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## **The Role of Education in Purging Violence and Immoral Acts in Individual and Social Upbringing**

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### **Abstract**

This research examines the role of education in purging violence and preventing immoral acts in individual and social upbringing. According to the content of this research, we can acknowledge this: education is the process of notifying the trainee and caring for him in a manner that he is accustomed to some behaviors and abandons some of them, and also recognizes behavioral trauma and errors. The child develops a behavioral pattern. Therefore, he does what he observes in a family environment, including mother and father and the other members of the family. Gradually, he grows and enters a larger setting: school. The important point in here is the role of adopting pattern from one's peers, teacher, and teaching staff, including the principal also seems essential. Furthermore, the child, who is called student in here, directly receives instructions and develops recognition regarding values and disvalues. He finds that if he shows a disvalued behavior, it is called an abnormal behavior. This type of behavior appears in various forms, including social personality disorders. Since abnormal and disvalued behavior is an anti-social phenomenon and bears many losses (life and property), the government attempts to oppose this anti-social phenomenon. In this research, the dimensions and types of violence are studied. This study suggests that the school, as a bridge between family and society, would have a more effective role in education and preventing violence.

**Keywords:** Education, educational methods, purging violence, social upbringing, immoral acts.

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## **1. Introduction**

The philosophy of education, which is an important part of education, has a long history. Since long ago, it has been subjected to various changes. On one hand, familiarity with the philosophical ideas of old and new education, studying, analyzing and criticizing them are essential for a thinker and an educator, especially for Muslim thinkers, because it can be a prelude to developing a system of education based on Islamic ideology. The western thinkers face their special social and educational issues befitting the society that they live in and its governing ideology. They presented views and criticize the others' ideas, but this challenge of thoughts makes for clarification of issues and do's and don'ts of education, and crystallization of thoughts in all stages of history is the certain result of educational methods, prosperity and growth and its effective role in human's individual and social life. Therefore, the nations which have more educational facilities easily reach their political, social and economic goals. On the other hand, it is certainly not possible for a human to be at any level of scientific development and social status that he desires, unless he benefits from comprehensive and intended educational factors in developing inner talents and forming his own personality. Basically, we cannot consider the education, with all its designs, methods and its effects as the only type of beauty or a symbol of accomplishment that is possible to be independent from it. Rather, it is one of the most basic essentials of life, and has a direct role in all of life states, whether individual or social aspects. Education prepares human for the society and teaches him what roles and values govern the society and what should be 'observed', as it enables human in making relations with other members of society to establish these rules and regulations. It is determined from this that some experts and scientists believe that education is a mirror that reflects the philosophy of every society's life and goals and its awareness. The human civilization is not a legacy which is received by its descendants without the labor and suffering of their ancestors. Rather, it is a social legacy which the humanity has endeavored to reach, and they have strived in its basis. This legacy is not transferred, but by the hands of each generation to the next, because education is the element of transforming mental reserves, grand human values and good traits from fathers to children (Ghaemi, 2006: 126).

One of the complex issues of today's societies that has caught the attention of many psychologists, sociologists and lawyers, is the issue of the prevalence of violence and misdemeanor in adolescents and young adults. In legal terms, a misdemeanor is the act that is done against the rules, regulations and social norms by youth under 18 years old. Acts such as

absence from school, repeated lying, running from home, vagrancy, arson, subversion, driving without license, theft, drug trafficking, trampling other's rights, sexual deviations, and etc. are among the prevalent felonious acts among the youth (Farjad, 2004: 85).

It is obvious that if a child commits these errors and mistakes, he would be forgiven because he doesn't know the standards, and the accepted and proper social values and behaviors; but the parents, instructors and caretakers of the child, their duty is to be vigilant when they see these behaviors that are indicative of his aversion, deflection and deviance, and notify him of his mistake. Instructing the social norms, behavioral values and proper behaviors make the children aware of their social interaction methods.

