Analysis and Elaboration of Domestic Violence and its Effect on the Socialization of the Students (Case Study: High School Girl Students from the City of Karaj)

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Abstract: *Domestic violence is a serious social harm that is still showing off in the society with the progresses made in the cultural and intellectual areas. The current research paper aims at the analysis and elaboration of domestic violence and its effect on the socialization of students (case study: high school girl students from Karaj). The study is an applied research in terms of the objective and it is a descriptive-survey study in terms of the method of implementation. The study population includes all of the high school girl students from Karaj out of whom 300 individuals were selected as the study sample volume based on Cochran formula using a random stratified sampling method. The study instrument was a 22-item questionnaire. The data analysis was conducted using Pierson correlation test and SPSS software. The results of the data analysis showed that there is a relationship between the parents' affectionate treatment of one another and students' socialization. Also, a relationship was evidenced between the psychological violence in family and the students' socialization.*

Keywords: *domestic violence, socialization, girl students.*

INTRODUCTION

Family is the smallest social unit but the most important and the most effective supportive and educational institution. The individuals' need for peacefulness and tranquility necessitates the establishment of a relationship based on affection and intellect that can bring about sense of security, confidence, health, support and satisfaction for the parties. The constructive role of a wife in the creation of ethical and affective bonds between the family members is undeniable. However, this goal cannot be accomplished except in a calm and secure environment away from violence for all of the family members. Nowadays, there are many documents signifying the disorders in the familial relations and the violence resulting thereof (A'azamzadeh and Dehghanfard, 2006).

When speaking about such an institute as family, sincerity, love and affection immediately strike the mind. The existence of stability, solidity and order in this institution is pendant over the warm relationships between the family members. But, the thing that disorders such a space is dispute, quarrel and fight that stain the peaceful image of the house and its security. Domestic violence is a means of power and domination stabilization that not only causes flaws in the family's tranquility and security but also the human honor and reverence (A'azamzadeh and Dehghanfard, 2006, p.20).

The parents should note in their personal rearing of the children's quality of social behavior is extraordinarily important. In order for the children to enjoy optimal social growth, the adult behavioral patterns are required, more than anything else, to create positive attitudes in them towards the various individuals and social activities and this important matter cannot come about unless the parents behave cordially, amicably and sincerely in their families.

Statement of the Problem:

Violence is the behavior exhibited for harming another person and it ranges from humiliation and insult, abuse and battery to destruction of properties and assets and murder. Violence is the behavior seen in all of the countries and the number of its victims is increasing on a daily basis and this has caused worries and insecurity in the people, especially amongst the weaker and more vulnerable groups like women, children, old people and minority groups that are more readily victimized by the social and economic inequalities. Besides the direct victims of violence, the vastness and daily increasing intensity of various kinds of violence in the society also influences their friends and relatives, as well, and jeopardizes the social security and psychological health of the people (Seddiq Sarvestani, 2009, p.113).

Amongst the various kinds of violence, namely domestic, social and governmental, the first one is envisioned as a serious social harm that is still showing off even with the progresses made in the cultural and intellectual areas in the society. Domestic violence is the type that occurs in the private environments and generally amongst the individuals who are related to one another by the cause of sincerity, blood ties or legal bonds and it is most predominantly exercised against children and women. The reality that the women are the victims of the men's violence had been remained concealed till 1970s (Abbot and Wallace, 2001, p.239). Violence happens in various cultural levels and it is not specific to a special class.

There are many different forms of domestic violence that range from the disputes between sisters and brothers to the murdering of the parents by the children. But, the most important kinds of domestic violence are: 1) wife abuse; 2) child abuse; and, 3) elder abuse (Seddigh Sarvestani, 2009, p.142).

The annoyed family also exposes the society to certain harms. Besides being faced with problems, the damaged family also somehow affects the society in such a way that the society will also suffer losses and the ground will be set for the dispersion of the social harms from the family environment to the society (Imeni, 2010, p.57).

Generally, performing a research like this is deemed necessary parallel to getting the society members acquainted with violence and know that what adverse effects are followed by violence in the society and life thereby to take measures for reducing such harms.

The present study's main goal is the investigation of violence amongst the family members and examination of the effects of violence on children. Violence is a negative and devastative factor in families and exacerbates the socialization of the children and, consequently, adversely influencing their future life, education and marriage as well as other areas.

