A STUDY OF SOME OF THE SOCIAL AND PSYCHOLOGICAL FACTORS RESPONSIBLE FOR VIOLENCE AMONG MIDDLE SCHOOL STUDENTS (12-14) YEARS OLD

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Abstract

Research aims to identify:

1- Social factors responsible for violence among middle school students with reconstruction (12-14) years.

2- Psychological factors responsible for violence among middle school students with reconstruction (12-14) years.

The current research sample (200) included a student through a random choice from the research community from the (Al -Asma'i) school middle school in Basra Governorate:

The first group: The students who practiced violence: The students were chosen by the members of this group in a intentional way from the students who practiced the behavior of violence while joining the classrooms in the intermediate study, and their number reached (50) pupils that were identified by these students through two basic sources: records and documents There is inside the school.

As for the second group: the students who did not exercise violence: the normal students who were not involved in the practice of violence were chosen during their studies inside the orbit in a intention, provided that the number of its members is equal to the members of the group that practiced the violence, and provided that it is similar or similar to its members with The group that practiced and the number of these students reached (50) pupils, after processing the data with the computer according to the 21Sps Ver statistical program. A group of **conclusions** were reached, the most important of which are:

1- The method of physical punishment and domination is a negative impact on raising students.

2- Working in the style of reward has a positive effect on raising children from students.

Recommendations:

1- The need for the family to monitor the student when he tries to watch TV, introduce him to good programs, alert him and awaken him from watching programs that do not fit his time and mental age.

2- The necessity of avoiding the method of physical punishment and domination in raising children, whether at home or school

Keywords: social and psychological factors; middle school students

1 -1 Introduction and Importance of Research:

Violence is a social problem that a person has known since the beginning of creation, as it is practiced with images and forms that differ from one society to another according to the customs, traditions, customs, times, and social and human conditions. Violence is no longer a phenomenon limited to a specific environment or a specific time period, but to include all societies, And all categories, and all times, and at all times. Violence studies have increased increasingly and took a large area of the interests of researchers in the humanities in general, and sociology studies in particular, as is well known, the social interaction process between the child and his family members is a continuous and developed process, as it begins to clarify the position of this individual and the expected roles of it. Hence the process of converting the object from a biological object that loved to an interactive social being. This transformative and interactive stage- which may not be familiar with darring- is one of the most accurate and difficult stages, which requires caution and great care.

Family violence is a global problem, but it did not recognize its wide spread until the twenty or thirty years of its outbreak within the family, and its dangers are not only on individuals, but also on the entire society. Studies have shown that domestic violence is not limited to a social or ethnic or religious group, although there are indications that it is linked to the economic conditions of the family and psychological pressures on family members (Al -Shehri. 2006.).

In recent years, research centers and educational counseling societies have taken care of addressing violence against children and students, as violence represents the maximum levels of aggressive behavior against others, violence is issued by aggression, and there is no violence without a prior sense of aggression, and this aggression may be a successful psychological or economic dysfunction Social falls in one way or another on the victims (Al -Mustafa, 2015.).

Here it must be noted that school violence is a dangerous phenomenon that sweeps our schools, as the pattern of behavior that includes aggression and violence continuously, and severely is a real problem, as it leads to counter - aggression, lack of acceptance, and rejection from society, and its danger lies in the possibility of its association with violence during The stage of adulthood and masculinity later (Suleiman, 2008: 45 (..

As for the importance of the research, my girl by highlighting the role of social and cultural factors that cause violence among school students during their involvement in the process of providing scientific interpretations of effective factors in order to plan for a safer future education, and its theoretical importance stems in that it constitutes one of the most important topics of research in social problems and science The educational meeting in the school field specifically.

The **importanc**e of this study lies in the following set of points:

1 -The current study deals with the phenomenon of domestic violence, which has become a phenomenon that is widespread in our Arab societies, and the results of the current study can contribute to the results and proposals that can be employed to build suitable programs for the individual service specialist to deal with.