If the parents are indifferent towards their children's misdeeds, they certainly set the ground for their children to commit bigger mistakes. In other words, if the children's obscene and immoral habits are not addressed properly at the beginning, they will face a severe psychological crisis. They will be transformed and they will also show themselves as types of misdemeanor, obliquities, social deviancies, ruinous addictions, and so on. It has been a long time that psychologists and educational teachers have paid considerable attention to purging violence and moral education of children. When Lakasani (1924) discussed compelling the students to have moral behaviors, he had ideas in mind that were similar to thoughts of Pour afkari (2000: 96). Given that the adolescents' relations with the society is more than children, and they go to gain new experiences; therefore, determining the line between good and evil, honesty and hypocrisy, integrity and misdeed, values and disvalues becomes extremely important. The violence and misdemeanor are not natural and inherent phenomena, and no adolescent or youth is born as a criminal; rather, various factors lead him towards committing crime and misdeed. Psychologists often address individual-personality factors as the most important factors of youth delinquency, and sociologists claim that it is a disorder and abnormality of society. In other words, the first group considers delinquency from a person's lack of self-control, and the second group considers its lack of social control. But, what they all agree on is that the educational methods of parents and the tumultuous family environs effect can be counted as a factor in youth committing delinquency acts (Farjad, 2004: 87).

This century is one of change and innovation. Transformative waves are strong enough that they don't leave anyone in peace. Some believe that the scientific development of humanity is as much of all the 19 centuries before it. This scientific evolution has changed all aspects of human life so much, that some scientists like Elvin Toffler have phrased it as a 'disease of change'. One of the changes that is becoming a most distinguished feature of 20<sup>th</sup> and present

century societies is violence (Ghaemi, 2006: 27).

During the last century, we can name at least 50 events and crisis that at least 50 million people perished in them, including world wars, wars between countries, wars inside the countries and for freedom. Somehow, each of them is a sign of increasing violence and unrest in a century, which its creators claim to be civilized. Therefore, it would be claimed that these violent acts are an outgrowth of deviant thoughts and behaviors in childhood and adolescence, and they show violent behaviors; when they reach a powerful position in adulthood, their behaviors will display themselves as wider forms of violence, such as war and bloodshed.

The issue of children and adolescents' delinquency and deviancy has long been of interest to scholars in human society. Along with the development of the industrial revolution and extent of requirements, the deprivations resulting from failing to provide needs and wants of life are the cause extreme and widespread of corruption, sin, felony, vagrancy, and theft among children and adolescents. Today, adolescents, in our country Iran, face these issues and their dire effects are evident in our society's image. The children and adolescents are the society's assets and their mental and physical health guarantees future society's well-being. Therefore, we have to pay enough attention to their issues.

Some psychologists and sociologists consider the increase of violence and its outgrowth, crime and felony, the result of industrial development, increase of noise, urban sprawl and population aggregation in recent years. They believe that today, humanity has lost the peace and calm of its ancestors, and is suffering from a type of "mental anguish" or "internal anxiety". Hence, he will lose his patience and logic with barely an excuse, and commits a crime. Some experts also consider the increase of crime in today's societies as a result of "religious beliefs and faith in the source", and thus argue that because of collapse of the beliefs and weakness of morality in some people of the city, that conscience, which is the inner police of every person, becomes weak and cannot carry out its essential duties, which is guarding the good and opposing the evil properly. The result of this neglect of conscience is committing forbidden religious acts and law on behalf of these groups (Shariatmadari, 2005:94).

Sometimes, people commit crimes to reach grand and elusive dreams and utopia that is advertised in national or foreign media. Sometimes, they commit crime as a fancy or as leisure time, even though they might not have any severe problems in home and its environs that make them show an abnormal behavior, but only to have some fun days in life, they commit acts against customs and society. Also, sometimes people enjoy the luxury of having a

family and affectionate parents, but because of failure in education and inability to continue their education, teachers' scorn and undue pressures from parents, they are forced to present themselves in another manner – and allegedly – “show off”. And this indicates the desire for independence, strength and happiness in youth and adolescents, that due to failing to properly fulfill these desires, they will commit indecent acts. Some adolescents also commit foul acts due to this desire for diversity, wanting too much and lack of proper education and guidance of this natural instinct. Violence and aggression have always existed in different measures, and it is one of the tools of struggle for surviving in nature, but it should not be considered an unavoidable phenomenon in human societies. Of course, sometimes it is justifiable for a person from the oppressed class to commit violent acts, because he is unable to protect his right through dialogue or legal procedures. Sometimes, to appease sedition and fending evil, perhaps it is permissible to use violence until sedition is purged. But aside from these, there is no justifiable reason for violent acts. Especially in modern world, in which the civilization has progressed and education has sustainably developed, it is expected that these two related phenomena can limit the violence together. Therefore, the question arises: what role does education have in reducing violence and individual and social immoral acts?

