Causes of Violence by High School Students: A Teachers and Principals Perspective

Vali MEHDINEZHAD[1], Javad RASHKI[2]

Abstract

This study aimed to investigate the causes of violence of students from the teachers and principals' perspective. This study uses a survey method and the sample was consisted of 191 subjects, including 141 teachers and 50 principals respectively, who were selected by simple random and stratified sampling. In order to collect data, a questionnaire consisting of 40 items, with five-point Likert scale was used. Statistical analysis of the data was done through calculating frequency, percentage, mean, standard deviation, one-sample t-test, and independent-sample t-test, using SPSS version 20. The results showed that all external factors such as family, media, personal characteristics, society, and victimization play an important role in the incidence of violence in students. The role of family and victimization of students in the incidence of this phenomenon is more than any other factors. Internal factors such as the characteristics of teachers, school management and school structure have an influential role in the incidence of violence of students as well. The principal is more effective than other factors in this phenomenon. The results also showed that internal factors of school are more effective than outside factors of the school in the incidence of violence. However, school principals consider external factors to be more effective in the incidence of violence compared with teachers. In this regard, principals consider the following items to be more effective in the incidence of violence: families, victimization, society, personal characteristics, and media, respectively. While teachers, consider the following items to be more effective in the incidence of violence: victimization, family, personal characteristics, society, and media. The findings also showed that women compared to men, considered external factors to have more effect in the violence, while men believed that internal factors are more effective in the incidence of violence in students. It seems that to prevent and control the violence phenomenon, the spread and revival of the social work services at the society level and within schools is necessary and vital.

Keywords: Violence, external factors, internal factors, high school students

[1] University of Sistan and Baluchestan, e-mail: valmeh@ped.usb.ac.ir
[2] University of Sistan and Baluchestan, e-mail: mehdinezhad@gmail.com

Introduction

Violence in its modern sense is more seen only in humans and primitive societies. But over time, however, violence has slowly gave way to more human treatments, so that modern human beings respect their fellow and for this commemoration writes the Declaration of Human Rights in the United Nations, and in case of its violation rebels and holds demonstration anywhere in the world. Today, it's rarely seen that an individual, department or a government that clearly advocate the violence of human rights or advocate the violent behavior, even though some governments are trying to justify cultural or ideological violence. Today we may rarely see that even offenders be sentenced with harsh verdicts, because the knowledge of psychology believes that the behavior of each individual is the consequence of the familial, cultural, social, political background and hundreds of other factors; So we should dry up their roots and treat the disease.

Violence has different causes, the density of students in the classroom, garrison architecture, uncomfortable bench, lack of sports environments, unattractive educational programs, non-applicability of the lessons in everyday life of the student, long and boring speeches of the teacher and educators, makes students elusive from the school. A student with bad feelings toward school will have a tendency to violence. Social problems, social, economic and family instabilities are other causes for violence at school. Poverty, unemployment, illiteracy of parents, divorce and addiction are cases of social disorders which most frequently affects the schools in deprived areas and outlying towns.

So in a conclusion we can divide affecting factors in the violence of students into two categories: **A:** external causes towards the school and **(b)** internal causes towards the school. Each of these two categories are divided into several other factors, including, **(a)** external causes towards the school, including: the effect of family; the media; the personal characteristics of students, social factors, and being a victim of violence. **(b)** Internal causes

towards the school, including: characteristics of teacher and school management and policies, and educational facilities and structure of schools (Chen & Astor, 2011; Clark, 2011; Malinauskienė, 2011).

Violence in schools includes a wide range of abusive, physical and mental behaviors which threatens the health of children and adolescents, and irreparable breadth and depth of its representation is very difficult to individuals, families and society. Violence in schools in the second half of the 21st century became an important issue. Before the 1950s, there was little concern in this case for school principals. In a survey that was conducted in 1949, it was revealed that school principals didn't have any particular problems with violence of students or destruction of property. But in 1956, the National Education Association, considered violence in schools, something more than a simple concern (Scherz, 2004).

