

A Study of Individual and Social Factors Influencing (verbal) Violence among Male High School Students in Bushehr City

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Abstract: *The study of individual and social factors affecting the tendency to verbal violence among high school boy's students in Bushehr city. The methodology of this study was survey and used a questionnaire. Population of this study was all high school boys' students in the city of Bushehr and 400 persons determined as the sample size with using Lin table. The method of sampling was a multi-stage stratified random sampling. Pearson's test results show that among the dependent variable (tendency to verbal violence) and some independent variables are correlated. The value of Pearson correlation among the dependent variable and age, socialization, parental control, and excitement, as independent variables, respectively was 0/009, -0/45, 0/34, -0/34. The results show that students who have been deprived of the parent and the family always Conflict and debate has been more vulnerable and tend to be more violent. In addition, those who are equal in age and social characteristics with other person, as another factor in the socialization of the students involved. At this point, the student to gain popularity and being liked; widely Acceptance in their peer group takes its values. The results, violent behavior by students is the failure status due to the desire to have the excitement and violence And they're doing it just because of the excitement and fun And if by any means to prevent the discharge of excitement for children and adolescents, This energy is discharged in another detour and the society Will see increasing of these deviations. Stepwise regression analysis showed that socialization, social control, and excitement are the most influential factors on verbal violence. Finally path analysis test showed that the effect of parental control variable, indirect as well as direct effect on the dependent variable.*

Keywords: *Violence, socialization, social control, excitement, Bushehr.*

Introduction

Theorists of deviance sociology, social deviance as the treatment is contrary to the consensus of the community, and considered it to be non-conformity to a norm or set of norms that are accepted by most members of a society. (Ahmadi and Imani, 1384: 10) The problem of teenager's deviance, such a complex social problems that affect today's world, for long time in human society, has been the focus of scholars and now is the main topics of many scientists. A review of the multitude of crimes in the world, indicative of the fact that abnormal behavior is one of the great disasters of our day (Noriha, 1377:14).

Hostility and aggression systems can be studied as one of deviances. Factors of this system such as hereditary characteristics, biological and hormonal factors, and characteristics of cultural and psychological forces have interacting with each other's. Researchers in analysis of violent behavior have mentioned three categories of factors. The first set is internal or motivation factors. This factors Led to the formation of motivation the person and his tendency toward aggressive behavior. The second set are the inhibiting factors, the presence of factors in personality of person are preventing violence. The third sets are circumstances or environmental factors it means the person's behavior affected by the condition or circumstance that person will be placed in it. Research by Murray and Vayzying shows violent behaviors, are related to type of personality, attitudes, and characteristics of the child or teen, gender and even peer rejection. (Karimi, 87: 1390).

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Bush Kati research on aggressive behavior with 408 girls and 431 boys, aggressive and non-aggressive adolescents 14 years of age concluded that the profile of violent behaviors in rejection and aggressive teens is different from other teenagers. Violent teens than non-violent teenagers had experience of rejection by their family. (Kathy Bosch, 2007: 73)

However, given that the Violence and aggressive behavior among students Introduction to other damages among the students at the society, the problem of this research identification of individual and social factors influencing on violence (verbal) among high school boys students in Bushehr city" and answer the following questions:

1. Is there related between age of students and their tendency to the verbal violence?
2. Is there related between students socialization and verbal violence?
3. Is there related students excitement and verbal violence?
4. Is there related between parental control on students and their verbal violence?