## **2. Research goals**

### *2.1 The overall objective*

The overall objective of this research is to “determine the role of education in preventing violence in adolescents and showing immoral acts”.

### *2.2 Secondary objectives*

The following objectives will also be addressed in parallel to this overall goal:

- 1- Determining the role of family in preventing displays of social deviance (violence – bullying – misdemeanor) of children and adolescents.
- 2- Determining the role of school in preventing displays of social deviance (violence – bullying – misdemeanor) of children and adolescents.
- 3- Determining the role of family in preventing displays of social deviance (violence – bullying – misdemeanor) of children and adolescents.
- 4- Determining ways to oppose vulnerability of children and adolescents.

## **3. Research questions**

Considering the subject, the current research aims to study and answer the following questions:

### *3.1 General question*

- How much role does education have in purging violence and preventing immoral acts in individual and social upbringing?

### *3.2 Secondary questions*

- How much educational role does the family have in preventing displays of social deviance (violence – bullying – misdemeanor) in children and adolescents?
- How much educational role does the school have in preventing displays of social deviance (violence – bullying – misdemeanor) in children and adolescents?
- How much educational role does the society have in preventing displays of social deviance (violence – bullying – misdemeanor) in children and adolescents?

Given that this research, following the description and exploring of ideas, discusses perceptions or people's justifications, it will report what is without any interference and mental inference, and grasps the objective results from the situation. The research method is a descriptive analysis in this study. This study benefits from documentary research method as well as current academic literature.

## **4. Results**

How much role does education have in purging violence and immoral acts?

To answer this question, these subjects are studied:

- Family
- Gender
- Age
- Media
- Video and computer games
- Children background as an effective factor of aggression

### *4.1 Family*

Family is one of effective and essential factors in people's behavior. From the beginning, the child inherits some traits from his parents, and provides the setting for his growth. The parents' influence in children is not only in hereditary and genetic aspects, but also in the child's familiarity with social life and acculturation, family and parents play an essential role. The structure and shape of family, how family members communicate with each other, and

the society that family lives in are not similar in most cases. So, the families' behavior and impact are different on individuals (Mojtahedzade and Nissi, 2009:8). Conflicting behavior of parents, parents' separation, the prolonged absence of a parent, the unfriendly atmosphere in the family, the aggressiveness of a father or mother or both, discrimination and injustice towards children and adolescents, belittlement of children and adolescents and feeling of insecurity, excessive interference in their lives and threatening behavior are considered among the important psycho– social factors in adolescents' aggression (Golchin, 2002:37).

#### *4.2 Gender*

The difference in aggression between two genders is evident from two – three years of age. In kindergarten, the verbal and physical aggression is more frequent in boys than girls, and boys are more likely to seek revenge. And this difference in aggression of boys and girls is seen in all cultures and social classes (Masen et al., 1990). Golchin (2002) revealed in a study that girls are inherently less violent than boys, and while boys mostly use physical aggression, girls demonstrate it in a verbal manner. The reason of this kind of behavior is that when girls face their issues, they mostly respond to them inwardly, namely depression and anxiety. Furthermore, if boys are attacked, they will attempt retribution more quickly and with more ferocity. Besides this, girls have less tendency to imitate aggressive behaviors, unless they are fueled because of such behaviors by others. Of course, in our society, they encourage the girls less because of aggression (Salahshour, 1999:19).

#### *4.3 Age*

Usually, as the children grow, the less they will show aggressive behaviors, because they can reach their desires by verbal expressions. Of course, if children display aggressive behaviors during school, often, this type of behavior will be hostile. In other words, they will act on intent and previous planning to reach their goals and desires, and mostly they will use verbal aggressions such as criticism, ridicule, ranting and fulmination or verbal oppositions (Ibid: 17).