Study Background:

Studies show that physical punishment of an individual would cause him or her many future violence-related problems, including juvenile delinquency and, especially, harsher behaviors amongst the young felons. Physical abuse of a child is also associated with various kinds of problems related to psychological health, including suicide and self-destruction inn adolescents, anxiety, depression, paranoid delusions, schizoid personality, borderline personality disorder, lower IQ, truancy, house escape and natural growth disorders during childhood. The child who has been subjected to physical annoyance and punishment is almost 11 times more likely to exhibit intrapersonal sexual behavior problems than the child who has not experienced punishment (Fakour, 2006, p.63).

The historical investigation of domestic violence demonstrates that the women and children have always been obedient to the men's rules and, in fact, no rights had been specified in the law for them. The studies indicate that many of the cultural performances, beliefs and traditions of the various communities had been established parallel to the victimization of the children and women (such as cutting of the

reproductive organs, killing of girl infants, forcing to prostitution and so forth) (Pournaqqash Tehrani, 2005, no.13).

In western countries, as well, domestic violence was taken into account about three decades ago. The prelude to the violence investigations was the authoring of an article by Henry Camp (1962) who wrote it based on clinical observations about the children who had been beaten in their families and hospitalized.

Pourmand, Mohsenzadeh and Gha'edniyay-e-Jahromi (2017) dealt in a study with the investigation of the "behaviors of the bullied victims amongst the high school girls and the role and performance of the families, domestic violence and the interrelationships of the children's parents". The results were suggestive of the idea that there is a significant relationship between victimization and family performance, the parent-child relationship and domestic violence, including fathers and mothers' violent treatment of one another and children whereas the father's physical aggression, father's positive affection and direct problem-solving and mother's annoyance/role confusion, father's anger and mother's physical aggression were found to be the inverse predictors of the victimization likelihood.

Parchegani Chuzaki and Shirkhani Azad (2006) dealt in a study with the investigation of "the effect of domestic violence on the students' sociability". The authors' goal was introducing of the most important factors influencing the creation and expansion of domestic violence and offering of solutions for the reduction and/or elimination of this social problem. The study results were reflective of the idea that the children who are exposed to domestic violence would face conflict in their social roles and, upon encountering a problem, they tend to resort to violence (what they have learnt in their families) in lieu of solving it through efficient and principled method and this sets the ground for the social crises and tension in the society's structure.

Lloyd (2018) dealt in a study with the investigation of "domestic violence and education: investigation of the effect of domestic violence on children as well as the study of the children and adolescents and the potential role of the schools". The results showed that there is a strong correlation between the domestic misuse and child abuse and that almost half of the domestic violence entails the irritation and annoyance of the children and also that they can be indirectly subjected to the effects of the cruelties resulting from domestic violence at home. In this study, the effect of domestic violence on the psychological health of the children and their instruction are going to be examined. Violence in the children's life often causes disorders in their education and instruction as a result of which the educational quality suffers. The child misuse experience can lead to affective harms, physical and psychological barriers in learning and detrimental behaviors at school while the essential reasons of such problems always remain latent. Knowing the exact time and the quality of seeking counseling from the experts are important parts of the school officials' effective function. This study demonstrated how the professional instruction and trust of the teachers can be developed and how the recent changes and interventions in England have the ability to influence the works in this regard.

Counter Ross and Del Carman Kano (2016) dealt in a study with the investigation of "children's violent treatment of their parents: the role of being exposed to violence and its relationship with the cognitive-social processing". The results indicated that children's violent treatment of their parents dates back to a prior history of domestic violence inside the family environment. It was also shown that there is an association between the outcomes of violence in various environments (school, society, house and television) with some variables of the cognitive-social processing (hostile social perception, impulsivity, ability of the prediction of the social outcomes of the behaviors and selection of suitable instruments for achieving the social behaviors' goals) in a group of adolescents who treat their parents violently and annoy them. Moreover, it was also figured out that the young felons differ in this regard from the noncriminal adolescents.

Study Literature:

Literally, violence has been defined as anger, speaking roughly and vehemence of expression; it is antonymous to lenience and mildness. Some realize violence as an action contradictory to the norms and nature. Some others enumerate it amongst the individual and collective behaviors expressed under

certain conditions and, from the perspective of some others, violence is any sort of violent behavior that is exhibited intentionally for harming another person. It has been stated in another definition that it is any sort of physical attack against the existential integrity of a person with such motivations as imposition of harm, pain or injury. Some others believe that violence ranges on a spectrum from very harsh and injurious behaviors to negative reactions like negligence and indifference (Mohebbi, 2001, pp.6-7).