2- The results of the current study may contribute to educating the family and educators about the danger of the practice of violence against children, and the consequent negative effects and behavioral disorders that harm the family and the entire society.

3- This study may have its importance in terms of being concerned with the study of the violence to which an important segment represents a large percentage in Iraqi society is middle school students.

1-2 Research Problem:

The phenomenon of violence among school students is one of the most negative and most negative school problems, which may hinder the expected educational and educational work from the school, and makes it an inappropriate environment to achieve the educational goals entrusted to it, the phenomenon of school violence is one of the most common phenomena on its workers to deal with them Schools, and it is a burden on administration K and the violence of students in the school takes daily forms with these different behaviors in the relationship between both the teachers and the student, and between the student themselves(Alyan, 2003). Harmful verbs, including the clashes of students

between them, beating and wounding, and the severe and strong stampede between the students while leaving the lesson and while they left the house, theft and the sabotage of tools, and gestures carried out by some students that harmonize their content. .) The social conditions represented in the methods of family upbringing characterized by oppression, domination and violence, as well as the conditions of social deprivation in the family are important factors that make the student exercise violence in the school. The cultural aspects are an essential factor in the spread of violence among students. The media plays the largest in spreading the culture of violence, especially the visible world through TV programs and films, which broadcast daily and more than that the large number of satellite channels that contribute to the formation of the background of violence among the individual and the student in particular.

1 -3 Research Objective:

The research aims to identify:

3- Social factors responsible for violence among middle school students with reconstruction (12-14) years.

4- Psychological factors responsible for violence among middle school students with reconstruction (12-14) years.

1-4 Research questions:

1- What are the social factors that cause violence that causes school violence among middle school students?

2- What are the psychological factors that cause school violence among middle school student?

1-5 Research areas:

-Time Field: The research was conducted in the academic year 2020-2021

- Spatial field: The research was conducted in a middle school (Al -Asma'i) in the Al -Asma'i area in Basra Governorate

-Human field: The research was conducted on middle school students in a middle school (Al-Asma'i). For the agents of reconstruction 12-14 years.

2- Research methodology:
2-1 Research Methodology:

The descriptive approach, which includes an accurate description, was used as it is interested in describing what is for the current phenomenon, its composition,

its processes and the prevailing conditions, and the descriptive approach includes collecting data, information, his alleviation, analysis, measurement and interpretation of it, it is an accurate and organized method and an analytical method of the phenomenon or the problem to be discussed through a systematic methodology and an objective method To achieve goals (Jubouri :179-178: 2012,)

2-2 Research Sample:

The current research sample (200) included a student through a random choice from the research community from the (Al -Asma'i) school middle school in Basra Governorate: The first group: The students who practiced violence: The students were chosen by the members of this group in a intentional way from the students who practiced the behavior of violence while joining the classrooms in the intermediate study, and their number reached (50) pupils that were identified by these students through two basic sources: records and documents There is inside the school. As for the second group: the students who did not exercise violence: the normal students who were not involved in the practice of violence were chosen during their studies inside the orbit in a intention, provided that the number of its members is equal to the members of the group that practiced the violence, and provided that it is similar or similar to its members with The group that practiced and the number of these students reached (50) pupils

2-3 Information collection means:

The quantitative scientific material was collected using the questionnaire form, and the scientific material was collected by using the interview guide, which gives us more detailed information and data on the subject of the study. For the purpose of achieving the objectives of the research and after reviewing the previous literature and studies on school violence for students, the researcher approved a questionnaire tool used by the researcher (Samia Mustafa Al -Khashab :2015). The questionnaire form in its final form included a set of questions to identify school violence, and the scale addresses the necessary social aspects The psychological person responsible for school violence is appropriate for the Arab environment, where the scale deals with some important factors, and while the most important social and psychological factors of school violence comes:

