tendency to withdrawal, tendency to depression and physical status and invasion tendency and restlessness, the rate of non-Shahed students is higher than that of Shahed students.

Table 2: the comparison of the average scores of Shahed and non-Shahed students at high school with regard to educational status, daily average reading hours and Woodworth 8-state test

Dependent variables	Groups	Average	SD	t	Level of significance
Educational status	Shahed	15.35	2.242.24	7.09	*0.000
	Non-Shahed	18.36	1.17		
Average reading hours	Shahed	2.26	1.48	-7.09	*0.011
	Non-Shahed	3.24	1.89		
State 1	Shahed	2.48	1.91	0.29	*0.77
	Non-Shahed	2.36	1.77		
State 2	Shahed	3.62	2.40	2.8	*0.032
	Non-Shahed	2.56	1.84		
State 3	Shahed	4.45	3.08	1.71	0.090
	Non-Shahed	3.38	2.53		
State 4	Shahed	5.38	3.50	1.31	0.26
	Non-Shahed	4.53	3.41		
State 5	Shahed	6.11	2.78	2	*0.04
	Non-Shahed	4.87	2.84		
State 6	Shahed	3.29	1.94	2.59	*0.011
	Non-Shahed	2.26	1.60		
State 7	Shahed	2.69	1.76	1.43	0.15
	Non-Shahed	2.15	1.66		
State 8	Shahed	1.45	1.29	-0.11	0.91
	Non-Shahed	1.48	1.38		

*The asterisk is indicative of meaningfulness.

Table 2 shows that the obtained in educational status, average daily reading hours, states 2, 5 and 6 of Woodworth test is meaningful. That is, the educational average and the average of daily reading of non-Shahed students are meaningfully higher than

those of Shahed students. And the average scores of Shahed students in psychasthenia compulsion and the tendency towards depression are meaningfully higher than those of non-Shahed students.

Table 3: the relation of different variables with Shahed students being conditioned with regard to the results obtained from Chi-square test

Row	Variables	Chi-square	Level of significance
1	The level of education	5.47	*0.05
2	Gender	7.09	*0.008
3	The close and convincing relation between the family members and school with student	23.2	0.000
4	Place of residence	2.01	0.73
5	Presence of physical illness in the student	2.54	0.63
6	Attending to school adviser	4.13	*0.042
7	Degree of interest in the field of sudy	10.46	*0.033
8	Using punishment, reward, or neither by the school	6.57	*0.05
9	Interest in schooling	15.44	*0.004
10	The quality of the family relation with school	11.29	*0.010
11	Using study skills such as accurate reading, summarizing , writing at the margin(yes/no)	14.18	*0.000
12	Studying during the term or at the time of exam	7.37	*0.007
13	Degree of concentration	7.03	*0.04
14	Control locus	8.4	*0.05
15	Non-Shahed students' high level of education compared to Shahed students'	4.32	*0.037
16	Lack of good relation between non-Shaded and Shahed students	5.66	*0.017
17	Tendency to studying in schools with all Shahed students	6.87	*0.009
18	Quarrel and scolding of children by mother	4.48	0.34
19	Lack of attention to children's homework and scores	2.64	*0.05
20	Tendency to separation from the family	6.25	*0.026
21	Step-father's being married	7.62	*0.02
22	Lack of coping with parent	11.24	*0.024
23	Presence of special diseases in family members	11.26	*0.001

* The asterisk is indicative of meaningfulness.

Table 3 demonstrates the relation of different variables with students being conditioned. From different predicting variables, the variable for being conditioned (dependent variable) has a meaningful relation with variables such as level of education, the degree of close and convincing relation of the student with family members and school, lack of motivation in education and field of study, lack of using reward in school, lack of study during the term and lack of using reading skills such as accurate reading, scolding and quarrel of the mother with children, tendency to separation from family, lack of coping with parent, and the presence of special diseases among family members at 0.05 level of probability.