Psychological violence: it is a violent behavior that causes flaws in honor, self-confidence and fame.

Verbal violence: in verbal treatment of an individual, the thing deemed to be violent is not the words, sounds or acoustic waves rather it is the contents of words that annoy the addressee (Imeni, 2009).

Physical violence: physical violence is performed in various ways including beating, torture and murder. Such a type of violence refers to any sort of antisocial behavior that begins with the touching of a wife's body and it might be even continued to the extent of sexual abuse.

Study Model:
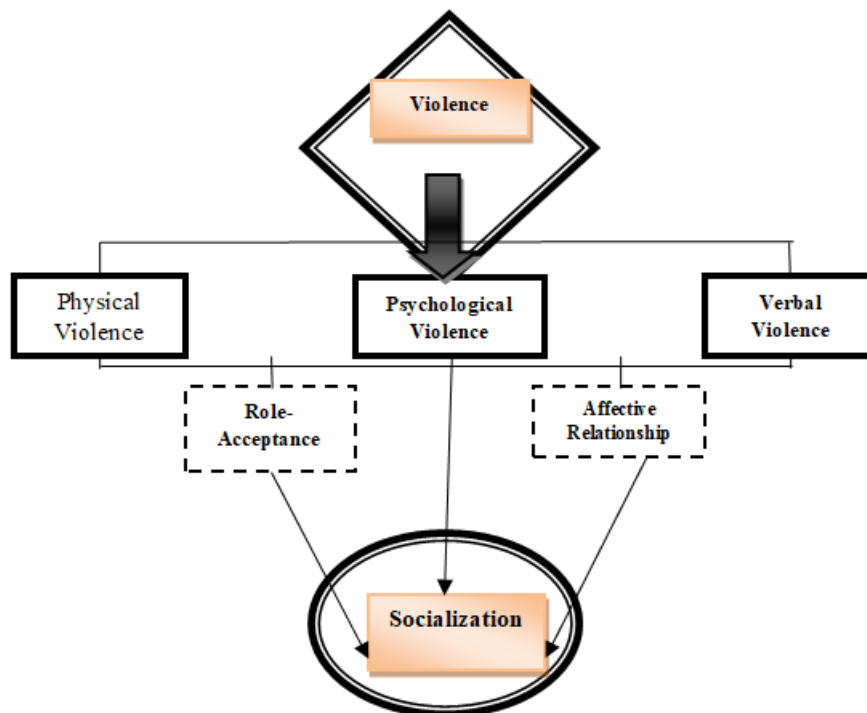
Figure 1: study model

Study Method:

The present study makes use of a survey-descriptive research method.

In the present study, the study population included all of the high school girl students from Karaj out of whom 300 students were selected as the study sample volume based on Cochran Formula using random stratified sampling method.