Increasing violence in young people, especially in students, which has now become a major concern for the general public is studied by some researchers. Dennenberg, Dennenbers and Braverman (1998) stated in this regard: the level of violence in schools is very high, which refers to the "eruption of violent crimes" in schools in recent years. Schwartz (1996) in regional-scale studies, shows that youth violence is on the rise, Bluestein (2001) reports that the prevalence of violence among young people has been relatively stable over decades and the number of violent incidents has decreased. His comparison between 1998 and 1999 years shows that in 1999, statistics related to school is 20,000 violence and 6700 extreme violence lower than the year 1998. National Center for Educational Statistics shows that violent and non-violent crimes has remained constant during the past 10 years. It might be that youth crime is relieved in a generation, but as a cover-up, adults believe that violence of adolescents is increasing. A justification for this discussion is the lack of conclusive, comprehensive and national studies in youth violence (Bluestein, 2001).

Assuming that there has been a relatively small increase in the prevalence of violence in schools, the question remains that why students feel unsafe at school. Survey of Srebalus, Schwartz, Vaughan and Tunick (1996) from American adolescents, shows that 47 percent of them believe that schools have become more violent. Perhaps the level of violence in school, though stable, is still at a high level and this is why students feel insecure. Whether with wisdom and reason, or by research, the nature of fear in the students should be discovered.

An area to explore is the features of violence. Although some researchers claim that statistical trends may only show a certain part of the population, the reality is that school violence is created by the cross of ethnic, race, economic, and sexual lines and it occurs in almost every field. In a study of a group of 1600 young people from different races, 85 percent of girls and 76 percent of boys reported to have experienced some sort of physical abuse at school (Dupper & Meyer-Adams, 2002).

Warner, Weist and Krulak (1999) noted that: Although the cause of school violence, according to circumstances such as lack of resources or the existence of different bands may be unique, it may also be the result of aggressive behavior, which includes regular effects of the school. Observing hidden violence, in any environment can lead to free exploration of prejudice to anything. Out of schools which exist in violent societies, there is little direct correlation for the violence of students. However, there is a correlation with the media, which is not solved permanently, splendid violent movies, family turmoil, and many other factors.

Homogeneous prevention programs for all schools in the region, or country, are offered regardless of hidden and apparent differences of school culture. For example, in one city, the violence of students in a school may be at a low level that reflects the neighborhood stress, lack of financial resources and attitudes toward violence at home. However, in the same city, another school may not experience daily violence, but it may have relatively few clashes and the students may have good financial situation. It is clear that each of these two

schools need different type of violence prevention measures. In addition, by thinking about urban and rural schools, principals in urban schools may use conservative methods to maintain the power, and that is in contrast with a rural school where a principal may use punishment and deprivation methods to force students to follow orders. In fact, prevention efforts must be taught so that cultural differences should be sensitive to the characteristics of the school. In other words, diversity in the organizational structure of the school and the society should be incorporated in flexible and comprehensive measures to prevent violence at school.

Price states: It seems that violence in schools is originated from a number of factors which may be internal or external to the school, but many of these factors are not dependent to the school culture, including lack of parental supervision at home and violence in the mass media (Scherz, 2004). According to some reasons, few studies have been done on this subject, studying the violence of students particularly its relationship with the culture of violence and school students is difficult. Price (1997) showed that a small number of studies, have addressed the understanding of school principals. Pietrzak, Peterson and Speaker (1998) showed that principals' understanding is crucial for developing comprehensive programs. Schwartz (1996) stated that principals may be reluctant to acknowledge the affective factors of violence at school because of their fear of public perception, for example, "boycotting school for unsafe label" and "blame for failing to keep the peace". Bill Hardy, the former president of the Teachers Federation of America, supported this assumption, he suggested that principals should not fully report violence because it may have a negative effect on their performance (Henry, 1994).

Regarding the literature of teachers' impression, to the lack of sufficient similar research to support the notion that teachers understand the school culture differently than administrative colleagues, this finding was supported by Finley (2002) and it states that "the

lack of studies that directly determine how safety measures can be understood by the teachers, how they affect teachers and how teachers, in turn, affect the students is a clear neglect." However, available research refers to the impressions of teachers and school management as an important cultural factor of School. Telljohann, Everett and Price (1997) conducted a study in Australia which showed that even a certain style of leadership in school may not be directly related to student life, but it certainly has an effect on teachers, which directly affects the performance of students. Telljohann, Everett and Price (1998) showed that the impression of principals is very important for comprehensive and developing programs. The present research refers to the perceptions of teachers and school management, as an important factor of school culture in respect with the violence (Silins, 1999).