In other words being conditioned students is higher at the third level of schooling. And boy students have more educational wastage than girls. Lack of motivation in education and in the field of study has a higher frequency. Also, the weaker the degree of the close and convincing relation between the family and school authorities with

students is, the higher the degree of conditioned students is. And being conditione student among the students who do not use accurate reading skills and do not stud during the term is seen frequently. And again, being conditioned among those wh have little concentration during study is observed more. And the students who becom conditioned refer their failure to outside factors and believe that non-Shahed student do not have good relation with shahed students and they prefer to study in school with exelusively Shahed students. Again, the students' become conditioned has relationship with mother's scolding and quarreling with children, and for that reaso conditioned students have a tendency for separation from family. Even the presence o being conditioned among students has a meaningful relation with the lack of copin with parent and the presence of special diseases among family members.

Table 4: the relation of different variables with Shahed students' failure in courses

Row	Variables	Chi-square	Meaningfulness
1	Sex	13.5	*0.000
2	Distracted state while reading	4.50	*0.034
3	Motivation in education in general	8.38	*0.04
4	The quality of the family relation with school	11.1	*0.011
5	Studying during the term or at the time of exams	3.43	*0.05
6	The degree of concentration	18.1	*0.001
7	The internal and external effective factors in educational success	10.54	*0.03
8	Teachers' greater attention to non-Shahed students	5.06	*0.024
9	High level of non-Shahed students educational status	4.78	*0.026
10	Tendency to study in schools with other students	5.58	*0.003
11	The degree of family assistance with children's education	11.77	*0.019
12	The type of addiction forming substances	3.12	*0.07
13	Having stepbrother or sister	9.1	*0.01
14	The degree of relation with the parent	8/2	*0.01
15	The presence of sorrowful childhood memories	5.7	*0.05
16	Having special illness	4.4	*0.036
17	The degree of Shahed students' family support at the time of unfavorable events	11.3	*0.023

*The asterisk is indicative of meaningfulness.

Table 4 shows that among different variables the students' failure has a meaningful relation at the probability level of 0.05 with variables such as: gender, the distracted attention at the time of reading, lack of motivation in education, lack of study during the term, teachers' greater attention to non-Shahed students and their higher level of education, lack of assistance of family members to with their offspring and the presence of stepbrother or stepsister, the presence of sorrowful childhood memories and lack of Shahed students' family support against unfavorable events. This means that the failure among males is high and these students are distracted while reading and in general they are unmotivated towards education. And instead of studying during the term, they only read at the time of exams. The students who have failure records attribute them to chance and state that the teachers pay more attention to non-Shahed students and they believe that the educational status of non-Shahed students is better that of than Shahed students, and those who have more failure records prefer to study in schools with other Shahed students. Also, the students' failure is some haw related to lack of assistance from family members and the presence of step brothers or

stepsister and the educational status of Shahed students is related to lack of good relationship between parent, the presence of sorrowful childhood memories and the presence of special diseases.

So far the results related to educational status of Shahed students have been presented. In this part the findings related to behavioral status of Shahed students are presented, which have been measured through Woodworth 8-state-test.

Table 5: the comparison of two independent groups from Shahed students (concerning mother's remarriage and no remarriage) with regard to different states of Woodworth test.

Woodworth variables	Levels of independent variables	N	Mean	SD	t	Level of significance
First	1.mother's remarriage	99	4.00	2.47	2.78	*0.0006
	2.noremarriage	88	3.03	2.23		
Second	1.mother's remarriage	99	3.79	4.25	0.61	0.53
	2.noremarriage	86	3.58	2.51		
Third	1.mother's remarriage	103	3.75	2.87	3.96	*0.000
	2.noremarriage	91	3.36	2.29		
Forth	1.mother's remarriage	105	5.87	3.47	4.20	*0.000
	2.noremarriage	98	3.95	2.98		
Fifth	1.mother's remarriage	107	6.30	2.86	3.87	0.000
	2.noremarriage	99	4.80	2.66		
Sixth	1.mother's remarriage	10	3.22	1.91	1.91	0.057
	2.no-remarriage	83	2.68	1.82		
Seventh	1.mother's remarriage	99	2.95	1.63	3.51	0.001
	2.noremarriage	88	2.18	1.35		
Eighth	1.mother's remarriage	82	1.36	1.06	*0.95	0.34
	2.noremarriage	69	1.20	1.02		

*The asterisk is indicative of meaningfulness.

