Evaluating the Application of Educational Principles in Homeless Aggressive Girls
(With Pedagogical Educational Approach)

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ABSTRACT

The study focused on examining the homeless girls' aggressive behaviors living and spending time in parks, streets and subways. 120 people were randomly selected and interviewed to obtain necessary data and then responded to the Anthony Storr's anger management test. Regarding the research findings, it was determined that there was a significant difference among girls with aggression. Moreover, the decision to escape the house plays a fundamental role in anger control (management), so that if the aggression is reduced, then, the anti-social behavior will decrease and as a result the academic success will be reached and family members' compatibility will be expanded.

KEYWORDS: Controlling Anger (anger management), academic success, family problems, compatibility level, mental health

INTRODUCTION

Psychologists believe that human behaviors are the products of his personality and personality traits influence human behavior considering the fact that aggression is considered either as a behavior or as a reaction, which are caused by a failure in learning appropriate behavior when faced with provocative anger stimuli. Considering the results of psychological research done by the researchers in the field on the relationship of the peoples' mental health, self esteem, and family conflict with many behaviors and mental status including compatibility status, mental health contentment, psychological status and psychological distress, it can be concluded that people with mental health and high self esteem especially those who have a balanced family are far healthier and have more compatibility and good mental health than those who are low in self-esteem and mental health and have family disputes [1].

The immeasurable cooperation among educational scholars from different countries in different periods to define and probably realize the best possible way to educate the young generation has still not led to a perfect result that is of interest to scholars of culture and in spite of all the developments and improvements, there still remains significant deficiencies, contradictions and inconsistencies. It is undeniably true that no one could suggest a general education principle that could be applicable to every child and every situation; even if the number of teachers equals to that of the students, we cannot reliably state that an individual teacher can properly train and educate his student. The foremost concern is that education is not limited to the school activities framework and the person who completed the preliminary training will still need a lot to learn.

It can be said that a person needs to acquire knowledge from the cradle to the grave and our life inevitably makes us learn to adapt ourselves to the changes and needs of the present. Obviously, we cannot make all occupations in a given society learn something but it is possible that the education benefits are developed with new equipments and technologies and are provided to all people. New means of communication exist in all countries but the application of these devices is not possible for all people because the sent messages from such systems match the ordinary peoples knowledge, on the other hand, the idea of having educational organizations for the public has been emphasized in that without those organizations we cannot expect the public to be actively participating in the economic and community issues of their society [2,3,4,5,6].

There must be institutions and organizations to provide information and data for the public and for individuals regardless of age, social status, religion, and political tendencies to offer intellectual and mental knack throughout their life. Nowadays, in all societies, this is an accepted principle that education is something permanent and continuous. This is not true that only young people need to be educated but rather their parents whose children are graduated and finished their studying are required to complete their information and knowledge which were not achieved during their youth time. Therefore, the education culture cannot be actually enclosed within the existing educational institutions and cannot be limited.

Various publications development, radio or television clubs establishment and the application of new means of for different classes of people, Hereby, it can be a valuable leisure activities for people.

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The ideas and theories of scholars and teachers who try to associate a person to a group of people are mixed with the necessity of encouraging people to be matched with developing sciences and technology and we should make them ready to master the knowledge and technology to serve them and not to be captured by them. It is important that education be limited to the context of educational organizations and the permanent education of the people is not neglected. Scientific and material advances intensively draw human out of social and moral quality, which is fear provoking. The only way to give an emotional word to the common people is through permanent education, which is needed by human consciously or unconsciously.

Aggression

Aggression belongs to the separating factors of human existence, which lies in a coating of complex defense and is part of a force ready for action. Aggression usually refers to behavior intended to harm (physically or verbally) to another person or destroy his or her physical properties. Aggression in children can be a transient state and is a part of developmental stages of a person. Psychoanalytic theory for the first time perceived aggression as a phenomenon to be investigated thoroughly. Using terms like "aggressive force (pulsiom deaggnession)", "forces of destruction (pulsiom de destnuetiom," and finally "Death Force (pulsiom de mont)" served the same purpose.