In the present study, the dependent variable was socialization and the independent variable was divided into two macro- and micro-levels with the former being comprised of violence and its aspects and the latter being consisted of economic-social base (income, number of children, type of housing, education, job and life type), parents' affective behavior, imitation and role-acceptance and witnessing violent behaviors.
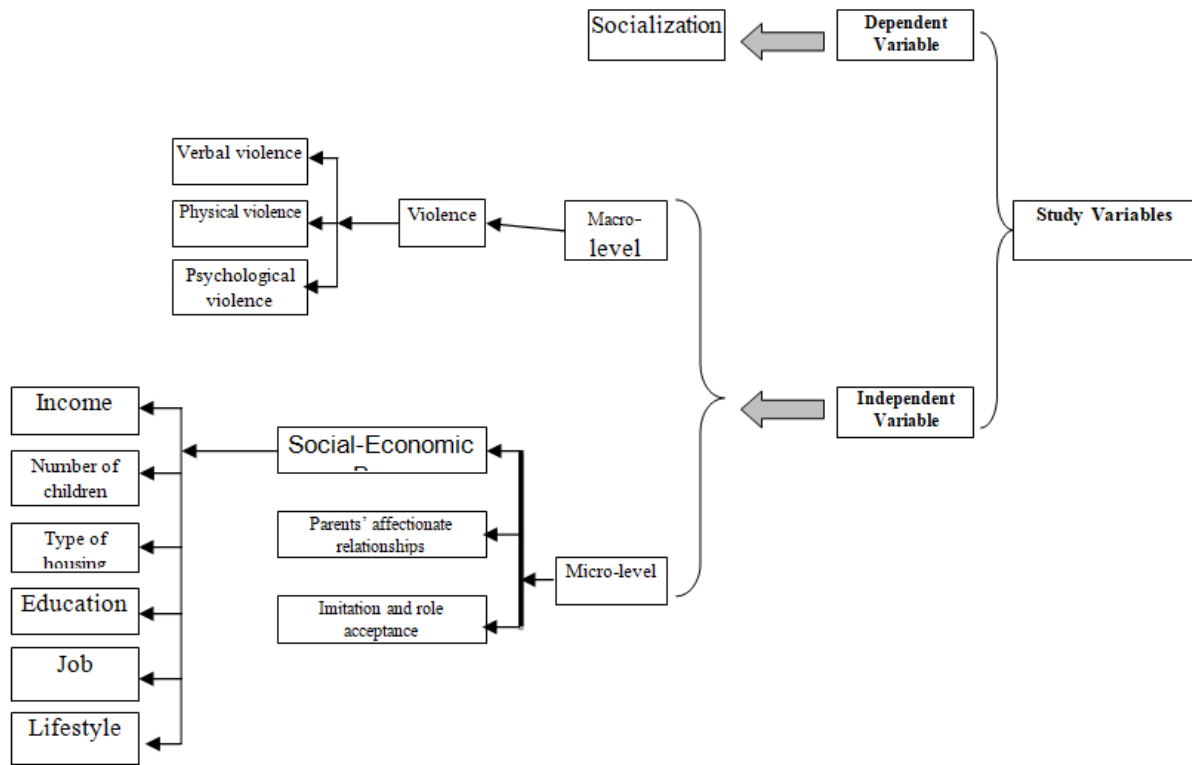
Figure 2: study variables

Use was made of a researcher-constructed questionnaire in the present study. 300 questionnaires containing 22 questions were prepared. To assess the concepts, Likert's five-point scale was utilized and the questions were scored from 1 to 5 (1=very low, 2= low, 3= intermediate, 4= high and 5=very high).

Dependent Variable:

Socialization: it has been assessed in four questions, 13, 16, 20 and 22 respectively for "to what extent do you think you have acquired the skills required for an independent life?", "how well is your relationship with the others?" (for example, do you have many friends and get along with many of the others?)", "how much do you find yourself suitable for marriage in terms of sexual needs?" and "how much do you know about the society's values and beliefs and to what extent do you have your mind concentrated thereon?" Based on Likert's scale, every answer to the abovementioned questions was assigned a value from one to five so as to assess the participants' socialization rate. Accordingly, considering the four questions, the lowest score would be four and the highest score of socialization would be 20.

Independent Variables:

Violence: generally, violence was assessed disregarding its aspects in six items, namely 12, 14, 15, 17 and 18 as explained in the following questions: "how often do your parents and family members shout at you?", "how often do your parents and the other family members insult you?", "how often do your parents and the other family members beat and annoy you?", "how much are you subjected to psychological pressure at home?" and "how much are you subjected to psychological annoyance and irritation by the parents and family members?" Due to the use of Likert's scale for the answers to the aforementioned questions, each of them is scored in a range from one to five. So, the lowest and the highest attainable scores would be six and 30, respectively, meaning that if the participants give a score equal to unity to all the items questioning violence, their total sum would be six hence the scores of these six items will range from 6 to 30.

Aspects of Violence:

1) Verbal Violence: to assess verbal violence in the current research paper, two questions were allocated to this aspect of violence, namely 12 and 14, with the following contents: "how often do your parents and family members shout at you?" and "how often do your parents and the other family members insult you?" Since Likert's five-point scale has been used, the answers' scores

would range from 1 to 5. Resultantly, the scores would range from 2 to 10 meaning that if a participant gives a score equal to unity to both of the foresaid questions, the total score of this item equals two, which is the least attainable score for this item and if a participants gives a score equal to five to both of the aforesaid questions, the total score of this item equals ten which is the highest attainable score and the rest of scores will be in a range from 2 to 10.

2) Physical violence: one question has been dedicated to physical violence in the questionnaire, i.e. item no.15, reading "how often do your parents and the other family members subject you to annoyance and beating?" This item will be also scored based on Likert's five point scale so the scores would be in a range from 1, the lowest attainable score, to 5, the highest score.