As one can see in table 5, the obtained t in the first, third, fourth, fifth, and seventh states is meaningful. That is the mean of Shahed students whose mothers have remarried is meaningfully higher than that of those whose mothers have not remarried with respect to states of affectivity, withdrawal, paranoid behavior, depression and tendency to restlessness.

Table 6: the correlation of Woodworth 8-state test with a series of variables

		State 1	State 2	State 3	State 4	State 5	State 6	State 7	State 8	Mean
Average	Pearson level of significance N	-0.063 -0107 387	*-0.160 0.001 381	*-0.123 0.007 400	*-0.097 0.023 426	*-0.127 0.002 425	-0.074 0.074 384	-0.083 0.050 389	-0.058 0.0155 309	1 443
Mother's education	Pearson level of significance N	*-0.14 0.008 289	*-0107 0.037 281	*-0.116 0.021 304	-0.066 0.116 326	*-0.15 0.003 326	-0.081 0.082 295	-0.061 0.14 298	0.075 0.121 242	*0.44 0.000 335
Birth rank	Pearson level of significance N	-0.054 0.190 226	-0.021 0.368 263	0.018 0.381 285	*0.016 0.391 308	0.030 0.299 305	-0.049 0.208 273	-0.063 0.147 282	-0.012 0.427 232	*-0.095 0.046 317
Degree of daily reading hours	Pearson level of significance N	0.011 0.417 346	*-0.115 0.017 342	*-0.168 0.001 352	*-0.134 0.004 387	*-0.14 0.003 381	-0.107 0.024 344	-0.086 0.054 351	*-0.148 0.007 279	*0.317 0.000 389
Number of times to be conditioned	Pearson level of significance N	0.041 0.385 54	-0.060 0.335 54	-0.157 0.119 58	*-0.241 0.030 61	-0.119 0.183 60	-0.115 0.203 54	-0.163 0.119 54	0.213 0.085 43	*-0.41 0.001 60
The age of Shahed children at the time of father's death	Pearson level of significance N	-00061 0.383 26	-0.221 0.130 28	-0.128 0.247 31	-0.128 0.208 30	-0.156 0.201 3.1	-0.095 0.312 29	-0.257 0.099 27	*-0.41 0.030 21	*0.148 0.028 169
Numbers of years after remarriage	Pearson level of significance N	0.117 0.144 84	0.079 0.236 84	0.047 0.330 90	0.024 0.410 91	0.132 0.103 93	0.121 0.132 86	0.131 0.114 86	0.143 0.117 71	-0.167 0.057 91
Number of stepbrothers and stepsisters	Pearson level of significance N	*0.23 0.013 87	0.138 0.093 93	0.138 0.093 93	0.138 0.093 93	0.093 0.184 96	*0.279 0.004 90	0.064 0.276 88	0.027 0.410 73	-0.104 0.159 94

* The asterisk is indicative of meaningfulness.

Table 6 demonstrates the correlation of different variables. As the educational average score of students has an opposite and meaningful correlation with states 2,4 and 5. Again, the degree of daily reading has an opposite and meaningful correlation with states 2, 5, 6, and 8. And the number of years of failure has an opposite and meaningful correlation with state 4, and the number of conditioned students has opposite and meaningful correlation with state 8.Between the average score of students and the education level of their mothers there exists a positive and meaningful correlation.

Table 7: the relation of educational average score with Woodworth 8-state test by using multi-variable-regression analysis.

Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	0.157	0.025	-0.006	4.2397

Model	Sum of squares	Df	Squares average	F	Sig
Regression	114.67	8	14.33	0.79	0.605
Rasidual	4565.68	254	17.97		
Sum	4680.36				

Model	Non-standardized ratios		Standardized ratios Beta	T	Sig
	B	Standard error			
(Constant)	15.65	0.698	-----	22.30	0.000
First state	1.51E-2	0.157	0.008	0.096	0.923
Second state	4.1224-02	0.163	-0.023	0.253	0.800
Third state	-0.121	0.187	0.076	-0.646	0.516
Forth state	1.067E-02	0.133	-0.0080	0.080	0.136
Fifth state	-3.010E-02	0.150	0.020	-0.201	0.841
Sixth state	7.230E-02	0.205	-0.032	0.35	0.754
Seventh state	-0.210	0.202	0.079	-1.04	0.299
Eighth state	0.575	0.269	0.150	-2.13	*0.034

Table 7 shows the educational average score variable (dependent variable) relation with Woodworth 8-state test (as predicting variables) through using multi-variable regression analysis. Among different states of Woodworth test only its eighth state i.e. tendency to invasion, has a meaningful relation with educational average score of Shahed students at the probability level of 0.05.

Discussion

The description of Shahed and non-Shahed students' educational status is indicative of the fact that the average score of Shahed students is lower than that of non-Shahed students, as the result of the study done by Noorbakhsh and khodadootan (1990) indicates that there exists a great difference between the scores of Shahed and non-Shahed. And in each class, Shahed students stand among pour or fair groups of students. Even the result of the present study shows that the average daily reading hours of Shahed students are fewer than those of non-Shahed students. From the behavioral status perspective, too, the average of the scores of Shahed students in different states of Woodworth test is higher than that of non-Shahed students. Also, among Woodworth 8-state test the highest rate is allocated to the tendency to antisocial behavior (34.5%). In the second rank is the tendency to paranoid behavior with 26.1%. Affectivity with 25.2% was the third disturbance and the tendency to depression with 24.3% was the fourth behavioral disturbance that mainly Shahed offspring suffer from. This finding matches with the result of the study done by Sohrabi (1990). As the occurrence of the tendency to affectivity and depression has been high among Shahed offspring. Instead, non-Shahed offspring suffer, first, more from depression and, secondly, from the tendency to restlessness, with regard to behavioral status.

The first hypothesis of the study is that the average score of Shahed and non-Shahed students engaged in education in schools have a meaningful difference. As it was observed in the preceding lines, the description of the educational status of these two groups indicates this fact. Even the comparison of the average scores of Shahed and non-Shahed students shows that the average score of Shahed students is meaningfully lower than that of non-Shahed. Perhaps this difference is related to students' hours of reading, since non-Shahed students allocate more time to reading during the day than Shahed students do. Even the comparison of the rate of failure and of being a conditioned student among the two groups of Shahed and non-Shahed demonstrates that this rate is meaningfully higher among Shahed students than non-Shahed students. As it was mentioned previously, this finding matches with the result of the study by Noorbakhsh and khodadoostan (1990).

The second hypothesis of the study predicted that the average score of Shahed and non-Shahed students studying in Shahed schools is meaningfully different with regard to Woodworth test.

The analysis of the findings indicates that the average score of Shahed students is meaningfully higher than that of non-Shahed students with regard to psychasthenia compulsion and tendency to depression scale. This finding matches more with the result of Sohrabi's study, since the tendencies to occurrence of depression among Shahed student group have been higher than those of non-shahed students group. Among behavioral disturbances, anxiety and depression have wider occurrence in Shahed students, and even the study of Najjarian (1991) and Narimani (1992) have also shown that the depression of Shahed students is more than that of non-Shahed students. Perhaps in determining the high rate of the items on depression and psychasthenia compulsion of Shahed students, we can the contribution from a series of personal and environmental variables. When along with the good educational condition of non-Shahed students, Shahed students do not enjoy a suitable educational status and even they are not satisfied with schooling with non-Shahed students, and in comparing themselves with non-Shahed students, they feel hopeless and the feeling of inferiority comes to them, so they think more about the negative aspect of life and are heedless of the positive dimensions of life. While %55.3 of Shahed students have

sorrowful childhood memories and 27% of them suffer from special physical illness and even they rarely feel self-value, they have less close and convincing relationship with family members in comparison to non-Shahed students, and the family, too, have the least support at the time of confronting with life events, it is not unexpected to witness depression among Shahed offspring for from Beck's cognitive point of view, too, the presence of stressful events such as the loss of father and lack of social support and having negative thoughts is a factor in creating depression attributes.