Investigating the authors finding on this issue indicates the diversity of the results, some of which are mentioned in the following. In a study entitled "Evaluation of some behavioral problems in children caused by corporal punishment by parents " carried out by Ghasemi (2007) on 240 children with a descriptive-analytic method, it was concluded that behavioral problems such as practical and verbal aggression, isolation and lack of cooperation is significantly more in children who have been punished by the parents in comparison with those who were not punished by their parents.

Kordi conducted a study (2011) to respond to the question that whether the three variables of parental supervision, delinquent peer company and family structures have the ability to predict crime. By doing research on two groups of delinquent and non- delinquent juveniles in Tehran, the test results showed that there was a significant relationship between the two groups in terms of family structure, parental conviction, parental substance abuse, family economic status and number of children. Based on the results of family structure and companionship with delinquent peers, he could significantly predict the occurrence of crime.

Direct parental supervision failed to predict the occurrence of crime, but parents monitoring can significantly predict the amount of companionship with delinquent peers.

Alikhani (2005) in a study as the investigation of correlation between watching television and videos with violent behaviors in students showed that high school students significantly devote more hours watching television and videos. There has been a significant positive correlation between watching these devices with violent behaviors and students who carried weapons bullied significantly more than others. The researchers also suggest that: prospective research has shown that very aggressive children are more eager to television violence. The more they see it, the more likely they resort to violence to solve problems. This pattern of learning, in adolescence and early adults helps to anti-social behaviors. TV violence makes children heartless towards aggression and makes them more willing to this issue to treat aggressively with others.

Many of the aggressive scenes of television is rendered in the form of jokes, and violent programs in children's cartoons can have negative effects on aggression and violence have on children and adolescents. In a study of school students in public middle schools of Tehran prevalence of aggression in users of video games was significantly more than other students, because one of the most basic issues in these games are themes such as destruction, killing and aggression against another.

Asgari and Hasani (2010) in an article entitled intervention in the aggression of children and adolescents, suggest that: "The family and the educational system in the family plays an important role in the formation of aggression. In the meantime the lack of warm and cordial relations, extreme deprivations and discrimination of parents are of fundamental importance. Sometimes aggression in children or adolescents is due to unrealistic and hostile interpretations of the world around them. "Finally, appropriate parental relationship with the

child and avoiding him from watching violent movies are recommend as effective ways to improve and control aggressive behavior.

A study entitled "Adolescent health and peer group" done by Parvizi (2006). In this qualitative study which was conducted on forty adolescents, they came to the conclusion that, adolescents felt themselves under the influence of peer groups, and this effect has on the one hand favorable results, and on the other hand, it had undesirable consequences. According to the findings of this expensive research, peer influence is even more than parents. The vulnerability of adolescents from the peer group, will be more according to the characteristics of adolescence. Many participants, especially young boys, mentioned many examples of peer group's effectiveness. Peers, have a great effect on beginning smoking, alcohol and violence during adolescence. According to the participants, communication skills in adolescents has an important influence on the pattern of their relationships. Adolescents put great value to maintain their relationships with peers and sometimes, in fear of being rejected from the group, they pay a high price for their survival of friendship and self-expression among friends. Some adolescents who cannot engage in rational dialogue, their friendship is associated more with emphasis rather than criticizing and being corrected. Such communication will be detrimental rather than the benefits of being approved.

Khayyer (2003) in a study concluded that: Predicting the level of student behavior problems obtained two different patterns, according to the independent variables for boys and girls. Among girls in the home situation, the only variable was family size, which was the best predictor of behavior problems. At school situation, in the girls group, family size, parents' educational level were the best predictors of behavior problems respectively. In the situation of behaving with peers, none of the independent variables could predict the girls' behavior problems. In boys group, in the home situation, family size and mothers' educational level were the best predictor of behavior respectively. While in school situation, the mother's

educational level and father's jobs were best predictor of behavior problems for the boys. In the situation of behaving with peers, mother's educational level was the only predictor of behavioral problems in boys.