3) Psychological Violence: to assess the psychological violence, two questions have been allocated to this aspect of violence, i.e. item no.17 and item no.18, respectively, reading "to what extent are you subjected to psychological pressure at home?" and "how often are you subjected to psychological irritation and annoyance by the parents and the other family members?" These two questions are also scored based on Likert's five-point scale hence the scores range from 2 to 10 meaning that if a participant gives a score equal to unity to both of the foresaid questions, the total score of this item equals two, which is the least attainable score for this item and if a participants gives a score equal to five to both of the aforesaid questions, the total score of this item equals ten which is the highest attainable score and the rest of scores will be in a range from 2 to 10.

Results and Findings:

To analyze the data, use was made of SPSS software. One-dimensional tables and diagrams were drawn for the demographic statuses and distribution frequency of the study sample volume. In the next stage, 2D tables were made for assessing the effect of the independent variables on the socialization. In the end, chi square nonparametric tests were employed to test the hypotheses and reject or confirm them.

This section deals with a descriptive report of the study sample volume including 300 high school girl students from Karaj based on the research variables in regard of the general information. To do so, frequency tables and diagrams have been presented below for such variables as the parents' income level, number of family members, housing type, parents' education level (in separate for father and mother), parents' job (in separate for father and mother) and the lifestyle of the participants; then, descriptive reports are offered for the central statistics and the scattering rate of the study participants' answers to the questionnaire's items is subsequently examined based on the study variables.

Students' Distribution Frequency based on their Parents' Income Level:

Table (1) shows the students' distribution frequency based on their parents' income level. According to the table, in the majority of the studied sample volume (65%), parents had incomes above 900 thousand TOMANS which signifies that most of the parents have been employees and only 10% of the studied sample volume had parents earning incomes lower that 600 thousand TOMANS.

Table 1: distribution frequency of the study sample volume based on the parents' income level

Parents' income level (thousand TOMANS)	Absolute frequency	Frequency percentage
≤300,000	8	2.7
300,000-600,000	19	6.3
601,000-900,000	78	26.0
901,000-1200,000	95	28.3
≥1200,000	110	36.7

Students' Distribution Frequency based on the Number of Family Members:

Table (2) demonstrates the distribution frequency of the students based on the number of their family members. According to the table, the number of the family members ranged between 2 and 5 in the study sample volume and most of the participants (38%) lived in 4-people families and, then, in 3-people families (29.7%).

Table 2: distribution frequency of the study sample volume based on the number of family members

Number of family members	Absolute frequency	Frequency percentage
2	54	18.0
3	89	29.7
4	114	38.0
5	43	14.3

Students' Distribution Frequency based on Housing Type:

Table (3) presents the distribution frequency of the students based on their type of housing. According to the table, 70% of the studied individuals live in rented houses, 55% live in their personal houses and 11% live in other kinds of houses like organizational domiciles, their relatives' apartments and janitor houses.

Table 3: distribution frequency of the study sample volume based on housing type

Housing type	Absolute frequency	Frequency percentage
Rented	210	70.0
Personal	55	18.3
Other	35	11.7

Students' Distribution Frequency based on their Parents' Education Level:

Table (4) tabulates the distribution frequency of the students based on their mothers' education levels. According to the table, mothers have diploma (41.3%) and BA degrees (33.7%) in the majority of the studied individuals.

Table 4: frequency of the studied individuals based on their mothers' education levels

Mothers' education levels	Absolute frequency	Frequency percentage
Primary school	40	13.3
Below diploma	31	10.3
Diploma	124	41.3
BA	31	33.7
MA and higher	4	1.3

Table (5) tabulates the distribution frequency of the students based on their fathers' education levels. According to the table, fathers, like mothers, have diploma (42.7%) and BA degrees (33.7%) in the majority of the studied individuals.

Table 5: frequency of the studied individuals based on their fathers' education levels

Mothers' education levels	Absolute frequency	Frequency percentage
Primary school	39	13.0
Below diploma	32	10.7
Diploma	128	42.7
BA	97	32.3
MA and higher	4	1.3

Students' Distribution Frequency based on their Parents' Jobs:

Table (6) summarizes the frequency distribution of the studied students based on their fathers' jobs. According to the table 40.3% of the students' fathers are employee, 14% of the students' fathers are self-employed, 6.7% of the students' fathers are unemployed and 9% of the students' fathers are retired.