Freud put these opposing forces together, for example, such forces of life and sex were put together by him, but then he differentiated between the "sense of force" sexual orientation and the "Death Force (pulsiom de mont)" shows the natural tendencies of living organism to the organic dissolution. Thus, the forces of life and death are classified as the opposing forces. to comply with "Abreham, Melany Klein considers the need for biting and tearing in the children as something important, particularly in the oral stage, the illusions forces "fontos me detruetion" is equivalent to destructive force of death and with its properties, the child feels right for achieving what he wanted in his illusions and dreams.

He would bother his mother with his aggressive illusions and at the same time, he strives to collect and reconstruct the shattered personality by expanding the illusions he is entangled with. The fear to deteriorate and bother his mother's character and life will not be vanished. Melany Klein believes that we have to add the life and death destructive force to the psychological and dynamics factors. The destructive orientation is broadly and comprehensively related to LIBID. There is a circular and reciprocal relationship between aggression and the death. Destructive forces cause the aggression and aggression creates apprehension which strengthens aggression. However, this vicious circle is terminated by strengthening the LIBIDO. The life forces are used against death forces and thereby the life is protected and continues. Therefore, based on Klein's view, such factor leads to the child's sexual development [6,7,8]. Other theorists such as Hartallan, Kris and Loewenstein accept duality of libido and the destructive forces but they refuse to talk about the death and life force in a biological prospective and reject the aggression old concept on which the aim is to obliterate the aggression and give an idea on the fact that aggression is changed to 4 new processes that 1) relocation 2) Excellency 3) objective narrowing down and 4) LIBIDO implementation interference. They themselves believe in Excellency because Excellency changes the aggression into some kind of force, which serves one's ego, and accept the fact that the emotional relation establishment on the one hand relates to the person's failure in accepting the defeat and on the other hand binds with the aggression and Excellency (Mohammadi, 1995). Scholars' research put emphasis on the importance of environment on a person's aggressive behavior. They not only reject the aggression in children, but also make it clear that the aggressive behavior builds a specific form of personality. Aggression as a defensive factor of human activity does take place as a special structure, which is activated through biochemical and hormonal changes. Social factors contribute to the changes and orientation of aggression and aggression can be associated with Excellency in a person and develop into something

useful. Regarding the DSM IV classification, aggression is categorized as a conduct (behavior) disorder [8,9]. Aggression is defined as behaviors with the purpose of harming oneself or others, which is revealed in different types of physical and verbal harm or property destruction of others.

Aggression Types

Researchers have classified aggression in various ways including Implemental aggression- hostile aggression; Implemental aggression also names as active aggression is defined in Bandera's social learning theory as a behavior controlled by external stimuli. The aim of such an aggression is to achieve an optimal and desirable goal. The hostile aggression which is also termed as "reactive aggression" has theoretical roots in failing aggression model and is a response to a provocative or unsuccessful position by harming others (hostile action) [5,6,7].

Physical - verbal aggression

Physical aggression includes behaviors and actions such as beatings and pushing and verbal aggression includes acts such as cursing and swearing [8,9,10].

Overt and Interactive Aggression:

Overt aggression includes physical and verbal aggression. Interactive aggression is a hidden form of aggression in which the person seeks to harm others by making interference in relations between individuals (gossiping, refusing to continue friendship, and removing a person from a group of friends) [10].

Social Aggression

In this type of aggression, a person is in quest of harming another person's self-esteem through or hurting the social status of individuals which could have verbal forms such as direct, negative remarks or negative physical gestures including (scolding, turning around) or it can have indirect forms of gossiping and social exclusion [11].

Theoretical approaches to Aggression

The published ideas and viewpoints on aggression have emphasized on the learned or not-learned components, the internal or external determinant, and emotional or cognitive processes. so, there is no consensus in answering to questions such as the assigning, maintaining and regulating the aggressive tendencies and their related behaviors [12,13].

MATERIALS AND METHODS

Sample

The population in this study consists of a number of the girls who live in the subway and streets of Karaj (a city near Tehran) who did not have any place to stay and even to sleep.

The sample size

120 girls were randomly selected for the samples size those who lived in subway and parks.