#### *4.4 The media*

Media is considered one of the most effective factors in displaying aggressive behaviors. From Eronson's perspective (2008) the media and especially television play an important role in socializing the children. The more violence people watch on TV during their childhood, they will display it more lately in adolescence and adulthood. The children, if they are not prone to aggression, if they are exposed for a long time to a constant display of violent movies, they would become more aggressive. Violent acts as a behavioral pattern, which

teaches the audience how to display their violence towards others. Also, TV shows can cause the emergence of aggressive thoughts and feelings. Frequent TV violence can erase the viewer's feelings towards violence and display of aggressive behaviors as natural and acceptable (Saffarinia, 2009: 126). Generally, being exposed to TV violence for a long time has the following results:

- a) It increases ways of aggressive behaviors.
- b) It reduces the limitations of such behavior.
- c) It nullifies the viewers' emotions of such programs towards violence.
- d) An image of social reality forms in the viewers' minds that is the basis for many of their actions (Ghasemi et al, 2010:99).

#### *4.5 Video and computer games*

Aggression and violence are among the main subjects addressed in video and computer games. Studying the aggressive concepts in these types of games contains some type of normalizing violence and aggression in games. Star wars, destruction of planets, spaceships and robots and so on are counted among the common matters of these games. And worst of all is this, that in some of these games, children and adolescents play the role of fictional criminals and gain points by attacking and killing passers. Or for example, they gain points by stealing cars in the street and stealing drugs from smugglers, or get prizes for massacring passers, and the sound of their breaking bones adds to realistic displays of the game (Manteghi, 2008: 16-61).

In some versions of these games, such as 'Doomed', it will assure you at the start of the game to remember not to lock your door in the course of the game to have an escape route if it becomes necessary. And in the game of 'Killer' the description is that to put some pills in your hands and then start the game (Ibid: 163). Given that playing these games is an interactive activity, and therefore, it involves the player more, their influence is even more than TV (Gunter, 2009: 25). The most important consequences of computer games are aggressive fantasies, normalization of aggression, modeling of aggressive heroes, aggression as a solution to a person's problems, increase of practical aggression among children and adolescents and murder and misdemeanor in adolescents, desensitization towards violence and aggression, and therefore, acquiring a violent and contentious personality.

#### *4.6 Children's taste as an effective factor of aggression*

Sometimes, children reinforce aggressive behaviors with their choices. For example,



practicing martial arts, watching stirring and violent movies, and playing competitive games, and etc. cause the display of aggressive behavior in them. While participating in music groups, and group games and so on can strengthen the spirit of tranquility in children. One of the other factors of fueling aggression is the choice of friend. Peers would be an appropriate behavioral model for others of their age (Salahshour, 1999: 25-26).

### **5. How can the role and position of schools in reducing (school-based) violence be explained?**

To answer this question, the following cases have been studied:

- Moral education of students
- Reinforcing moral values in students
- Direct instruction
- Instruction of concepts
- The use of positive language
- Visual reinforcement
- Content and process
- Atmosphere of school
- Material and simple teaching facilities for teachers
- The program flexibility
- Students' participation
- Parents' participation
- Assessment

To answer the first question that the school is placed as the center of education in society; according to the studies conducted based on educational psychologist' opinions, the results indicate that the role of schools in teaching values may be in the form of curriculums. There are two types of curriculum: overt and covert. The official curriculum, which is approved and implemented by officials in form of instructional material, objectives and specific contents is the overt curriculum. The covert curriculum addresses the standards, values and unspoken beliefs, which social relations of the school are based on, and it has no relation to the content of books and lessons that are taught officially and implicitly. Based on this, instruction of values in school (in the form of education), is either unsought, which this type of teaching is the result of conscious or unconscious type of administrative organization and social relations

