

Aggression in Children and Adolescents: Communication With Psychological Problems and anti-Social Behaviors

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ABSTRACT : Aggression is a critical issue in life, and the problems arising from it are significant reasons for referring children and adolescents for psychological help. This term describes various behaviors such as rudeness, argumentativeness, physical fights, destruction of personal property, conflict, and cruelty. It is believed that violence and physical aggression in children are precursors to other antisocial behaviors in the spectrum of aggressive behaviors. Anger is an intense and gratifying emotional response that prepares the individual to face potential dangers and can create problems in interpersonal relationships and overall life quality.

KEYWORDS -Aggression, treatment, children, adolescents, antisocial behavior

I. INTRODUCTION

Incorporating personal responsibility and activities to achieve well-being is essential for maintaining a healthy lifestyle and preventing diseases more than ever. Public health has been less emphasized in many countries worldwide, particularly in third-world countries, due to the primary focus on other health priorities such as infectious diseases in the past or chronic illnesses in the present. However, a look at the published statistics on the prevalence of mental disorders in various countries indicates a critical state of mental health. [Elfering, A., & Grebner, S. (2012). Getting used to academic public speaking: global self-esteem predicts habituation in blood pressure response to repeated thesis presentations, *Applied Psychophysiology and Biofeedback*, 37(2):109-20. Huajian, C., & Luo, Y. L.L. (2017).. Kim, H. S., & Moore, M. T. (2019). 1-5. Leith, K., & Baumeister, R. (1998).].

Experts in behavioral sciences and psychology believe that lifestyle significantly impacts individuals' mental and physical health. It is argued that individuals who are more committed to practicing social skills tend to find greater peace. Since Islam, as the most complete social skill, provides comprehensive guidelines for all aspects of human life, the Islamic Prophet introduces himself as a messenger appointed to complete ethical virtues. In essence, a socially skilled individual accepts and acts upon the teachings and directives of social skills, embracing a lifestyle that ensures their physical and mental well-being [Huajian, C., & Luo, Y. L.L. (2017). The heritability of implicit self-esteem: A twin study, *Personality and Individual Differences*, 119(4): 249-251. Lewis, N. (2019). Experiences of upward social comparison in entertainment contexts: Emotions, state self-esteem, and enjoyment, *The Social Science Journal*, In Press. Martens, A., Greenberg, J., Allen, J., Hayes, J., Schimel, J., & Johns, M. (2010). Self-esteem and autonomic physiology: Self-esteem levels predict cardiac vagal tone. *Journal of Research in Personality*, 44(5): 573-584. Naumann, E., Tuschen-Caffier, B., Trentowska, M., Caffier, D., & Svaldi, J. (2015). The effects of a self-esteem manipulation on body dissatisfaction in binge eating disorder, *Journal of Experimental Psychopathology*, 6(1): 28-39.].

Education and upbringing in today's world have a different concept compared to the past [Ramírez, J. M., & Andreu, J. M. (2006). Aggression, and some related psychological constructs (anger, hostility, and impulsivity) some comments from a research project. *Neuroscience & Biobehavioral Reviews*, 30(3), 276–291.]

It is never possible to look at students and their upbringing with past perceptions and old biases. Therefore, one of the most necessary changes in educational systems is a shift in the attitudes and teaching methods of teachers and educational administrators [Lewis, N. (2019). Experiences of upward social comparison in entertainment contexts: Emotions, state self-esteem, and enjoyment, *The Social Science Journal*, In Press.]. To achieve such a transformation, teachers must have a correct understanding and insight into various new educational theories and strategies [Megias, A., Gomez-Leal, R., Gutierrez-Cobo, M. J., Cabello, R., & Fernández-Berrocal, P. (2018). The relationship between aggression and ability emotional intelligence: The role of negative affect. *Psychiatry Research*, 270, 1074–1081. Nuttin, J. M. Jr. (1987). Narcissism beyond Gestalt and awareness: The name letter effect. *European Journal of Social Psychology*, 15(3): 353-361. Ongen, D. E. (2009). The relationships between perfectionism and aggression among adolescents. *Procedia - Social and Behavioral Sciences*, 1(1), 1073–1077.].