First: The questionnaire form: The questionnaire in its final form included a set of questions, and it was divided into five main sections, which are as follows:

First: Family upbringing methods: Many researchers are concerned with the family because of its influential and effective role in deviation and violent behavior, because of its vital importance in the process of socialization of the individual. According to social learning theory, children are affected by parents as an example in how to influence the behavior of others. Parents who prefer to oppress and cruelty in treatment tend their children to use violent methods similar to controlling the behavior of their friends. And monitoring the violent behavior that others do leads to violent behavior. (Zayed & others, 2004)

Second- Social deprivation in the family is seen from several dimensions, the most important of which are:: Social deprivation in the family:

Failure to equate children: It is represented in the preference of parents for some children and the distinction between one of the children and the other, and perhaps in the treatment between the father and the children, where one of them allows things and prevents the other; Which generates hatred and hatred between the children, the conflict abounds between them and the character of hatred and hatred is transmitted to the society around it, (Al -Muslimani, 2000 AD).

-Excluding and marginalizing the child: The ignorance of the children raises the feeling of isolation and the tendency to perceive others as tension (Belkuri, 2002). This leads them to resort to violence to confirm their existence, to draw attention, or emptying

Emotional deprivation: This form of violence is the scarcity of looking at the child and avoiding talking to him, imprisoning him, or neglecting his cleanliness. Emotional deprivation and the ignorance of parents of the necessity of satisfying the social and psychological needs of children is one of the most important reasons that lead to violence (helpless, 2009.)

Third- The student's relationship with his teacher: Although the relationship between the teacher and the student is indispensable to achieve goals and that is the educational relationship, but in its negative state its lack of cooperation, respect and trust (behavior can secrete confined to the students among them, but that exceeds that to violence What he performs is violent (Al -Zaqawi, 2004).

Media: The media material saturated with the manifestations of violence nourishes the recipient and ships it psychologically, and makes him ready to deal with his problems in a violent manner, and the family in today's world faces problems imposed by the media with what its multiple channels carry from the media contents carrying or inciting violence seeds These challenges are more

problems at the level of family and school life, and society in general (Blogith, 2000).

Second - The interview: As for the second tool that was used in the study, it is the evidence of the interview, given that the corresponding guide is one of the most important research means to collect data related to the subject of the study directly from students. The interview is defined as: the verbal exchange that takes place to face between the interviewers, and between another person or other people (Hassan, 2011.) The interview guide was applied to (10) jams of male students who practiced violence behavior only, and the interview guide included a sentence Among the open questions, and the observations that were placed on the questionnaire form have been used after testing them on the exploratory sample, and these observations were taken into the interview guide in its final form.

Third- Records and documents: The records and documents inside the school have been referred to in order to obtain: records and documents:

2-4 Exploratory Study:

After the researcher has finished preparing the instructions for the questionnaire for the purpose of ensuring the clarity of the paragraphs and revealing the unclear paragraphs in the questionnaire and the time it takes to answer its paragraphs, the questionnaire form was applied to a sample consisting of (10) experts from Basra University. And the notes on any of the scale paragraphs for the purpose of making the appropriate amendments to them, and the researcher showed that the measurement instructions, its paragraphs and the alternatives to the answer were clear and understandable, and it took time to answer the scale between (20-30) minutes.

2 - 5 scientific foundations
2-5-1 apparent honesty:

The scale is honest when it measures what is prepared to measure it, and honesty is one of the basic ingredients that should be available in the research tool as it is the primary determinant of the entire measuring process (Al -Zobaie and Al - Ghannam, 1981: 39).

As it appeared to the experts that his paragraphs seem to measure the characteristic that was prepared to measure it on a group of professors, to this, the vertebrae of the scale in its initial form was presented to a number of

specialists in psychology who number (6) to know their ideas on the extent of the validity of the paragraphs or their invalidity, and the safety of their formulation, The percentage (80 %) was approved and more of the agreement between the arbitrators to keep the paragraphs, delete or modify them, and the questions whose answer was illogical and unclear were modified, as well as the questions that included incomprehensible and mysterious terms.