Measurement tools

For the measurement, Anthony Astor's anger test was used. This test has 21 multiple-choice questions which encompass all anger related factors controlling anger the validity of this instrument has been fairly reasonable. Cronbach's alpha coefficient was 0.84 is achieved scale. Besides, the concurrent validity was 0.73.

Hypotheses

1. Evaluating the relationship between parental separation and girls' abandonment from home
2. Studying the relationship between parental addiction (father) and girls' escape from home
3. Evaluating the relationship between the motivation of the girls to run away from home and girls' escape from home.
4. Evaluating the escape duration for the girls' escape from home.
5. Studying the relationship between the rate of returning home with the girls' decision to come back home
6. Evaluating the sexual abuse in girls.
7. Evaluating the relationship of girls' misconduct in running away from home in the judicial and law enforcement centers.
8. Evaluating the relationship between satellite receiver effect and the girls' escape from home.

Methodology

Because the study examines the existing conditions of the girls, the study is a survey in nature.

Information gathering tool

A. Field and a library study using the Aston's aggression test.
B. Data collection field and Library study and using the Internet. The information gathering tools were the aggression questionnaire (Controlling Anger - Interviewing and performing the test).

Methods of data analysis:

Descriptive and inferential statistics were used to analyze data. Regarding the descriptive measurements, frequency, mean, standard deviation, and histogram were used and their properties were being reviewed and analyzed.

RESULTS AND DISCUSSIONS

The sample for this study consisted of girls who have escaped from the house due to various reasons and their family filled a missing case in judicial branches and authorities whose hidden places were found and identified by the authorities and were delivered to their families through legal formalities. 120 girls who escaped

from the house were randomly selected to respond to questionnaires and interviews and their desired information was obtained.

Adolescence is a period of crisis establishment. Childhood is a time that children enjoy the family education and accept parental control, but when he enters the adolescence period, the time of crisis and rebellion starts. He no longer accepts parental control and monitoring measures and he tries to be adjusted and adapted with criteria and standards and his criteria will be in opposition and conflict with that of his parents and teachers In this period, excessive sexual desires will emerge and if it is not led in its correct way, it will face deviation and corruption. Media such as video, satellite, and Internet also play a crucial role in stimulating these kinds of feeling. he will be interested in the opposite sex relationship and they are attracted to wear their outfits, speak their language, follow their gestures and actions and maintain the values of their counterparts, they will find the family regulations intolerable and they overlook them and wish to get rid of this condition as soon as possible. Therefore, adolescence is a highly sensitive for the correct education of youth to prevent their collapse and decline, which requires teachers, parents and the authorities to consider special programs and preparations that would meet their needs. This is especially true for parents who are in direct contact with them. Their aggressive behaviors and independence must be endured with patience and his aggressive sensational conduct should be reminded gently[13,14,15,16,17].

He should be given a role and character and the crisis must be prevented during this period. From the given table that it becomes clear that after 21 children's tendency to run away from home will gradually subside. Therefore, Adolescents aged 13-21 need to be carefully and intelligently monitored and controlled. In addition, regarding the sample for the study, only one of the parents has been separated (Table 1). It can be witnessed from the records of the table that the girls have been living with their parents, the thing that makes the family environment unbearable for them and made them run away from home was in the presence of their parents, so it cannot be said that the death of one parent was a factor in girls running away from home. Table 2 cast lights on the addicted parents' relative frequency of the sample under study. Table 2 implies that about 5.83% of fathers have been addicted to drugs and none of the mothers was addicted; therefore, it can be said addiction in the families had no role and influence on girls running away from home because it was not existed or it was not significant to be included.

Table 3 gives information on the motivation and incentives of the girls to run away from home of which 42.5% was because of having a boyfriend and joining him, 34.17% for their parents and their mistreatment and being strict, 6.67% due to the opposition of parents to marry the desired person and parents' force to agree to marry another person, 1.67% due to having strict brother, 4.17% for being deceived by their girlfriend who had decided to run away from home by deceiving a friend to accompany her and 3.33% wanting to be independent. Therefore, the main incentives for girls to run away from home were having a boyfriend and parents' mistreatments which make parental responsibility for children heavier in both cases and other cases mentioned and must be considered while reviewing their behavior and inform on choosing boyfriend which must be justified logically. They also should note the fact that strict behaviors may bring about negative results.