Statistics show that nearly one billion people worldwide suffer from depression and mental disorders, with the majority being women and youth. Depression is considered the second most disabling disease of the century, with stress being a major factor contributing to heart attacks, strokes, and cancer. Anxiety and fear of exams are prevalent in almost all families nationwide, with its detrimental effects directly and indirectly impacting youth and children. Mental health encompasses the ability to live with joy, productivity, and without headaches [Riek, B. M., & Mania, E. W. (2012). The antecedents and consequences of interpersonal forgiveness: A meta-analytic review. *Personal Relationships*, 19, 304–325.

Psychological well-being means harmony between values, interests, and attitudes in individuals' actions, resulting in a realistic approach to life for living and achieving purposeful life concepts. Mental health is not comparable to physical health but refers to the individual's cognitive perspective and level of interactions with the environment. The central component of mental health is crucial as all health-related activities are carried out through the psyche [Lent, R. W. (2004), Ryff, C. D. (2013).

An individual's beliefs about themselves are one of the key factors in their success; a person's judgments about themselves manifest in all their value reactions [Judge, T. A., Erez, A., & Bono, J. E. (1998)]. This self-assessment has significant effects on cognitive processes, emotions, inclinations, values, and self-efficacy beliefs based on possessing the necessary skills and capabilities to achieve important goals, predicting life satisfaction and positive emotions. Furthermore, self-efficacy towards important goals plays a stronger determining role compared to having self-efficacy towards less important goals. Additionally, a sense of self-efficacy is crucial for achieving a sense of contentment [Stănescu, D. F., Frunzaru, V., & Stefanita, O. (2024), Usher, E. L., & Pajares, F. (2008)].

Through taking control of their actions, individuals can have a significant impact on the outcomes of their lives, especially when faced with stressors. Having a sense of control over circumstances is a crucial factor in adapting to various situations that an individual encounters, and it is a key determinant of an individual's behavior.

Today, self-efficacy beliefs are considered one of the most important and fundamental factors in explaining human behaviors. The role of self-efficacy beliefs in human performance is to place the level of motivation, desirable conditions, and actions of individuals more on what they believe rather than on what is actually true. Therefore, human behavior can be better predicted by beliefs about their abilities rather than what they are truly capable of achieving. Self-efficacy beliefs help us determine what tasks individuals can perform based on their knowledge and skills [Huajian, C., & Luo, Y. L. L. (2017). The heritability of implicit self-esteem: A twin study, *Personality and Individual Differences*, 119(4): 249-251. Leith, K., & Baumeister, R. (1998). Empathy, shame, guilt, and narratives of interpersonal conflicts: Guilt-prone people are better at perspective taking. *Journal of Personality*, 66(1), 1–37.].

In most studies, it has been observed that self-efficacy beliefs of individuals can predict academic progress more than other motivational variables such as self-concept or self-esteem, and sometimes even more than variables like ability or talent [Vialle, W., Heaven, P. C., & Ciarrochi, J. (2015).]

Self-competition can lead to the emergence of creativity in games. Participating in group games is accompanied by learning points for students. Students learn that they are interconnected like a chain, and each

member's approach affects their fellow players, which they must accept. They learn to pay attention to others' viewpoints and learn new points. A crucial point in fostering creativity in group games is that the game's method and subject should be derived from the student's mind, and adults should not impose a subject on them, as it is during innovative games that a student's creativity has the opportunity to emerge.

Education is the foundation of the social, economic, political, and cultural development of any society. Examining the factors influencing the progress and advancement of developed societies shows that all these countries have had capable and efficient education systems.

Moreover, in every educational system, many factors work together to ensure learning and academic progress for students. Each part of this system must be prepared in a way that access to desired outcomes and goals is facilitated because if a part of the system fails to function properly, the efficiency of other components of the system will decrease, leading to harm.