Research Background

- Sekhvat (1381) a study of influencing factors on students' abnormalities behavioral in Lorestan province, Some individual characteristics like educational status, gender and some features of students families, and self-conception of family income are investigated. The results indicate that abnormalities in school and out of school have common roots and should not be considered as two separate phenomena.
- Kordezangenh (1385), a study of the relationship of social contexts anomie between high school students in ramhormoz city, Of the 907 boys and girls students, in three majors as mathematics, experimental and human sciences, Selected 270 persons as sample and through a questionnaire, data is collected ,aspects of social relationship among students, including sex, achievement Economic, satisfy from the social status, hope for the future ,trust in authorities, as Independently variables were examined. For analysis of data, is used multivariate regression. Research Findings, after examining the relationship independent variables and the dependent variable (anomie) has shown that the anomie among boys more than girls. And also findings shown relationship between academic successes with anomie confidence revers related to the authorities with anomie. According to multiple regressions, variable amounts of Hope have had the greatest impact on the level of anomie and 30% of the variance in the dependent variable explained.
- Karimi (1390) A study of different types of verbal violence and the factors create it's, of view Students and teachers domain of wide range violence layers involves human behavior. Among the lower layers of violence, is verbal violence, which includes insults, humiliation, slander, absenteeism, labeling and is ridiculed. Although all evidence of this kind of violence is not calling crime, but provides the context for physical violence and social violence in interpersonal relationships. So, this study to preventing attempted to identify the types of verbal violence and Creator factors among students and teachers in Rasht city and through Questionnaire about 390 students and 47 teachers obtained with random cluster sampling has been performed. Results showed that verbal violence among students together and teachers with students is common. However Verbal violence significantly between boy's schools and man teachers are more than girl's schools and woman teachers.
- Lowenstein (1986) in a study named vandalism at school that did on 475 students in England and America using questioner and simple and multi variables regression technics, Has achieved the following results: Antisocial behaviors especially vandalism between students who were membership of delinquent bands, is more than those who were not membership of such bands. According to the researcher opinion, the structure of family Means that are all family members, especially parents, are doing good their roles in the family or the family is disintegrating And disorganized has a significant relationship with the level of vandals behavior. Other results of this study indicate that the absence of a father or stepfather in the family is more effective than the absence of the mother's trends of children's to crime and vandalism.
- Jina and colleague (2000) have been studied Cognitive differences between aggressive Children were rejected and aggressive not rejected. Children of the study from second to fourth academic years were selected. Their findings show that child violent suffering from Cognitive–Social problems; But differences also has been Observed in the rejected violent children's behaviors by peers, and not rejected by the peers. So violent children not rejected Compared with violent children rejected have shown greater self-efficacy.

Theoretical Foundations of Research

Reviewing the different theories in this field, the most important approaches in this regard is as follows:

1. Theory of anomie and family structure

William Goode, in this view, use the concept of anomie and it's extended to the family level. In his to view, Family is the Center of personality education and any disorder in it leads to crime and emerge deviant personality. Also "Goode", believes the family has some responsibilities toward their children, including:

- ✓ Fulfilling Physical needs of children.
- ✓ Self-Identification and self-discovery.
- ✓ Learning (through socialization)
- ✓ The role of the family as a source of growth (Mohseni Tabrizi, 1383: 70).

Good believes, the family members (especially parents) cannot properly play its role very well, in this institution it comes anomie, the anomie conditions, due to various factors, such as:

- ✓ The lack of father and mother due to non-legitimacy of child, died, divorce, imprisonment, war or too occupation.
- ✓ There are various kinds of diseases including physically and mentally in parents so that are not able to fulfill its role (Goode, 1352: 249).

2. Socialization Approach

Socialization approach emphasizes the social bond. Family and community are two important factors in creating this link. In this approach, family status, education, media and social control category is considered. Socialization of children, in addition to skills and abilities in the field of education is the subject of training. By definition, "Training is a continuous and regular flow which aims to help develop physical, cognitive, emotional, social, moral, or in general growth the personality of trainees to obtain socially acceptable norms and to help flourish their talents." Part of the task of education are on formal organizations such as educational places, and other part are undertake of parents, mass media and other complex factors (Kazemi, 1375: 105), Socialization approach on the one hand is close to, "Durkheim" and "Hobbes" perspective and on the other hand is close to the theory of social disorganization (Bokharai, 1386: 488). If the family, education and media in the socialization of individuals to be disorders and are not proportional to each other, a person acting to deviance actions.