In a study conducted by Lavasani (2008) entitled "Prevalence and causes of violent behaviors in middle schools of Lorestan, from the perspective of teachers, principals and students" he came to the conclusion that teachers and school principals consider the importance of individual, family and social factors in the incidence of violence in school more than students in the school.

Studies conducted in different countries have yielded a range of results. For example, Kerr et al., (2004) in study concluded that children who were punished by their parents show greater projection behavior. According to the findings of Ghasemi (2007) physical punishment is done more by unemployed mothers or those with lower educational level and in children with higher birth rank. This issue can be due to the lack of knowledge of these mothers from ill effects of physical punishment, appropriate trainings methods and the long time that mothers spend home with the child.

According to the findings of Hilton and Levinson (1998) improper conducts of students that include a wide range of behaviors are on the rise. Many of the tensions and unrest of the school is originated from the interpersonal behaviors of students that despite different social and cultural backgrounds, they study together and receive little training to build understanding and improve social skills. On the one hand, a part of violent behavior of students can result from non-normative and non-constructive treatments of school officials towards the students. School may boost violent and improper behavior, and the researcher believes that a behavior that may look unreasonable, improper, and violent by the teachers and school officials can be a logical response to the school situation. Presentation of course material by teachers, competitive hierarchy, discrimination in school, isolation, distance

between teacher and student and harsh regulations of school each can be an excuse for poor behavior of students. According to Levinson, conservatives believe that the main reason for violence in school is family disintegration, lack of moral strictness, and ignorance of personal responsibility. The group is looking for serious ways, intense discipline and inclusion of topics such as moral education in the school. Liberals believe that lack of social support for the eradication of poverty and despair in the society is the main reason for violence and aggression. This group believes that the fair distribution of wealth, creation of jobs and make up education programs can be effective in solving the problem. Radicals suggest that the discriminatory system, creates a selfish and competitive climate at school and deprives many students from persuasion of education and gaining facilities and qualifications. The group offers political-economic restructuring.

Lavoie (2002) conducted a research on violence and aggression of 717 boy students in a longitudinal study of eight years. He showed that children who were abandoned by their parents and there was no one to supervise them, had much more violent behaviors than others. Also there was a significant effect between the violent behavior of parents and the aggressive behavior students especially in children ages 10 to 12 years. Kuntsche (2004) in a sample consisting of 4222 Swiss students in seventh and eighth Academic Years, investigated the effect of gender, watching TV and playing video games on insecurity feeling in school and violence and aggression of the students towards each other. The results showed that the variables are related to each other. In the study sample, violence among boys was significantly more than girls. Also there was a direct and significant relationship between watching scenes of violence with the violence and playing violent video games with the level of violence of students.

But the results Eamon (2001), in a study entitled "social background and consequences of corporal punishment of children in the family" has shown that educational level of the

father alone plays a very weak role compared to the educational level of mothers in predicting children's social and emotional difficulties. Also mothers with higher education are more likely to be more emotionally experienced, and treat with their children more positively and apply fewer physical punishment than mothers who have lower educational level. These mothers have reported fewer behavior problems about their children.

In a study entitled "The new Research on Media and Violence" Kunczik and Sheikh al-Eslami (2008) by sending questionnaires to psychologists and psychiatrists, asked them for their opinion about the relationship between media and violence. Regarding the experience of the respondents on potential effects of violence demonstration, a questionnaire was designed on the effect of the violent movies, and that answers collected showed that the overwhelming majority of psychologists and psychiatrists of children and adolescents, believe that videos with violence scents have destructive effects. According to respondents, the symptoms that are related to the harmful effects of media violence include: Some aggressive behaviors, poor sleep and hyper-excitability. Regarding the particular experience of respondents on each of the media also there can be seen a clear consensus among both groups of respondents. In particular, the activation of aggressive behavior was emphasized through watching violent videos. More than three-quarters of both groups of respondents said they have often or sometimes faced with such effects. Barger (1974) in a study entitled "Violence in school, causes and solutions" raises three main causes of violence at school as: policy of the school, interpersonal communication and leadership, and proposes solutions such as increasing the knowledge of students in decision-making, reducing the class size, interaction between teacher and student, stoppage of using repressive discipline, increase of the responsiveness to the needs of faculty members and using appropriate management to reduce violence. Lemasters (1997) in a study entitled "Evaluation of educational facilities with academic achievement and student behavior in school," and states that there's a significant relationship

between the independent variables, noise, life of facilities, color, light and the structure of the classroom with academic achievement of students behavior.