A scale based on aggressive behaviors of students in schools has been provided [McConville, D. W., & Cornell, D. G. (2003)]. Five common examples of aggressive student behaviors include bullying, teasing, gossiping, physical fighting, while five examples of non-aggressive behaviors include apologizing, comforting, forgiving, anger management, and cooperation, ranging from zero to five [White, B. J. (2017)]. Social skills during play provide students with the opportunity to gain a better understanding of their child and their talents [Holmes, R. M., Romeo, L., Ciraola, S., & Grushko, M. (2015)].

II. AGGRESSION

While some authors and researchers have tried to link aggression to innate motivations and issues such as those related to it, studies have shown that neither violence-related motivations nor failure-related drivers are the roots of human aggression [Bushman, B. J., & Huesmann, L. R. (2010)]. Humans attack each other because they have learned aggressive reactions and expect rewards for carrying them out or have obtained these rewards [Feshbach, S. (1971)]. On the other hand, humans are beings capable of predicting the most probable behavioral and meaningful consequences resulting from the growth of the brain and its derived abilities. However, because discovering that one's actions have negatively impacted another person's life is very unpleasant, individuals distort their perceptions and instead of understanding others' feelings, they resort to self-justifications [Hartmann, H., Kris, E., & Loewenstein, R. M. (1947)].

Since verbal violence at the school level leads to the humiliation and lowering of students' self-esteem, creating a groundwork for physical violence in adulthood, it is necessary to identify the various types and factors that contribute to verbal violence so that solutions for moderating and eliminating it among students and between teachers and students can be provided. It is obvious that recognition is the preamble to prevention, and there is no doubt that everyone who proposes prevention policies suggests that. Before that, it is recommended that one should have a complete understanding of the subject, meaning that the subject should be understood. Understanding is also the result of collecting information and statistics [Walker, J. S., & Bright, J. A. (2009)].

Today, aggression is one of the serious cultural dilemmas in all levels of our society [Levinson, D. (1988)]. Many behaviors, although not leading to physical harm, are considered aggressive, including verbal aggression, which can be a precursor to physical violence [Allen, J. J., & Anderson, C. A. (2017)]. The occurrence of verbal violence among families is very prevalent. Media reports and various research findings indicate that in recent years, verbally aggressive behaviors among students and teachers have increased. Male students have reported significantly higher levels of verbal and physical violence in schools compared to females, and comparisons between teachers and students show that teachers emphasize the importance of individual, familial, and social factors in the occurrence of violence in schools more than students [Kapoor, K. K., Tamilmani, K., Rana, N. P., Patil, P., Dwivedi, Y. K., & Nerur, S. (2018)].

Childhood is recognized as a transition from childhood to adulthood marked by evident biological, cognitive, psychological, and social changes, influenced by family interactions and peer relationships [Rubin, K. H., Coplan, R., Chen, X., Bowker, J., & McDonald, K. L. (2013)]. In contemporary societies, childhood is considered to be around 10 years old, encompassing ages 11 to 22. Due to significant biological, psychological, and social changes, individuals in childhood face challenges and conflicts in their relationships with family,

school, and peers. Parents play a crucial social role in the lives of their children. Considering that verbal violence implies any behavior that could undermine someone's dignity in the eyes of society, this act is not only condemned legally but also morally and religiously reprehensible, constituting an assault on a person's spiritual character. If it becomes common among members of society, it is likely to pave the way for physical violence[Sawyer, S. M., Azzopardi, P. S., Wickremarathne, D., & Patton, G. C. (2018)]

III. WAYS TO PREVENT VIOLENCE

To prevent the occurrence of physical violent behaviors, identifying various forms of verbal violence and the factors contributing to it among young people can be instrumental in prevention [Rappaport, N., & Thomas, C. (2004)]. The most prominent type of prevention is known as social preventive intervention. Social prevention is a set of actions that aim to curb the influential factors in the formation of crime. Early prevention is often associated with education and upbringing in its broadest sense[Loeber, R., & Farrington, D. P. (2000)].