3. Social Control Theory

This theory in explaining social deviance argues that deviation behavior is general and universal because social control is weak. Accordingly, if we want to prevent crime and delinquency, must be controlled all people, including youth and adult. This theory has emphasized two types of control, self-control and social control. -Theory of self-control: private control theorists have highly importance to internal factors such as personal feelings of youth, obsession Negative Self Concept, failure, neurosis and self-confident, According to some theorists in this field, such as Reckless and Kaplan and ... Psychological pressures, such as Tensions, immediate enjoyments, Feelings of incompetence, fears and brain lesions are effective in causing the crime and delinquency. Therefore, in view of the scholars, a Positive impression of person from himself as a As an force of internal control, acts In contrast to the pressures and factors that led person to the Delinquent and criminal behavior. Negative Self Concept, indirectly causes deny your, and feel the failure of life in family, school and community and to compensate for their problems does the criminal and delinquency behavior.

-Factors of Social control Include dependency to basic social institutions such as family, school and religion causes such as emotional dependency (such as the effect of the interaction between children and parents) and behavioral (like person status of education and school) are considered (Ashoori, 1382: 74).

4. Social Learning Theory

This theory is based on the principle of deviation and deviant behavior, action or behavior that is learned in the social process. Unlike scholars who believe that humans are born with the motivation and aggression deviation, Social learning theorists believe that a person learns of deviant behavior as other behaviors in society through association with bad friends and is an acquired phenomenon. Thinkers such as Bandura, Sutherland and Tard, developed the social learning theory. According to Bandura, a person can learn with help the process of modeling

and observing others, either accidentally or deliberately. Learning model chosen by the person affected by many factors such as age, sex and social status. The modeling process is on focus of social learning theory that in which a person, learns others Social behavior by observing and imitating and Knowledge will be reinforced through rewards and punishments (Ahmadi, 1387: 95-94). Since in social learning theory is emphasized on the environment, social learning theorists have emphasized the role of the mass media and, according to Bandura and his colleagues researches they discovered the effects of TV violence on behavior. So, violence and generally deviant behavior is learned And a person teach it's exposed to the community.

5. Sutherland Differential Association Theory

Edwin Sutherland is somewhat away from concept of social disorganization and examines the issue of learning at the unhealthy environments, and pay attention to the various subcultures in the city. He notice to Differential Association concept and with this concept study and explain deviant behavior. Sutherland believes that deviant behavior as other social behaviors are learned through Association with others (sedigh Sarvestani, 1379: 48). He refers to factors to determine the influence of the Associate:

- ✓ The first factor, intensity of contacts that can interact with others. A person More than affected by distant relatives, influenced by deviant friends and members of his family.
- ✓ Second factor is the age of the person when communicating with others. Unaffected by others during childhood and youth is much stronger than the other stages of life.
- ✓ The third factor relative of Contact with Delinquencies Compared with Contact the conformities.

Social learning theorists even believes that aggression is learnable, and belief that there are many reasons that can expressed the aggression has no instinctual and inherent origin and for these reasons in terms of social can be educable and prevented (Koozer and Rosenberg, 1378: 485-480). According to Sutherland, learning process that is involves communication and interaction can explain all types of crime and delinquency (Ahmad, 1387: 96).

Research Method

This research is a descriptive – analytical, that survey method will be used. For Data collection in survey used questionnaire and in the documents, taking notes and using Internet resources. The population, are boys high school students in Bushehr and statistical unit in this study is a high school student in Bushehr. By using the estimated amount sample, Lin (Lin, 1976: 446), for a population with an error level of 5% and 95%, a sample size of 384 is calculated, to ensure that most of the results obtained, the sample size is increased to 400. Due to the heterogeneous population of Bushehr, The method of sampling was a multi-stage stratified random sampling. Data analysis was performed by SPSS software.