2-5-2 scale Stability:

Stability is defined as the degree of consistency in the measurement of the feature of the measurement of the measurement from again. Its application after more than a week has passed, and Pearson's correlation coefficient has been used to extract the value of the correlation coefficient between the grades of students in the two applications, and this extracted value was the value of the stability coefficient, which reached this value (82 %) and is a high and good stability coefficient.

2-6 Statistical Means: The researcher extracts statistical means using the 21Sps Ver statistical bag:

-Math of mathematical averages.

-Standard deviations.

-Pearson's connection coefficient:

- KAY Square.

3 - View Results and discuss:

Table (1) Punishment methods that parents use with children

Methods	first group		second group		Total first group		Total second group		Freedom degrees	possibility significance
	M	%	M	%	M	%	M	%		
Hit	28	%56	4	%8	50	%100	50	% 100	2	0.000
Insults	20	%40	18	%36						
Orientation and blame	2	%4	28	%56						

Kay square value at 0.05 level

Through table (1) of the punishment methods that parents use with children:
And identifying the methods of punishment that parents use with children: Table No. (1) reveals that the possibility of significance for Ka 2 equals (0,000), which is smaller than the level of significance 0.05, and then there are fundamental differences between the two groups regarding the methods of punishment, and by asking the students about the methods of punishment that he uses it Parents are with them, (56%) of the punishment methods that parents use from among the students in the first group who practiced violence with them is the beating, and (40%) stated that insults are from the methods of punishment that parents use with them, as insults are among the methods The punishment that parents use with them, while (4%) confirmed that the method of guidance and blame is the followerBy the parents with them, as for the second group who did not practice violence, the rate of (4%) answered that the methods of punishment that parents use with them are beating, and (18%) stated that parents use the method of insults with them, while the rate of (56%confirmed The method of guidance and blame is the method followed by parents with them.It became clear from the study a relationship between the methods of punishment that parents use with students and their acquisition of violence behavior. More than half of the students in the first group who practiced the behavior of violence, the punishment method that parents use with them is based on beating and insults, while the punishment method that parents use with children in the second group who did not practice violence about guidance and blame is based on; This may indicate that the use of beating and insults with children may increase the possibilities of the problem of violence among students in the school. All cases of the interview indicated that the conflict is the basis for the forms of negative relations, the cruelty of the upbringing and the strict punishment that the parents or one of them signs to the children, which leads to a violent reaction from the children against the parents or expresses his anger at leaving the house and emptying his aggressive capacity as an example in school.

Table (2) Does the family education style focus mainly about?

Methods	first group		second group		Total first group		Total second group		Freedom degrees	possibility significance
	M	%	M	%	M	%	M	%		
Reward	15	%30	20	%40	50	%100	50	%100	2	0.000
Punishment	20	%40	5	% 10						
Both	15	%30	25	% 50						

Table No. (2) shows whether the method of education in the family is mainly concentrated on the reward, the percentage of (30%) of the first group students who practiced violence behavior answered that the education method is focused on the reward, while the amount of (40%) stated that the method of education is focused on punishment, While (30%) confirmed that the method of education is focused on

Reward and punishment. As for the students in the second group who did not practice violence, it was mentioned (40%) that the education of education is focused on reward, and the percentage of (10%) indicated that the method of education is focused on punishment, while it was approved (50%). The method of education is focused on reward and punishment together.

The study revealed that more than half of the students in the first group who practiced violence behavior is based on their raising method, while the method of raising most of the students in the second group who did not practice violence, which may indicate that the use of punishment may lead to an increase in the chances of the emergence of behavior About reward, reward and punishment together violence among students. This result is consistent with the findings of Ahmed Zayed's study that the methods of bad upbringing are among the most important reasons that lead students to practice violence (Zayed, 2004.).