Research has shown that social relationships, coupled with trust, are crucial determinants of happiness, with family being considered a primary source of happiness for individuals. Happiness leads to changes in family relationships. These findings underscore the importance of the role of family relationships in facilitating these changes. Happy parents take better care of their children and love their children more[Shi, Z. (2016)]. The role of family in the well-being of youth is significant, with happiness being not just a positive emotion but one that is accompanied by satisfaction. It is usually described through expressions like contentment, well-being, joy, and delight. The primary goal of positive psychology is to increase happiness on Earth. This process involves two stages: first, valid and certain assessment of positive feelings and their positive effects, a field of psychology that has taken significant and noticeable strides in this regard in the past decade. The second stage in this process is scientific categorization[Carr, A. (2013)].

What we pay attention to and bring into our conscious awareness shapes our evaluation and the impact of the various strategies we employ to regulate our thoughts and emotions. Metacognition is defined as any knowledge or cognitive process that participates in the evaluation, monitoring, or control of cognition.

It can also be considered as a general aspect of cognition, including cognitive disorders and some specific metacognitive areas associated with cognitive disturbances. Therefore, it seems that metacognitive beliefs of each individual can have significant effects on their emotions, happiness, and academic progress. This study attempts to establish the relationship between these two components[Hayat, A.A., Shateri, K., Amini, M. et al. (2020)]. In theories known as goal orientation, it is believed that academic progress occurs when individuals align their actions with goals based on their values and needs. Individuals who prioritize their goals and consider the likelihood of success and achieving them to be higher will feel greater academic progress and happiness, while those with minimal academic progress will feel more instrumental and goal-oriented in their objectives.

IV. CONTROL METHODS FOR VIOLENCE

In terms of the necessity of controlling violence, it is essential for students and teachers in an educational system based on Islamic education philosophy to be familiar with these criteria and act upon them. Employing metacognitive strategies in the classroom fosters engagement, academic, vitality, emotional, constructive creativity, maturity, and social responsibility, leading to increased self-confidence. On the other hand, individuals with low self-efficacy feel helpless and incapable of controlling life events, quickly losing hope if their initial efforts in facing challenges prove futile[Kapoor, K. K., Tamilmani, K., Rana, N. P., Patil, P., Dwivedi, Y. K., & Nerur, S. (2018). Advances in social media research: Past, present and future. *Information Systems Frontiers*, 20, 531-558. Nuttin, J. M. Jr. (1987). Narcissism beyond Gestalt and awareness: The name letter effect. *European Journal of Social Psychology*, 15(3): 353-361.

Seeing others succeed in tasks that they find very difficult can lead to feelings of depression. When individuals with high competence or indifferent environmental situations are faced with challenges, they usually intensify their efforts to change that environment. They may protest, engage in social activism, or even resort to force. If all these efforts fail, they may abandon this approach altogether and choose another method, or strive to find a more accepting environment. Ultimately, when low self-efficacy is combined with an indifferent environment, individuals may feel apathetic, resigned, and defeated[ELFERING, A., &GREBNER, S. (2012). GETTING USED TO ACADEMIC PUBLIC SPEAKING: GLOBAL SELF-ESTEEM PREDICTS HABITUATION IN BLOOD PRESSURE RESPONSE TO REPEATED THESIS PRESENTATIONS, APPLIED PSYCHOPHYSIOLOGY AND BIOFEEDBACK, 37(2):109-20.