Theoretical Framework

Study of the various theories and extensions of dimensions the subject was studies cause that Researcher have combined and integrated perspective of each of the theories proposed to extract specific item. For explanation of individual and social factors affecting on tendency of verbal violence among students were used sociology and social psychology theories related to deviations. Based on the theory of anomie and family structure, abnormal behaviors, resulting in a broken family structure in which family responsibilities towards their children do not do well, for this reason, individual will be toward violent behavior. Socialization approach believes that the kind of individual socialization in family and society influences on the incidence violent behaviors. Social learning theory shows that people mainly learning these acts of vandalism by trained in community and according to Sutherland's theory of Differential Association, communicate with bad friends and deviate is that the attitude individual's toward such a behaviors. And In this context, the intensity of contact with others and the age of individuals are important when they contacts together, so that teens are affected more extent from these interacting.

Social control theorists in response to the question of what factors are causing the vandalism of teens believe that this type of behavior depends on the amount attachment and adherence of youth towards social institutions such as family, school, and sometimes, such as groups of social groups a peer. Based on the presuppositions of this theory, the cause of teen's vandalism, are loss of or weakness some of the social forces inhibitors. Vandal teens, those relatively in terms of social are out of control. These theorists stress to rely on teens to social institutions such as family and school. According to this theory can be said, teens can be used by agents of socialization such as family, school, peers and the mass media controlled by the voice, and they were. According to this theory can be said, teens can be Conformity with the society and put them under control by agents of socialization such as

family, school, peers and the media. Thus, these views (anomie and family structure, socialization, social learning and social control), are explained the influence of socialization and control variables on violent behaviors. Subcultural theory in explaining violence Noting that People who are mostly from the lower classes of society, from acts of violence use for satisfy their sense of excitement and violent, And Cohen believes, people who have failure status, have been trying Compensate their failed by violent and vandals. Moser is other expert in this field that believed sense of oppression and extortion, and also failure in work led to individuals toward a violence. According to these theories we can explain excitement variable.

Data Analysis

The results of the study indicate that in general, 18.2 % higher tendency towards violence, 68.5 % of average disposition to violence and 13.3 % of them have a tendency to lower the violence.

Table (1): Distribution the tendency of students to verbal violence

| The level of students tendencies to verbal violence | numbers | Percent |
|---|---------|---------|
| High tendency | 53 | %13/3 |
| Medium tendency | 274 | %68/5 |
| low tendency | 73 | %18/2 |
| Total | 400 | |

First hypothesis: the relationship between the age of students and trend to verbal violence.

The results of the Pearson test between age and verbal violence shows a significant relationship. In this regard, the correlation coefficient equal to 0.009 and the significance level of 0.027, respectively. It can be concluded that age has a direct and significant effect on the tendency towards verbal aggression.

Table (2): Results of Pearson correlation between age and verbal violence

| Statistical test | Verbal violence/age of Respondents |
|---------------------------------|------------------------------------|
| Pearson correlation coefficient | 0.009 |
| significant level | 0.027 |
| Number of Respondents | 400 |

With a significance level of at least 95%

Second hypothesis: the relationship between student's socialization process and verbal violence.

Since the variable of socialization are Influenced some indicators such as family, friends, peers, school, and mass media, therefore, the separate effects of each of these variables on the trend of verbal violence Were tested, the results of each of these tests are presented in separate tables:

- **Socialization in the family**

The results of the Pearson test between socialization in family and verbal violence, indicates a significant relationship. In this regard, a correlation coefficient -0.37 and its significance level is 0.000. Since this coefficient is negative, indicating that there is an inverse relationship between these two variables. In other words, whatever person in the family is more appropriate be social; Less tends towards verbal violence.