The main objective of this research is investigation of the causes of the violence of high school students from the perspective of teachers and principals. In this regard, the following questions were examined:

- What factors outside of the school setting are affective in the incidence of student's violence?

- What factors within the school are affective in the incidence of student's violence?

- How the factors that affect students' violence are prioritized from the perspective of teachers and principals?

- Is there a significant difference in the view of respondents between internal and external factors in the violence?

- Is there any difference in viewpoints of the teachers and principals about the factors in the incidence of violence?

- Is there any difference in prioritizing the causes of violence from the perspective of teachers and principals?

- Is there any difference in viewpoints of women and men about factors influencing the incidence of violence?

Methodology

A quantitative method is used in research and the target population of the present study was the teachers and high schools' principals of Sistan and Baluchistan in Iran. The population sample for this study consisted of 191 subject, respectively, 141 teachers and 50

principals. Stratified and random sampling were used in this study. Table 1 shows details of

the sample study.

Table 1

Number of Population and Sample

	Teachers			Principals			Total
	Male	Female	Total	Male	Female	Total	
Sample	68	73	141	24	26	50	191

Data collection was conducted through a questionnaire. The questionnaire consisted of

two parts and that the first part investigated the demographic features such as age, sex,

academic degree, and work experience. Section II were items related to the causes of violence

of children that contained 40 questions in the five-point Likert scale from options of 5 = very

high to very low = 1. Regarding content validity, researchers requested from experts to review

the questionnaire and assess each item based on some criteria such as, clarity, simplicity, and

necessity. Content Validity for each item was obtained by dividing the number of

professionals who ranked the items as compatible or full compatible for each criterion

(relevancy, clarity, and simplicity) to the total number of professionals. The average value of

three criteria was used as the total content validity for each item and minimal required amount

of content validity for each item was 0.72. The statistical results to measure of reliability of

questionnaire showed that the Cronbach's alpha coefficient for the questionnaire was

estimated 0.83. The following results shows the components of the violence questionnaire in

Table 2.

Table 2

Reliability Coefficients of The Questionnaire Components

		N. Items	α
External factors	Family	7	0.71
	Media	3	0.65
	personal characteristics	5	0.63
	Society	3	0.62
	Be sacrificed of the student	3	0.64
	External factors (total)	21	0.76
Internal factors	Features of Teacher	7	0.61
	Principal and school policies	7	0.77
	Educational structures and facilities	5	0.66
	Internal factors (total)	19	0.78
Total		40	0.83

The data after collection were analyzed using tool indices such as calculating frequency, frequency, percentage, mean, standard deviation, one-sample t-test, and independent-sample t-test, using $SPSS_{20}$.

Findings

What factors outside of the school setting are affective in the incidence of student's violence?

Results of Table 3 in relation to the effect of external factors on student violence from the perspective of school teachers and principals indicates that all external factors such as family, media, personal characteristics, social and be sacrificed play an important role in the incidence of violence of children. The role of the family and be sacrificed of students is more in the incidence of this phenomenon.

Table 3

Test Results of Single Group T in Relation to The Influence of External Factors on Violence

Component	N.	Mean	St.D.	Test Value	t	df	Sig
Family	191	28.08	4.00	21	24.41	190	0.001
Media	191	10.93	1.88	9	14:19	190	0.001
Personality Characteristic	191	18:21	3.06	15	14:50	190	0.001
Society	191	11:59	1.64	9	21.77	190	0.001
Be sacrificed of the student	191	12:34	1.62	9	28.55	190	0.001

- What factors within the school are affective in the incidence of student's violence?

Results of Table 4 in relation to the effect of school factors in the violence of students from the perspective of teachers and principals suggest that such external factors, internal factors such as the characteristics of teachers, school management and school structure play an important role in the incidence of violence of children. In this regard, the school management has a greater effect compared to other factors in this phenomenon.

Table 4

Test Results of T Single Group in Relation to The Effect of Internal Factors in Violence

Component	N	Mean	St.D.	Test Value	t	df	Sig.
Features of Teacher	191	26.21	3.48	21	20.69	190	0.001
School management	191	29.39	3.22	21	36.04	190	0.001
School structure	191	17:16	3.17	15	9.39	190	0.001

- How the factors that affect students' violence are prioritized from the perspective of teachers and principals?