at an educational institution, or values instruction are conducted in a direct and goal-oriented manner. For this purpose, there are classes entitled 'analysis of individual daily activities of students' that are incorporated among teachers and students. Teaching the values is also done in a direct manner, besides the indirect ones, including modeling, which is the same conscious imitation of adults, school, society and family. Many students learn healthy and non-violent behaviors from the culture in school (Shariatmadari, 2005: 478). One of the other indirect methods of instructing valued behaviors is 'self-management of school affairs', in which the teachers sometimes ask the students to assess themselves. Also, instruction of valued behaviors through practical activities, namely the joint program of educational institutions with social entities can also be effective. Various grade levels also have a role in developing and strengthening special behaviors in the students' minds. Enriching the human relations in school starts with the principal. Because, individual traits are very significant in establishing human relations, the principal must know what he wants from himself and the others. Kimball Wiles states: "the principal and instructional leader must believe in the value of others' personality and respect their reasonable desires and feelings and know that life and work are intertwined and satisfaction at work can largely result in contentment in life." (Shariatmadari, 2005: 420). Planning, design and efficient and effective guidance of learning system are of the most important duties of an instructional principal. From Kissinger's point of view, a successful management requires a feeling of responsibility for outputs of the learning system. The outputs are envisioned as measurable operational terms and the manner of acquiring these outputs is also predicted, in a way that the possibility of required reconsideration and redesign is also incorporated. At the beginning, the education management utilized a systematic procedure to fulfill the needs of education. Mission analysis. Overall and final objectives and measurable operational conditions with regard to schooling present the outputs of the education system.

## **6. What is the role of family in purging (family-based) violence among students?**

To answer this question, the following cases are studied:

- ✓ Role of father in the child's education
- ✓ Role of mother in the child's education
- ✓ The effect of parents' understanding of the child's education
- ✓ Understanding the manner of child's education
- ✓ The impact of parental discord on children

✓ The role of family in prevention

To answer this question, based on the results from studies of psychology and educational experts' opinions, it is determined that the role of the family (parents and especially their interactions and understanding) is crucial in their preventing style. Various components and factors cause the children and adolescents to move towards delinquency and deviation. Factors such as parent and family members' misdemeanor, conflict in the family, poor parental supervision, their inability of proper upbringing of children, divorce, and similar other effects are effective in child's delinquency, which are called risk factors associated with family. Of course, it should be noted that the effect of these factors on children and youth delinquency is different. These factors differ from one family to another, but, family members, misdemeanor, parents' separation and education based on punishment and violence are considered among the most dangerous and effective factors. Anyway, to oppose these factors, programs that are titled 'family-based programs' are designed and performed. The most important of these programs are programs based on parents' education, daily care programs, family therapy, and programs with a comprehensive approach. Assessing these programs, which have been carried out in various countries, all indicate the positive effects of these programs in preventing and reducing children and youth delinquency (Tusi, 1996: 37).

Therefore, regarding the role of family in purging violence in students (family based), there are determining factors, including the roles of father, mother and understanding in parent' behavior and also the role of understanding and discord of parents in education and purging violence.

**7. What is the role of society in purging (society-based) violence in students?**

To answer this question, the following cases are studied:

- ✓ Social factors causing misdeeds
- ✓ Economic deprivation and poverty
- ✓ Discrimination and inequality in law enforcement

With regards to conducted studies concerning society's pivoting based on purging violence and affecting individual and social behaviors of people, it is observed that the society, as a place in which a person models the behaviors of his peers and people by interactions, it plays a determining and worthy role in displaying desirable or undesirable behaviors. However, there are determining factors (including: 1- economic deprivation and poverty 2- discrimination and inequality in law enforcement).

## 8. Conclusion

Given the conducted studies, this research has reached the results that are stated below.

### *8.1 How much role does education have in purging violence and preventing immoral acts in social and individual upbringing?*

Many of these physical, mental – verbal and sexual violence in students arise from changes of puberty, family and educational factors. In the first type, the peers play most of the role, while in the second group, family turmoil, including parents' discord and separation, indifference, poverty, the head of the household's unemployment and not having a permanent job, a family member's addiction, and physical or mental illness of a family member play a part. And in the second group, it is the weakness in controlling educational system. In each of these states, the student commits violent acts in school and its surrounding environs to prove himself, which is preventable given the age, manner of communication, especially with peers and school authorities, and the student's high learning capacity. This research aligns with Pakseresht's (2007) research that many factors are effective as developing and preparing factors in causing misdemeanor and abnormal and traumatic behaviors, which the person committing these acts is only a part of the proposition. Furthermore, it aligns with Golchin and Mojtahidzade's (Golchin, 2002; Mojtahidzade & Nissi, 2009) researches concerning the family's importance and the role of gender in violence from Masen et al. and Salahshour's (Masen et al., 1990; Salahshour, 1990) perspectives, and also the role of media in causing violence and preventing it from Safari's view and the role of video games from Manteghi's (2008) perspective.