Table (3) What are the needs that are missing inside the house?

Methods	first group		second group		Total first group		Total second group		Freedom degrees	possibility significance
	M	%	M	%	M	%	M	%		
Material needs	25	%50	12	%24	50	%100	50	%100	2	0.000
Needs to love and acceptance	14	% 28	15	% 30						
The need for appreciation	5	% 10	14	% 28						
The need for free time	4	% 8	5	% 10						
Nothing excludes me	2	% 4	4	% 8						

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We notice from Table No. (3) about what the needs are lacking inside the house: (50%) of the total of students in the first group who practiced violence behavior as material needs, and mentioned (28%) stated that it is the need for love and acceptance, and confirmed the percentage of (10%) It is the need for appreciation, and (8%) went to the need for free time. While (4%) of the students mentioned that they do not lack anything, but for the students in the second group, the percentage of (24%) stated that he needed material needs, and (30%) indicated their need for love and acceptance, and approved the percentage of (28 %) To their need for appreciation, and (10%) confirmed their need for leisure time, and (4%) stated that they do not lack anything.

The study revealed that there is a relationship between the needs that lack students inside the house and the emergence of their behavior, as the student is for the deprivation he feels, so his aggression and violence will be as a basis for aggression of the arising tension about the continuation of unacceptable reflection needs. (Shehan: 2009). In this regard, the interview cases indicated with the students who practiced the behavior of violence to the needs that they lack within the family, as most of these cases emphasized that the material need and the need for appreciation and love the most important needs that they lack inside the house.

Table (4) What kind of relationship between you and teachers?

Methods	first group		second group		Total first group		Total second group		Freedom degrees	possibility significance
	M	%	M	%	M	%	M	%		
Good relationship	12	%24	36	%72	50	%100	50	100%	2	0.000
Normal relationship	18	% 36	10	% 20						
Bad relationship	20	% 40	4	% 8						

Table (4) Shows about what is the type of relationship between you and the teachers. (24%) of the first group students who practiced violence have answered that the relationship is good with the teachers, while (36%) stated that the relationship is normal, while (40%) confirmed that it confirmed The relationship is bad. As for the second group who do not exercise violence, it was mentioned (72%) that their relationships are good with the teachers, while he answered (20%) that their wick is normal, so it was mentioned (8%) that their relationship is bad with the teachers. . It was found from the study that the relationship of students to teachers in the second group who did not practice violence is better than the students 'relationship with teachers in the first group who practiced

violence behavior. This is evidenced by the fact that the good relations between students and teachers lead to the lack of possibilities of the emergence of violence among students. It became clear from the study that more than half of the students who practiced violence stated that the relationship between them and the teachers is a normal relationship, while we find that the majority of students who did not exercise violence stated that the relationship between them and the teachers is a good relationship. The good relationship between the student and teachers leads to the lack of the possibility of the emergence of violence between students. Although the relationship between the teacher and the learner is indispensable to achieve educational goals, it is in its negative state that its lack of cooperation, respect and trust can secrete violent behavior. (Vial: 202).The case of the interview indicated that the relationship between the teacher and the student is a relationship that lacks cooperation between the two parties, which leads to violence among students.

Table (5) Do you see that the media has a role in the students' acquisition of violence behavior?

Methods	first group		second group		Total first group		Total second group		Freedom degrees	possibility significance
	M	%	M	%	M	%	M	%		
YES	35	%70	14	%28	100	%100	100	100%	2	0.000
NO	15	%30	36	%72						

Table (5) Shows that you see that the media has a role in the students' acquisition of violence behavior (70%) of the first group students who practiced violence (yes), while (30%) mentioned the word (no),As for the second group who do not practice violence, he mentioned (28%) with the word (yes), while he answered (72%) with the word (no).It was found from the study that the majority of students in the first group who practiced violence, and the second group who did not exercise violence confirm the existence of a role for some media in the students' acquisition of violence behavior. In this regard, the interviews indicated the role that the media plays in the students' acquisition of violence, as this confirmed Cases that watching violent practices on television will negatively affect children, These scenes we learn, and we practice them in the courtyards of school with our colleagues, through which he crossed the violence underneath me. This result is consistent with the findings of the study: Adly Al -Samri, where the study revealed that one of the most important reasons that lead children to the use of these violence from bad models of violence that has the negative impact of the media in what it may sometimes provide (Al -Samri, 2000.)