Table (3): Results of Pearson Correlation Coefficient between socialization in the family and verbal violence

| Statistical test | Verbal violence/socialization of Respondents at family |
|---------------------------------|--|
| Pearson correlation coefficient | -0.37 |
| significant level | 0.000 |
| Number of Respondents | 400 |

With a significance level of at least 99%

- **Amount of Tendency to friends and peers**

The results of the Pearson test between tendencies to friends with verbal violence, indicates a significant relationship. In this regard, a correlation coefficient -0.279 and its significance level is 0.000. Since this coefficient

is negative, indicates that there is an inverse relationship between these two variables. In other words, whatever person has More Tendency to The Friends his tendency to verbal violence is reduced.

Table (4): Results of Pearson Correlation Coefficient between level of tendencies to friends and verbal violent

| Statistical test | Verbal violence/tendencies of Respondents to friends |
|---------------------------------|--|
| Pearson correlation coefficient | -0.279 |
| significant level | 0.000 |
| Number of Respondents | 400 |

With a significance level of at least 99%

- **Socialization at school:**

The results of the Pearson test between socialization to school with verbal violence, indicates a significant relationship. In this regard, a correlation coefficient -0.384 and its significance level is 0.000. Since this coefficient is negative, indicates that there is an inverse relationship between these two variables. In other words, whatever person at school is more appropriate be social; Less tends towards verbal violence.

Table (5): Results of Pearson Correlation Coefficient between socialization at school and verbal violence

| Statistical test | Verbal violence/socialization of Respondents to school |
|---------------------------------|--|
| Pearson correlation coefficient | -0.384 |
| significant level | 0.000 |
| Number of Respondents | 399 |

With a significance level of at least 99%

- **Level of use mass media**

The results of the Pearson test between Levels of use mass media with verbal violence don't indicate a significant relationship. In this regard, a correlation coefficient 0.36 and its significance level is 0.467. Therefore, can conclude that Levels of use mass media doesn't affect to trend of verbal violence and doesn't significant relationship between two variables.

Table (6): Results of the Pearson Correlation test between mass media and verbal violence

| Statistical test | Verbal violence/level of use mass media |
|---------------------------------|---|
| Pearson correlation coefficient | 0.36 |
| significant level | 0.467 |
| Number of Respondents | 400 |

With a significance level of at least 99%

The results of the Pearson test between socialization process and to verbal violence, indicates a significant relationship. In this regard, a correlation coefficient -0.45 and its significance level is 0.000. Since this coefficient is negative, indicates that there is an inverse relationship between socialization and verbal violence, whatever person socialization process is more appropriate; less tends towards verbal violence.

Table (7): Results of the Pearson Correlation test between socialization process and verbal violence

| Statistical test | Verbal violence/socialization process |
|---------------------------------|---------------------------------------|
| Pearson correlation coefficient | -0.45 |
| significant level | 0.000 |
| Number of Respondents | 400 |

With a significance level of at least 99%

Third hypothesis: the relationship between student's excitement and verbal violence

The results of the Pearson test between excitement and verbal violence, indicates a significant relationship. In this regard, a correlation coefficient 0.341 and its significance level is 0.000. So whatever person has more excitement; he has more tends towards verbal violence.

Table (8): Results of the Pearson Correlation test between excitement and verbal violence

| Statistical test | Verbal violence/excitement of Respondents |
|---------------------------------|---|
| Pearson correlation coefficient | -0.341 |
| significant level | 0.000 |
| Number of Respondents | 400 |

With a significance level of at least 99%

Forth hypothesis: the relationship between parents control on students and verbal violence

The results of the Pearson test between parents control and to verbal violence, indicates a significant relationship. In this regard, a correlation coefficient 374/0- And its significance level is 000/0. Since this coefficient is negative, indicates that there is an inverse relationship between parents control and verbal violence.