Results of the table suggests that teachers and principals have classified the following factors in the incidence of violence of the students as follows: The role of school management in violence, be sacrificed, family, role of teacher, society, personal characteristics, the structure of the school and the media.

Table 5

Percentage and Mean Frequency Distribution Results in Relation with Affecting Factors in the Incidence of Violence in Students

Factors affecting violence		Very Low	Low	Average	much	Very high	Mean
		%	%	%	%	%	
External factors	Be sacrificed of the student	0.5	3.7	23.6	48.7	23.6	3.91
	Family	2.6	8.4	30.9	33	25.1	3.7
	Society	7.9	15.7	28.8	16.8	30.9	3.47
	personal characteristics	1	18.8	35.1	28.8	16.2	3.4
	Media	3.1	18.8	37.2	33.5	7.3	3.23
Internal factors	Principal	1	0.5	17.3	46.6	34.6	4.13
	Teacher	1	7.9	35.1	39.3	16.8	3.63
	School structure	3.7	16.2	38.2	27.7	14.1	3.32

- Is there a significant difference in the view of respondents between internal and external factors in the violence?

Results of Table 6 in connection with the difference between internal and external factors of violence of students indicate that the factors within the school are more effective than the incidence of violence outside the school.

Table 6

Independent T-Test on The Difference Between External and Internal Factors of Violence

Components	Factors	Mean	St.D.	t	df	Sig
The factors of violence	External	3.11	0.88	4.32	190	0.001
	Internal	3.48	0.75			

- Is there any difference in viewpoints of the teachers and principals about the factors in the incidence of violence?

Results of Table 7 shows that school principals compared with teachers, believe that external factors are more effective in the incidence of violence. However, in relation with the effect of internal factors in the incidence of school violence, there's no difference between two groups of principals and teachers.

Table 7

Test Results of Independent T in Relation to The Difference Between The Attitudes of Teachers and Principals

Components	group	N	Mean	St.D	t	df	Sig
External factors	Principals	50	84.22	7.08	3.73	189	0.001
	Teachers	141	80.06	6.65			
Internal factors	Principals	50	72.56	8.08	0.25	189	0.799
	Teachers	141	72.83	5.74			

- Is there any difference in prioritizing the causes of violence from the perspective of teachers and principals?

The results in relation to the prioritization of external factors shows that there's difference between prioritization of principals and teachers, in fact principals believe that

family, be sacrificed, society, personal characteristics, and the media are effective in the incidence of violence respectively, this is while teachers believe that school management, be sacrificed, teacher characteristics, family, personal characteristics, society, School structure and media are affective in the incidence of this phenomenon.

Table 8

The Mean of Responses to Factors Affecting Violence from The Perspective of Teachers and Principals

	External factors					Internal factors		
	Family	Media	Personal characteristics	Society	Be sacrificed	School management	Teacher characteristics	School structure
Principal	4.10	3.14	3.54	3.86	3.98	3.96	3.71	3.36
Teacher	3.55	3.20	3.35	3.33	3.88	4.19	3.62	3.31

- Is there any difference in viewpoints of women and men about factors influencing the incidence of violence?

The findings suggest that women believe that external factors are more effective in the incidence of violence compared to male, while men believe that internal factors are more effective in the incidence of violence of students.

Table 9

The Independent T- Test About The Difference Between Viewpoints of Male and Female

Components	Sex	N	Mean	St.D.	t	df	Si
External	Male	92	79.44	7.23	3.34	189	0.001
factors	Female	99	82.73	6.40			
Internal	Male	92	73.94	5.87	2.50	189	0.013
factors	Female	99	71.65	6.73			

Discussion and Conclusion

The results indicate that the family, media, personal and social characteristics, in which the student lives as well as the be sacrificed of students are effective in the violent behavior of students. These finding are consistent with research findings of Shields, Pierce and Ghasemi (2007) family, society and peers; Kerr (2004) victimization of the person, Kordi (2011) the role of family and peers; Alikhani (2005) Media; Alizadeh (2011) personality factors; Scherz (2004), social factors and Alaghebandrad (2003) victimization. Investigation of the second question showed that the characteristics of teachers, school management and school structure are effective in the violence of learners. This finding is consistent with research results of Bazargan (2004) and Scherz (2004) and Poshtmashhadi (2010).