### *8.2 How much educational role does the family have in preventing displays of social harm (violence – bullying – misdemeanor) among children and adolescents?*

The measures which are currently being done to strengthen the family foundation and preventing the increase of social harms are good, but it is absolutely insufficient, and the authorities must think of a way to expand them, otherwise we will witness disorder and debilitation of family foundations in a not too distant future. In current conditions, and given the issues in society, family members have less chance of spending time with each other, talking or confabulating, and this is a threat to family's health. And that is why the families must pay enough attention to this matter and build relations between themselves and their children on the basis of honesty, love, and affection. As regards to the personality forming in the family, therefore, the children's performance and behavior are indicative of proper or incorrect upbringing of their parents. For this reason, the parents must provide the

psychological safety of children in the family, and teach them the proper and healthy way of living and also, the correct manner of facing their problems.

In such conditions, the person and family's well-being are largely provided and social harms have less chance of penetrating into the family. In families which have no stability due to disorder, various traumas such as child abuse, types of domestic violence, divorce, addiction, children escaping from home, it occurs that they must be consulted with problem solving skill instructor, and they can be an important factor in preventing violence. Students' participation in these programs at the first step means giving thought to the ugliness of violence, talking about it, awareness of rules and regulations and familiarity with their own rights and responsibilities. With regards to the research conducted to answer this question, the researcher's study is aligned with Tusi (1996) for instruction with family pivoted and comprehensive approach to prevent displaying of violence and misdemeanor in children and adolescents. On one hand, it is also aligned with Shabani and Colorso's (Shabani, 2002; Colorso, 2013) researches that each of them believed in the role of parents and special role of father in family and his behavior towards mother to prevent displays of violence and misdemeanor in children and adolescents.

### *8.3 How much educational role does school have in preventing displays of social harms (violence – bullying – misdemeanor) among children and adolescents?*

School is the place that students spend most of their hours in it, and the interactions in school can have the deepest effect on them. On one hand, school is the only and most trusted sanctuary for some students who suffer from difficult social, cultural and economic conditions. For these children, teachers and school staff are the only people, whom they can confide in and ask for help. Instructing teachers and other school staff are among the most important programs of opposing various forms of violence and creating a healthy atmosphere in school. Teachers must be aware of the origins and causes of students' adverse behaviors and manner of formative contact with them, and new ways of moral and social education of students. Teachers must also be aware of beliefs, values and prejudices, which can affect them in their relationships with students and be a good example for identification and conveying good values.

Naturally, the manner of preparing these programs is in the area of responsibility of preparing centers for teachers and instructional programs besides the principals' service. It is expected from principals to enhance the teachers' reconciling capacity by enhancing the teachers'

communication skills and encouraging them to use positive discipline and new methods of monitoring students' behavior. Although, the school authorities are largely responsible for preventing violence, the students can also be one of preventive factors, if they participate in preventing attempts and opposing this issue. Discussing this is awareness of rules and familiarity with one's rights and responsibilities.

Given the research conducted to answer this question, the researchers' study is aligned with Shariatmadari, Bazargan, Afjeie, Tusi, and Ghoochian's (Shariatmadari, 2005; Bazargan, 1997; Afjeie, 1990; Tusi, 1996; Ghourchian, 1995) researches that believe direct and indirect methods of instruction and Institutionalization of values in students using different methods. It is also aligned with the Parson's (Parsons, 1952) opinion that believes students can be prepared to take responsibility for adult roles by socializing with society's values.

#### *8.4 How much educational role does society have in preventing displays of social harms (violence – bullying – misdemeanor) among children and adolescents?*

The parents, as the child's first teachers can be an important source to observe and learn negative and aggressive behaviors. The parents' violent behaviors and using corporal punishment in the family provide an example for the children as how one can abuse others, especially when they are weaker. Corporal punishment provokes hostility and violence when confronting with others. In this case, we will keep seeing the violence continue through generations as faulty orbits.