Table (9): Results of the Pearson Correlation test between parents control on students and verbal violence

| Statistical test | Verbal violence/parental control |
|---------------------------------|----------------------------------|
| Pearson correlation coefficient | -0.347 |
| significant level | 0.000 |
| Number of Respondents | 400 |

With a significance level of at least 99%

Multivariate Regression Analysis

In examining the relationship between the various hypotheses, the variables were analyzed two by two. Now for study the effects of independent variables simultaneous on the dependent variable, stepwise multiple regression analysis was used. The results indicated that the variables of age, level of socialization, excitement, control, have entered the equation. The regression results are given in the following tables:

Table (10): Results of multivariate regression analysis of main factors influencing students' verbal violence (Stepwise)

| Stages | Predictable variables | R | R ² | B | Beta | T | Sig. T |
|--------|---|-------|----------------|-------|-------|-------|--------|
| First | Socialization | 0.392 | 0.234 | -2.51 | -0.22 | -4.35 | 0.000 |
| second | Socialization excitement | 0.434 | 0.255 | 2.02 | 0.24 | 5.05 | 0.000 |
| Third | Socialization Excitement Parental control | 0.472 | 0.267 | -0.81 | -0.11 | -2.36 | 0.018 |

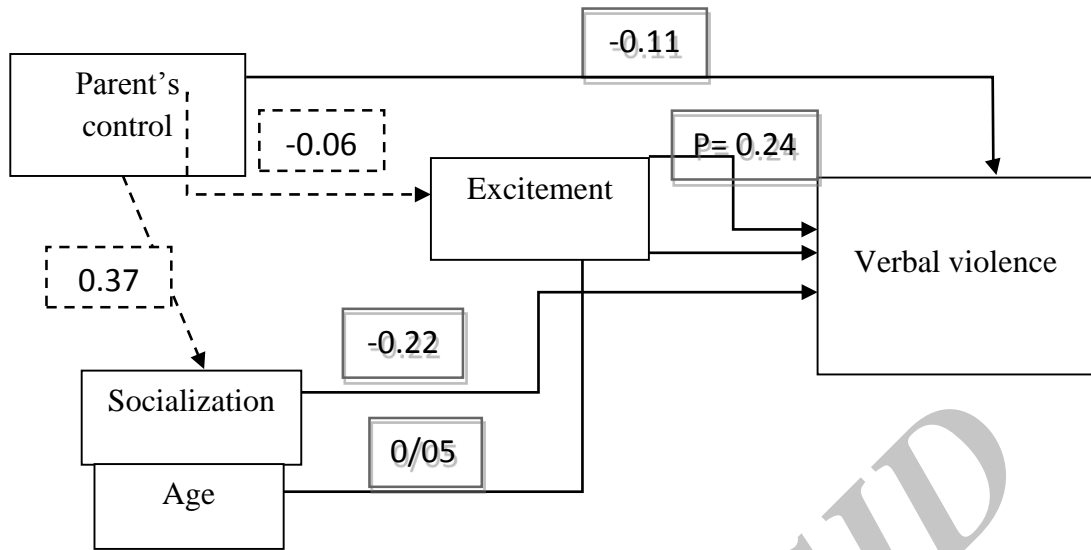
According to Table 10, the first predictor variable verbal violence that entered into the regression equation is socialization variable that explain about 23% of the variance in violent behavior. Beta coefficient for this variable is (-0.22) which shows an inverse relation between socialization and tendency to verbal violence.

In other words, whatever the socialization is better, tendency to verbal violence is reduced. In the Second stage, excitement variable was entered into the regression equation, and 25% of the dependent variable is explained. By entering this variable, predictive power of the model was increased about 2%.Beta coefficient for this variable (0.24), which indicates a direct relationship between excitement and tendencies to verbal violence. In the third stage, the variable parental control entered into the regression equation, and 26% of the dependent variable is explained. By entering this variable, predictive power of the model was increased about 1%.Beta coefficient for this variable is (-0.11), which shows an inverse relationship between parental control and trend to verbal violence. In other words, with increasing parental control, the trend to verbal violence decreases. In total, these three variables explain 28% of the dependent variable Changes. ($R^2 = 0.283$).