Table (6) In the case of yes: arrange the following media in terms of its importance in acquiring the behavior of violence

Methods	first group		second group		Total first group		Total second group		Freedom degrees	possibility significance
	M	%	M	%	M	%	M	%		
Television	31	%62	17	%34	100	%100	100	%100	2	0.000
Cinema	11	% 22	22	% 44						
Newspapers	6	%12	7	%14						
radio	2	%4	4	%8						

Table (6) shows the arrangement of the following media in terms of its importance in acquiring the behavior of violence, a source of (62%) of the first group students who practiced violence behavior that television has the largest role, while (22%) mentioned the impact of the cinema, while confirmed (12%) for the influence of newspapers, while (4%) answered the influence of the radio. As for the second group who do not practice violence, it is mentioned (34%) that the TV has the effect of acquiring violence behavior. While (44%) were those who emphasized that the largest role of cinema, and mentioned (14%) of the influence of newspapers, while (4%) of the influence of Al -Radia.It was found from the study that the majority of students in the first group who practiced violence, and the second group who did not exercise violence confirm a role for some media in the students' acquisition of violence behavior. In this regard, cases of the interview indicated the role that the media plays in the students' acquisition of violence, as these cases confirmed that watching violent practices on television screens negatively affect the children, especially the display of tools used in the scene of violence such as knives, swords and sharp tools, these scenes we learn, And we practice it in the courtyards of school with our colleagues, through which it expresses the violence underneath me. This result is consistent with the findings of the study: Adly Al -Samri, where the study revealed that one of the most important reasons that drive children to use violence from bad models of violence is the negative impact of the media in what it may sometimes provide) Al -Samri, 2000). The television is ranked first among the means. The interviews have indicated that TV is the first most follow -up and most influential media medium on the children within the family; TV is located within every home. TV, according to cases of interviews, is the first in terms of its impact on students' acquisition of violence behavior. Studies indicate that the display of violence on television leads to an increase in the possibilities of the emergence of personal aggression, the audio, audio and print media, is largely responsible for the spread of aggression in modern societies, as it is presented to viewers in violence films

and crime stories. The aggressive behavior models, which are followed, and their affiliation. With information that facilitates the commission of crimes (Saleh, 1997).

4- Conclusions and Recommendations:
4-1 CONCLUSIONS:
After presenting the search results, the researcher reaches some conclusions:

1- The method of physical punishment and domination is a negative impact on raising students.

2- Working in the style of reward has a positive effect on raising children from students.

3- There is a relationship between social deprivation in the family and the emergence of violence behavior among students.

4- The weakness of the relationship between the teacher and the student affects the appearance of the behavior of violence among students.

5- Television is ranked first in terms of its impact on students 'education for violence behavior, and television is followed in terms of the importance of cinema, newspapers and radio.

4-2 Recommendations:
1- The need for the family to monitor the student when he tries to watch TV, introduce him to good programs, alert him and awaken him from watching the programs that do not fit with his time and mental age.

2- The necessity of avoiding the method of physical punishment and domination in raising children, whether at home or school. .

3-. Enhancing and strengthening the experience of social and educational counseling in schools and opening the field of initiative for guides in order to care for students and protect them and help them solve their problems and overcome the difficulties they face.

4- The necessity of strengthening the relationship between the family and the school in the field of monitoring and following students.

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