The third hypothesis of the present study is that those mothers who get remarried do not have offspring with good educational status. The comparison of the average scores of two independent groups from Shahed students shows that there seems to be no meaningful difference. Even, between failure and being conditioned students among Shahed students and mother's remarriage there is no meaningful relationship. This finding is in contrast to the result of the study done by Mohammdi (1988), who says that the educational status of Shahed students is in relation to the mother's remarriage variable, and that perhaps, it can be attributed to the role of the other factors and positive effects that they have. While approximately 59.3% of Shahed students use appropriate reading methods, or 94.7% of them tend to pursue their education at higher levels and all of Bonyad-e-Shahid (an organization which supplies Shahed families with economical and cultural services) as well as Office of Education's attempts are in this line of activity that they develop Shahed offspring does not decrease by the remarriage of Shahed spouses. As the results in the table indicate, about 76% of Shahed families' support the offspring against unfavorable events at a very high level and the relationship between the parent and offspring has been pleasant and only 3.10% have announced that they have had unpleasant relationship. Now, let's see what kind of relation the remarriage of mothers has with Shahed students' behavioral status. Such relationship has been predicted in the fourth hypothesis of the study. It was stated in this way that Shahed spouses who have remarried do not have children with appropriate behavioral status. The findings of the study show that Shahed offspring whose mothers have remarried have acquired higher scores in comparison to opposite groups with regard to five states in Woodworth test. As in the difference in affectivity, withdrawal, paranoia behavior, depression, restlessness states, Shahed students with mother's remarriage had a higher average score than those whose mothers had not remarried. This finding matches with most of the studies done before. It can be observed in Mohammdi's (1987) study, too, that the behavioral status of Shahed students whose mothers have remarried is worse than those whose mothers have not remarried. Perhaps, in verifying this difference one can say that when a Shahed offspring loses his/her father, and the mother, accepts remarriage, emotionally he/she is anxious and fears that the last source of support which is the mother, is going to be lost too. Due to this fact he/she is restless and does settle down, because he/she wants to resist against the created condition. Since he/she can not create any change in this regard, finally he chooses withdrawal and even depression. When he/she loses the mother and perhaps the supportive emotion due to her remarriage, he suspects everything and everyone. If this remarriage is to be done along with consultation provided with Bonyad-e-Shahid Enghlab-e Islami, and the conditions supplied for Shahed spouses remarriage, one can, perhaps, remove the unpleasant effects of the issue on the psychological state of Shahed offspring.

In the fifth hypothesis it is predicted that there exists a meaningful relation between the behavioral status and the age at the time of the father's death. The findings of the study show that there is a meaningful but reverse correlation between the age at the time of father's death and the depression variable on Woodworth test. The degree of this correlation is –0.129, i.e. the lower the age at the time of father's death, the more

number of depression variables increases, but with other variables on Woodworth test no meaningful relationship is observed. However, there is a reverse and meaningful correlation (-0.148) between the age at the time of the father's death and educational status of Shahed offspring, i.e. the lower the age at the time of the father's death, the higher their educational average score is.

In this regard the results of the study done by Sohrabi and the other data of the study are indicative of the fact that martyrdom of the father is more traumatic for children at lower age than on children at a higher age level. And the behavioral disturbances are greater in individuals whose fathers had been martyred before they were eight years old.

The sixth hypothesis is that there is a direct correlation between mother's education and educational status of Shahed students. The findings of the present study show that between the two variables there is a direct and meaningful correlation (0.44). That is, the higher the mother's education, the higher the average scores of Shahed students are.

If one looks at the comparison between Shahed and non-Shahed students' average scores, the difference is meaningful: Non-Shahed students have better educational status with regard to educational average score. Besides these findings, when the degree of the relationship between mother's education and the variables of being Shahed or non-Shahed obtained through the use of test, it was observed that the education level of Shahed students' mothers' educational was lower than that of Non-Shahed students'. This difference exists both at guidance schools and high schools. Hence, when there is a direct and meaningful correlation between mother's education and educational average scores of Shahed students, one can get the role of this finding in determining the difference in educational status between Shahed and non-Shahed students. Even previously it has been observed in the study done by Sohrabi that there is a correlation between mother's literacy and educational status of Shahed students.