The results also showed that respondents in the effect of external factors in the violence of students emphasized respectively the be sacrificed, family, society, characteristics of the individual and the media, and regarding the effect of internal factors in the violence of students to the role of principal, the role of teacher and school structure are emphasized. In a study carried out by Scherz (2004) the external factors from the perspective of teachers and principals included: the be sacrificed, family, media , individual and social characteristics and affecting internal factors from the perspective of teachers and principals included: teacher, principal, school structure, which had the greatest effect on student violence. The results were not consistent with research of Scherz (2004).

In explaining the status of internal and external factors in the incidence of violence of students, the results suggest that internal school factors are more effective in the incidence of violence in schools than external factors. These results are consistent with Sachrz's study (2004). The results also show that school principals compared with teachers, believe that external factors are more effective in the incidence of violence. One of the findings of the study was that the principals believed that the family, be sacrificed, society, Personal

characteristics, and the media, are effective in the incidence of violence, while teachers believed that school management, be sacrificed, teacher characteristics, family, personal characteristics, society, School structure and media are effective in the incidence of such phenomenon.

Several factors play a role in the violent behavior of the students that are within internal and external factors of school students. According to the findings of research, external factors influencing violence include: Be sacrificed 2. Family, 3. Society, 4. Personal characteristics 5. Media, and internal factors affecting the violence includes: Personal characteristics of students 1. School policies and procedures 2. Teacher characteristics 3.structure and facilities of school. The results indicate that the effect of internal factors in the incidence of violence are more than external factors, and this is a very important point that has not been mentioned. After the family, school is the first social location that each person enters and will have a tremendous impact on the student life.

The respondents believed that the three factors of be sacrificed, school and family policies are among the first priorities of influence in the violent behavior of students. One of the most influential factors in the incidence of violence of student is self-victimization. Student which is exposed to violence at home, neighborhood or school, will most likely apply violence when is put in the same situation with a weaker person. Other factor, is the policies and procedures of the school. Students that spend most of their day at school if observe that in facing the incidence of violence by students, the school is not decisive, then without a doubt, he will become more bold in his violent behavior. The third factor affecting student violence in the view of the respondents is the family. Divorce and parental involvement, the level of parental supervision, the size of the family and drug addiction will have an important role in the behavior of students.

As the former president of America Bill Hardy had acknowledged, principals tend not to show school as a rough place for students, the results also underscored the point, the principals believed that the effect of external factors on student violence are more than internal factors. Women believe that the role of external factors, especially the family and exposure to violence are important in the incidence of violent behavior in students. However, men believe that the role of internal factors and especially, management and school policies are highlighted on the student violence. Respondents considered the role of the media in the violence of students as trivial and this may be related to the dual role of the media. The media can also cause or prevent violent behavior in students. In this study, the elderly and educated people believed that the effect of external factors on the incidence of violence is more, whereas those with higher work experience believed that the effect of internal factors in the incidence of violence is more which can be reflected upon. On the other hand, the features of teachers are introduced by respondents as one of the most important factors affecting the violence of the students. The teacher is the student's first model after parents and the teacher interacts with the students more than anyone else in the school. If the teacher for any reason (lack of necessary skills, the existence of problems outside of school, personal characteristics, job dissatisfaction, etc.) show violence in the classroom, then the students will model that behavior.

Based on the results, the following suggestions are offered:

- Education Office pay more attention in the selection of school principals.
- School principals are advised to take appropriate and reasonable measures considering the violence done by the students.
- The Education Office, provide appropriate supporting laws for students so they become less victimized by the teacher and principal.

- Protecting organizations of children be formed to prevent the formation of the phenomenon of child abuse in the family and other institutions of the society.

- Training courses be held on external and internal factors in Education Office in line with teaching appropriate ways of communicating with children and adolescents.

- Teams of social workers be formed in the community to help external factors of schools, as well as school social worker team consisting of psychologists, counselors, social anthropologists, and... Schools so that they provide the necessary guidance in following up and controlling the violence.

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