Espinosa, R., Valiente, C., Varese, F., & Bentall, R. (2018). Can We Ameliorate Psychotic Symptoms by Improving Implicit Self-Esteem? A Proof-of-Concept Experience Sampling Study of an Evaluative Classical Conditioning Intervention, *Journal of Nervous and Mental Disease*, 206(9): 699-704. Huajian, C., & Luo, Y. L.L. (2017). The heritability of implicit self-esteem: A twin study, *Personality and Individual Differences*, 119(4): 249-251. Leith, K., & Baumeister, R. (1998). Empathy, shame, guilt, and narratives of interpersonal conflicts: Guilt-prone people are better at perspective taking. *Journal of Personality*, 66(1), 1-37. Megias, A., Gomez-Leal, R., Gutierrez-Cobo, M. J., Cabello, R., & Fernández-Berrocal, P. (2018). The relationship between aggression and ability emotional intelligence: The role of negative affect. *Psychiatry Research*, 270, 1074-1081. One aspect of self-regulation is self-regulation in learning and studying. Organizing and regulating the main learning processes and related activities through academic self-regulation. Strong indicators of academic self-regulation include self-assessment, goal-oriented organization, search for help structures, and memory strategies that have a positive relationship with academic progress. By using academic self-regulation, students learn the necessary skills to design, control, and evaluate the learning and studying process[Nuttin, J. M. Jr. (1987). Narcissism beyond Gestalt and awareness: The name letter effect. *European Journal of Social Psychology*, 15(3): 353-361. Ongen, D. E. (2009). The relationships between perfectionism and aggression among adolescents. *Procedia - Social and Behavioral Sciences*, 1(1), 1073-1077.

Metacognition refers to the structures, knowledge, and psychological processes that control the modification and interpretation of thoughts and cognitions. Metacognition is also awareness of how an individual learns, knowing how to use available information to achieve a goal, judgment about cognitive processes in a specific task, awareness of which strategies to use for which goals, evaluating progress during performance and after completion[Quintana-Orts, C., Rey, L., & Worthington, E. L. (2019). The Relationship between forgiveness, bullying, and cyberbullying in adolescence: A systematic review. *Trauma, Violence, & Abuse*, 22(486), 1-17. Ramírez, J. M., & Andreu, J. M. (2006). Aggression, and some related psychological constructs (anger, hostility, and impulsivity) some comments from a research project. *Neuroscience & Biobehavioral Reviews*, 30(3), 276-291. Riek, B. M., & Mania, E. W. (2012). The antecedents and consequences of interpersonal forgiveness: A meta-analytic review. *Personal Relationships*, 19, 304-325.

In explaining the negative relationship of metacognitive beliefs with academic self-regulation, it can be said that metacognitive beliefs have both positive and negative aspects. Positive metacognitive beliefs relate to the benefits of engaging in cognitive activities and are constitutive of cognitive attentional signs. Negative beliefs are related to the uncontrollability and dangerousness of cognitive thoughts and experiences[Ramírez, J. M., & Andreu, J. M. (2006). Aggression, and some related psychological constructs (anger, hostility, and impulsivity) some comments from a research project. *Neuroscience & Biobehavioral Reviews*, 30(3), 276-291. Riek, B. M., & Mania, E. W. (2012). The antecedents and consequences of interpersonal forgiveness: A meta-analytic review. *Personal Relationships*, 19, 304-325. Riketta, M., & Dauenheimer, D. (2003). Manipulating self-esteem with subliminally presented words. *European Journal of Social Psychology*, 33(5): 679-699.].

Increasing cognitive competence reduces verbal aggression, violence, and overall conflict between parents and students. With increased cognitive awareness, the overall conflict between parents and children decreases, but a meaningful positive relationship exists between the necessity of controlling thoughts from the dimensions of metacognitive beliefs, verbal aggression, and overall conflict, while a meaningful negative relationship exists between overall grades of metacognitive beliefs and academic progress[Lent, R. W. (2004). Toward a unifying theoretical and practical perspective on well-being and psychosocial adjustment. *Journal of counseling psychology*, 51(4), 482. Salas-Wright, C. P., Vaughn, M. G., & Maynard, B. R. (2013). Religiosity and violence among adolescents in the United States. *Journal of Interpersonal Violence*, 20(10), 1-23. Stănescu, D. F., Frunzaru, V., & Stefanita, O. (2024). Self-regulated learning, self-efficacy and life-long learning: the mediating role of future orientation. *Kybernetes*. McConville, D. W., & Cornell, D. G. (2003). Aggressive attitudes predict aggressive behavior in middle school students. *Journal of Emotional and Behavioral disorders*, 11(3), 179-187.