The seventh hypothesis predicted that female Shahed students have better educational status than male Shahed students. The results of the study show that the rate of being a conditioned student or failure among the male gender (Shahed) is higher than that among the female (Shahed) gender. As in the study done by Behzadi (1986), it was observed that the highest percentage of the educationally successful individual is among the female gender. And at all the three levels of education, the highest rate belongs to girls. Even in Sohrabi's study, and though comparing the educational performance of Shahed boys' and girls' school students, too, it is revealed that girls' Shahed schools have a higher efficiency than those of boys' Shahed schools. In short, it can be said that girls' schools have been more successful in increasing, or preventing the decrease of, students' average scores of girl students than boys' schools.

The eighth hypothesis of the study is that there is a meaningful correlation between the gender variable and behavioral status of Shahed students. The findings of the study indicate that there is a meaningful correlation between the gender variable and the states of affectivity, tendency to paranoid behavior and tendency to depression, and the degree of the three mentioned states is more among females than males. Even, the average score of the girls' Shahed students in the affectivity state as well as paranoia behavior is meaningfully higher than that among boys' Shahed students. These findings correlate with findings in Kazdin study. Since Kazdin's believes that girls indicate their behavioral problems through affectivity and neurotic behavior and boys demonstrate them through annoyance behavior and antisocial behavior. That is, boys usually use introjections in dealing with problems while girls use frequently extrajection state. This finding matches with the previous finding of the study (by

Soharabi). For in his findings, too, it was observed that the frequency of the occurrence of tendency to affectivity, withdrawal, and depression was remarkable among boy and girls' Shahed and non-Shahed students.

Also, the findings of Hatami reveal that the different kinds of behavioral disturbances occur much more among girls than among boys. Even Nirmani's study (1997) shows that the rate of medium and high degree of depression is higher among girls' Shahed and non-Shahed students than that among boys' students.

The ninth hypothesis predicted that there is a meaningful correlation between the number of family members and educational status of Shahed students. The result of the study is indicative of the fact that there is a negative correlation (-0.14) between the number of family members and the educational average score of Shahed students. That is, the higher the number of the family members get, the lower their average score becames. But there is a positive correlation between the number of family members and the state of affectivity and invasion behavior i.e. the higher the numbers get, the score of Shahed students has increased at the two above mentioned variables. One can state in its justification that the presence of high number of members in the family keeps the calm and peaceful atmosphere away from the family and makes the children much more anxious and develops the state of invasion in them.

The last hypothesis (tenth hypothesis) of the present study was that there is a meaningful correlation between the educational and behavioral status. The obtained results show that from among Woodworth 8-state test the second the third and the fifth states i.e. psychasthenia compulsion state and withdrawal and depression have negative correlation with students' educational average score. That is to say, the higher the students' scores have got on these three variables on Woodworth test, their educational score has decreased.

Even, the average scores of Shahed students who have the record of being conditioned students in a meaningful manner are higher in psychasthenia state than those of the students who do not have such records. And this finding matches with the results of Sati Smith's study (1968) and Sohrabi's findings. For in their study, too, there has been a negative correlation between the behavioral problems and educational performances of Shahed students. Perhaps, it can be said that the low self-respect in relation to depression variable plays the role of an intervening link with educational status. For depression lowers the man's self-esteem and the low self-esteem, too, have a meaningful correlation with low educational state. There is a negative correlation between depression and self-respect. Also, the state of withdrawal leads to a decrease in social relationships and limits one of the learning mechanisms, which has an effective role in educational achievement status. Also anxiety disturbances such as anxiety and compulsion too have a reverse correlation with educational status, because anxiety decreases educational performance and the presence of compulsion tendencies during course reading and learning causes mental tiredness, doubt, suspect, and marked slowness in learning.

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