Path Analysis

Path analysis is a method to study the direct and indirect effects of independent variables on the dependent variable as causal mechanism. Although in the theoretical model of this study an intermediate variable is unpredictable, but for the effect of interference some of variables on the relationship between the independent and dependent variables, it is used path analysis. As is shown, all the path coefficients variables in the path diagram, “factors influencing on verbal violence among students “marked. Accordingly, in the following figure, all paths lead to the dependent variable been identified and calculated until the total effect of the independent variables was obtained.

Figure (1): analytical Model of affecting factors on trend to the verbal violence



Conclusion

1. In this research, "A study of individual and social factors influencing on violence (verbal) among high school boys students in Bushehr city "Was attempted using the theoretical foundations of abnormal behavior and using obtained experimental data, to offering an analytical discussion about the factors influencing individual's attitude toward verbal violence. The results showed that the most important factor in socialization is the family. When the Student spent childhood or adolescence with someone other than their parents and family, he was always involved in debate, more vulnerable and usually is possible to incompatibility and tendency to more deviate.
2. School is another factor in the socialization, if a student at the school Conformity with the accepted values and internalizes these values; the possibility of his tendency to deviant behaviors is reduced. As children grow older, they spend more time in socializing with their peers and those who influence them in terms of age and other social characteristics which are equal, are greater. Concurrent with the rise of peer influence, parental influence decreases. Peer group influence on a person may be to acceptance person in their peer group, accepts the values that are not acceptable from the society.
3. According to Subcultural theories such as Cohen part of the criminal group theory, criminal behavior, occurs by people who are not in legal age, most commonly are formed by a criminal gang of petty Cultural and lower classes of society, these persons due to the failure of dignity, desire to excitement and violence, and doing these actions only for excitement and fun. All know that Kids energy is much more than an adult, and for the evacuation of this energy should be created different ways. If we prevent the evacuation of these excitements for children and teens, this energy is evacuation in detour path and society will be see more increase such deviations.

According to Hirsch i's social control approach, on the one hand Among the people belonging to the community, their commitment to the common affairs of everyday life and social norms cohort, involving them in various activities of life and belief system of norms, and their conformity with social norms, on the other hand, have direct relation and there is an inverse relationship with the likelihood of deviance. Sutherland's theory of *Differential Association* is social psychology theories that the effect of community and especially peer influence unquestioned knows to the tendency to deviate. The results of this study indicate that socialization is an important role in attracting people to violence. People who live in discrete constriction families and have no control over the family on socialize to compensate, so for the shortcomings of these factors and to satisfy their needs makes the violent behavior.

Suggestions and Solutions

1. In this research, individual and social factors influencing on violence (verbal) among high school boys students in Bushehr city “was studied and the relationship between variables such as age of students, socialization, excitement, parental monitoring with a variable of tendency to verbal violence on studied, but there are many other factors which cannot provide measurement in this study, the effect of these factors should be considered in future studies.
2. In this research, boys student abnormal behavior(verbal violence)were studied in special theories, while violence behaviors with other sociological and psychological theories are examine that, this issue should be considered in future research. According to the results of this study, the general recommendations and Solutions to reduce or prevent these actions are presented:
3. Provide the necessary training to families so that the families should be necessary social skills and behavioral training such a responsible and recognize the rights of others, knowledge of social conscience and respect to nature and public property, to teach the children.
4. Since the monitoring of children, especially boys, to reduce the tendency toward a variety of social deviance, including violence, and therefore families have more control in case of children's friendships and socialize with friends.
5. Next, schools and pre-school education should take the action necessary in this field. Specific social and cultural institutions are formed to discharge energy in the right direction to help teens and young adults, otherwise, the accumulated energy inappropriate substrates or to desired shape and with guidance from some friends and peers will be evacuated and in most cases leads to violence.
6. Use of consultants, mentors and education teachers in schools and training classes to the students.
7. Enrich students' leisure time in school and outside the school to weaken the tendency to destroy public property in leisure.

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