For each action, determinants of antecedent and consequent are identified, one of these antecedent determinants being self-efficacy behavior, through which many individuals extend their social behaviors and many personal characteristics. Bandura defines self-efficacy as an individual's beliefs that they can successfully perform a task or effectively establish a relationship with others[Hayat, A.A., Shateri, K., Amini, M. et al. Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: a structural equation model. *BMC Med Educ* 20, 76 (2020). <https://doi.org/10.1186/s12909-020-01995-9>Rappaport, N., & Thomas, C. (2004). Recent research findings on aggressive and violent behavior in youth: Implications for clinical assessment and intervention. *Journal of adolescent health*, 35(4), 260-277. Allen, J. J., & Anderson, C. A. (2017). Aggression and violence: Definitions and distinctions. *The Wiley handbook of violence and aggression*, 1, 1-14.

V. CONCLUSION

In recent decades, the role of social skills in psychology and research has gained attention. The complexity of modern society, increasing challenges, and changing lifestyles have heightened the need for enhanced social skills. Even in materialistic societies, it is evident that people are inclined towards social skills. Experts acknowledge that therapeutic approaches alone are not sufficient for improving physical and mental health; rather, beliefs in social skills and tendencies towards them significantly impact individuals' health. In fact, values act as the main organizers of behaviors and personality development, with mental health undoubtedly being a product of such personalities.

In lifestyle trends, attention is given to every detail, and within the framework of Islamic lifestyle, patterns should be presented for all matters. Attention to phenomena and details in aspects such as architecture, decorations, clothing, food choices, vehicles, entertainment consumption, celebrations, interactions, both in-person and virtual, and the utilization of technologies such as telephones, mobile phones, audiovisual devices, satellites, television, internet, and the like should be highlighted. Failure to contemplate on these lifestyle aspects may result in societal dissonance, leading to increased internal anxieties due to feelings of guilt, abnormal seclusion, and the like.

Currently, Islamic societies, including Afghan society, are facing a crisis resulting from this lack of contemplation in lifestyle and its engineering. The existing crisis in Islamic societies, the lack of public and social health, abnormalities, disappointments, and the like have their roots in this lack of contemplation. On one hand, belief in God and the Hereafter and Quranic teachings, and on the other hand, Western thoughts and ideas with their advanced technology have caused Afghan individuals to suffer from a kind of identity crisis, where they cannot recognize and define themselves as they are, nor determine their position and purpose.

One of the fundamental concepts in the complex world of humanity, which has a deep history, is the

concept of health. Statistics show that over a billion people worldwide suffer from depression and mental health issues, with the majority being women and youth. Depression is considered the second most disabling disease of the century, and stress is a major factor in heart attacks, strokes, and cancers.

Since verbal violence is common among students and even teachers, and its prevalence can pave the way for physical violence, taking a series of preventive measures can be instrumental in reducing verbal violence and preventing physical violence. In fact, preventive programs represent a type of early psychological-social intervention based on the assumption that the more a person is exposed to risks and the more complex and prolonged their problems are, the higher the likelihood of engaging in and sustaining more severe criminal behaviors.

Mental health signifies psychological balance, and its symptoms manifest when an individual, through the light of their intellect, selects what adorns their psyche and brings them closer to God. They develop all dimensions of their existence, fostering harmony and equilibrium among them. Consequently, the psychological justice, which is the direct path to human perfection and fulfillment, does not deviate in practice and does not abandon justice for indulgence, which results in injustice to oneself and others. Thus, the negative meaning of illness becomes clear through this perspective. Therefore, it is stated in the Quran that: "Whoever turns away from My remembrance will have a difficult life."

According to the researcher of this article, the most important determinant of mental health is faith because having religious beliefs and convictions can protect an individual from life's hardships and challenges, keeping them hopeful and preventing them from falling into weakness and despair. This belief stems from the conviction that God is always with them. Individuals with this belief always consider themselves bound to adhere to ethical principles, and among the characteristics of these individuals are self-responsibility, self-sufficiency, generosity, and being a source of influence in the direction of human excellence.