Learning violence also results from modeling of pictures and words of the media, especially TV, cinema, violent video games and other electronic media, and also observing violent punishments of others in society. Children learn many ways to harm others through this, and they will apply the observed behavior in situations, when they are angry or failed to reach their goals, or when they are at conflict with others. Meanwhile, many educational researchers, while emphasizing the importance of alerting the public, have sought the help of educational systems as one of the effective and responsible entities to find a solution for this social dilemma in context of adolescents' violent behavior and increasing crime.

Given the research conducted to answer this question, the researcher's study aligns with Shabani's (Shabani, 2002) research, which believes that putting aside logic, it can be a prelude to poverty, and through this, poverty can cause disorder, increase of violence and misdeeds. It is also aligned with Dewey's (Dewey, 1916) research, which believes that the democratic society prevents the class and ethnic divisions. On one hand, it is aligned with Dreeben and

Parsons's (Dreeben, 1968; Parsons, 1952) research, which believes the importance of classroom and its role in the parson's socializing and also, the role of active participation in society and dominating the environment can have a crucial role in reducing and even preventing violence and aggression.

#### *8.5 Summing the appropriate ways to deal with the social vulnerability of children and adolescents*

Since an ounce of prevention is worth a pound of care, and the family has an effective role in opposing this anti-social phenomenon; therefore, the parents' behavior is effective in the learning of a violent or a criminal child. Then, initially the parents and family members can have a more effective role. The parents' instructions and necessary awareness are very useful. As the child grows and enters a larger society than the family that is called school, the role of peers, teacher, and social environment become more distinguished. The child receives a direct and indirect instruction in school. If his behavior is abnormal, he would be called to account for his actions and vice versa. If he has a normal behavior, he would be encouraged in various forms. Encouraging and not stigmatizing and having a good relationship with teacher can be effective. The role of school in controlling the child or a teenager's behavior is important. The child enters the society as an adolescent and adult through this social environment (school). So, the society also affects the strengthening or silencing the adolescent and adult's behavior. It is in here that other behaviors that act as preventers have a less prominent role, and if the family doesn't play its role well, we would see violent and criminal children, who surely unwilling to be. With regards to the contents, the researcher's opinion is also aligned with Mohseni Tabrizi, Ashoori et al., Soltani et al., and Saadi's (Mohseni Tabrizi, 2004; Ashoori et al., 2008; Soltani et al., 2010; Saadi et al., 2010) opinions that consider each role of family and society (peers, school and society) effective.

The first step in controlling the violence in society is presenting the constant programs and activities for awareness of the public, specially the student's parents. In these programs, it is necessary that people in society be guided in the setting of issues related to adolescents' behavior and the reasons for its display. And also, they may assess their behavior with adolescents, who are at the stage of puberty and fast changes, but inconsistent aspects of growth and more than any period in their lives, they are sensitive and need attention.

Although the responsibility of controlling and eliminating violence cannot be only on the shoulders of school staff, many researchers believe in the vast ability of change in school.

School is the place that students spend most of their hours in it, and the interactions in school can have the deepest effect on them.

On one hand, school is the only and most trusted sanctuary for some students who suffer from difficult social, cultural and economic conditions. For these children, teachers and school staff are the only people, whom they can confide in and ask for help.

Instructing teachers and other school staff are among the most important programs of opposing various forms of violence and creating a healthy atmosphere in school. Teachers must be aware of the origins and causes for students' adverse behaviors and manner of formative contact with them, and new ways of moral and social education of students. Meanwhile, designing a comprehensive system of prevention of violence in school can provide the proper tools for control and guidance of students' behavior, in addition to avoid putting labels on students and destroying their place and self-respect among other students and preserving their basic rights and privacy.

Eventually, families must not be negligent of the enormous effect of family environment on their children. It is certain that identification, adoration, and finding a role model are extraordinary for adolescents in their youth. And given the life encounters, one follows football players and champions of this field, one follows a religious man, some set one of political men as their role-model, some admire the words of a famous lecturer or a narrator, others enjoy movie actors and they set a considerable portion of their parent' behaviors and actions as their role-model. It is by this that the family's role dominantly presents itself.

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