Table 1: Relative frequencies of societies sectors based on parents' separation

Parents' separation	Frequency	Percentage	Cumulative frequency
Yes	1	0.83	0.83
No	119	99.17	100
Total	120	100	____

Table 2: Relative frequencies of societies sectors based on Fathers' addiction

Father's addiction	Frequency	Percentage	Cumulative frequency
Yes	7	5.83	5.83
No	113	94.17	100

Table 3: Relative frequencies of societies sectors based on Escape incentive

Escape incentive	Frequency	Percentage	Cumulative frequency
Having boyfriends	51	42.5	42.5
Parents' misconduct	41	34.17	76.67
Disagreement in marrying the one that they love	8	6.67	83.34
Brothers' misconduct and abuse	2	1.67	85
Being deceived by girl friends	5	4.17	89.17
Wanting to be independent	4	3.33	92.5
No response	9	7.5	100
Total	120	100	___

Table 4 indicates that 47.5% of the sample spent their time outdoors less than a week, 16.67% for two weeks, 12.5% for three weeks, 11.67% for four weeks and some others for two months, five months, six months and a few for 1 year and two years and the problem begins when they spent a night with strangers which makes it impossible for the return.

Table 5 suggests that about 55% of the population have been sorry and ashamed after running away from home and wanted to return home and have been thinking about it, but there were some barriers and they were identified and delivered by officers to their family. 45% of the sample in general did not want to return home and decided to continue their being away from home that have been identified by officers and delivered to their families.

Table 4: Relative frequencies of societies sectors based on running away period

Running away period	Frequency	Percentage	Cumulative frequency
1 day	5	4.17	4.17
2 days	13	10.83	15
3 days	14	11.67	26.67
4 days	5	4.17	30.84
5 days	3	2.5	33.34
6 days	9	7.5	40.84
7 days	8	6.67	47.5
2 weeks	20	16.67	64.16
3 weeks	15	12.5	76.66
4 weeks	14	11.67	88.33
2 months	4	3.33	91.66
3 months	2	1.67	93.33
5 months	2	1.67	95
6 months	3	2.5	97.5
One year	1	0.83	98.33
Two years	2	1.67	100
Total	120	100	___

Table 5: Relative frequencies of societies sectors based on

Reasons for not returning	Frequency	Percentage	Cumulative frequency
Fear of family	27	40.91	40.91
Boyfriend's prevention	14	21.21	62.11
Lack of money	1	1.52	63.63
Distance from home	1	1.52	65.14
Embarrassment	9	13.64	68.78
I waited for my eyebrow to grow	1	1.52	80.29
Being lost	1	1.52	81.80
Arrogance	1	1.52	83.31
girlfriend's prevention	1	1.52	84.82
No response	10	15.15	100
Total	66	100	___

Table 6 states that the 46.67% of the sample had been sexually abused after running away from home. By sexual abuse, we mean "defloration." Defloration of those being sexually abused has been confirmed by the forensic office. So, almost half of the sample lost their being virgin and faced a dark and uncertain future.

Table 6: Relative frequencies of societies sectors based on cases of sexual abuse

Cases of sexual abuse	Frequency	Percentage	Cumulative frequency
Yes	56	46.67	46.67
No	64	53.33	100
Total	120	100	___

Table 7 shows that 20% of the sample has a criminal record before running away from home in police and judicial centers 80% of them have no such records.

Table 7: Relative frequencies of societies sectors based on having a criminal record other than running away from home in police and judicial centers

Having a criminal record other than running away from home in police and judicial centers	Frequency	percentage	Cumulative frequency
Yes, correctional issues	24	20	20
No	96	80	100
Total	120	100	___

Table 8 represents the fact that only 5% of the sample had satellite receiver and used its program and 95% of them have no access to satellite and its program.

Table 8: Relative frequencies of societies sectors based on having satellite receiver

Having satellite receiver	frequency	percentage	Cumulative frequency
Yes	6	5	5
No	114	95	100
Total	120	100	___

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