In this regard, awareness of the current state of public health in society, the dominant lifestyle, as well as desirable ways of life, requires planning and organizing available resources of organizations involved in influential factors and the role of each of them in order to provide solutions and operational plans in this important area, especially regarding lifestyle. It is believed that in our Iranian society, which has a civilization spanning thousands of years and adheres to the dominant religion of Islam, specifically the Shia faith, which is the most complete and comprehensive religion in all aspects, there is no room for doubt that the best way of life is derived from Iranian civilization and the Islamic religion.

However, the researcher is of the opinion that where Islam is concerned, it encompasses all aspects because it is the most complete. Therefore, according to the writer, Islamic principles take precedence over Iranian identity, and Iranian civilization, with all its positive aspects, cannot independently provide a comprehensive solution for all matters. Conversely, in Islam and Islamic laws, guidelines exist even for the most detailed matters. Therefore, just as evident in the structure of the article, the emphasis of the researcher in this article has been more on the Islamic style, and it is believed that Islam has the capability to present the best way of life.

Therefore, mental health means psychological balance, and its symptoms manifest when an individual, through the light of their intellect, selects what adorns their psyche and brings them closer to God. They develop all dimensions of their existence, fostering harmony and equilibrium among them. Consequently, the psychological justice, which is the direct path to human perfection and fulfillment, does not deviate in practice and does not abandon justice for indulgence, which results in injustice to oneself and others.

The passage reveals the meaning of a disease, which is a negative connotation. Therefore, it is mentioned in the Holy Quran that whoever turns away from my remembrance will have a difficult life. In fact, a lifestyle is a way that an individual chooses throughout life, and its foundation is laid in the family. This is influenced by the culture, race, religion, social and economic status, beliefs, and convictions. Lifestyle reflects

various patterns of leisure time consumption, interaction styles, and even hidden cultural transformations within a society. Thus, one of the arenas of individual free choice and an observable area of life, which is considered an important field in lifestyle studies, is the field of leisure. Leisure is the main area of lifestyle analysis. It is in this area that individuals represent their lifestyles and social identities through symbols, stereotypes, patterns, and specific rules. One of the influential factors in the development of any country is having a healthy society. Also, a society in which individuals' lifestyles are shaped based on the religion and cultural teachings of that country, and enhancing these indicators in any society will lead to improved productivity, increased efficiency, and achieving success. Paying attention to these factors is essential considering what has been stated and in accordance with the statements of the esteemed leadership, addressing both aspects, studying them, and providing solutions is cultural engineering. Because the issue of community mental health and people's lifestyles both have deep roots in the culture of society, and monitoring these factors and achieving desirable results will not be possible except through cultural engineering, as in this approach, as the leadership of the system also stated, cultural elements can be identified in a systemic approach, encompassing national culture, general culture, specialized culture, and organizational culture, and by studying each of them, their indicators and resources can be identified and improved and educated.

Individuals with mental health have met the needs of lower levels and do not have cognitive disorders. They know who they are, what they are, and where they are going. Healthy individuals perceive reality correctly in a concrete way, and they are naturally and healthily motivated to express their emotions sincerely and without disturbing others. They have mystical experiences or peaks, and these experiences lead to their exaltation and feelings of power and decisiveness. A society in which individuals' lifestyles are shaped based on the religion and cultural teachings of that country. And enhancing these indicators in any society will lead to improved productivity, increased efficiency, and achieving success. In this regard, awareness of the current state of public health in society and the effective factors in promoting that dominant lifestyle as well as planning and organizing the available resources, organizations involved in influential factors, and the role of each of them in providing solutions and operational planning in this important field is necessary. The role of the media in promoting Western lifestyles in the current world and undermining and weakening Islamic beliefs and values is very serious. The media helps to construct daily life; daily life is based on habits, and the media should be used to cultivate habits in life. Widespread and continuous use of the media will undoubtedly play a significant and crucial role in shaping or strengthening the thoughts, beliefs, and attitudes of society.

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