Table 6: frequency distribution of the study participants in terms of their fathers' jobs

Fathers' jobs	Absolute frequency	Frequency percentage
Unemployed	20	6.7
Worker	100	30.0
Employee	121	40.3

Self-employed	42	14.0
Other	17	9.0

Table (7) gives the frequency distribution of the studied students based on their mothers' jobs. According to the table 50.7% of the students' mothers are employee, 44% of the students' mothers are housewife, and 5.3% of the mothers have other jobs like home-based occupations.

Table 7: frequency distribution of the study participants in terms of their fathers' jobs

Mothers' jobs	Absolute frequency	Frequency percentage
Housewife	132	44.0
Employee	152	50.7
Other	16	5.3

Students' Distribution Frequency based on their Lifestyles:

Table (8) presents the frequency distribution of the studied students based on their lifestyles. According to the table, about 90% of the students lived with their fathers and mothers and only 13.4% of them lived with one of them and/or with the other individuals due to divorcement or death.

Table 8: frequency distribution of the study participants in terms of their lifestyles

Lifestyles	Absolute frequency	Frequency percentage
Living with both parents	260	86.6
Living with one of the parents due to death of one of them	13	4.3
Living with father due to the mother's divorcement	19	6.3
Living with mother due to the father's separation	6	2.0
Living with other individuals	2	0.8

Descriptive Statistics of the Study Variables:

In this section, the descriptive statistics are presented for the answers given by the study participants, 300 high school girl students from Karaj, to the questions in various parts of the questionnaire based on the study variables.

Table 9: the descriptive statistics calculated through the researcher-constructed questionnaire in regard of socialization and violence assessment

Variable	Answers' mean	Answers' standard deviation	Highest mean value	Lowest mean value	Variable's status in contrast to answers' means
Socialization (13, 16, 20 and 22)	8.3	3.6	20.0	4.0	Unfavorable (µ=10.0)
Violence assessment (12, 14, 15, 17 and 18)	10.4	4.8	25.0	5.0	Unfavorable (µ=12.5)
Parents' affectionate relationships	2.1	1.1	5.0	1.0	Unfavorable (µ=2.5)
Role acceptance (11 and 19)	4.3	1.7	10.0	2.0	Unfavorable (µ=5.0)

Table 10: the descriptive statistics calculated through the researcher-constructed questionnaire in regard of socialization and violence aspects' assessment

Variable	Answers' mean	Answers' standard deviation	Highest mean value	Lowest mean value	Variable's status in contrast to answers' means
Vernal violence (12-14)	4.1	2.3	10.0	2.0	Unfavorable (µ=5.0)
Physical violence (15)	2.1	1.1	5.0	1.0	Unfavorable (µ=2.5)

Psychological violence (17&18)	4.1	1.8	10.0	2.0	Unfavorable (μ=5.0)

Study Hypothesis Test:

In testing the hypothesis or the significance test, the researcher either accepts or rejects the null hypothesis meaning that H_1 is rejected if H_0 is accepted and vice versa. To determine the statistical significance of a research's results, the researcher should set a probability or significance level and try testing the null hypothesis in respect thereto. If the results of the probability test are found below this level, the researcher can reject the null hypothesis. If the study results are proved with a high probability level, the null hypothesis has to be confirmed. In fact, since the null hypothesis is generally left unstated, the rejection or acceptance of the study hypothesis determines the acceptance or rejection of the null hypothesis.

The present study provided 300 high school girl students from Karaj with a researcher-constructed questionnaire to assess and analyze the domestic violence and its effect on the students' socialization in Karaj. This was done through verifying the acceptance or rejection of the following hypotheses:

There is a relationship between the parents' affectionate treatment of one another and socialization of their high school girl students in Karaj.

There is a relationship between verbal violence in family and socialization of the high school girl students in Karaj.

There is a relationship between physical violence in family and socialization of the high school girl students in Karaj.

There is a relationship between psychological violence in family and socialization of the high school girl students in Karaj.

There is a relationship between copying the parents' behaviors and deeds and socialization of the high school girl students in Karaj.

In order to make use of statistical techniques, it has to be seminally made clear whether the collected data enjoy normal distribution or not? That is because, if the gathered data distribution normality is confirmed, parametric tests can be utilized for testing the hypotheses otherwise nonparametric tests have to be utilized. To do so, the present study has made use of the credible Kolmogorov-Smirnov test for investigating the normality of the study variables' distribution. This test deals in a one-sample state with the comparison of the observed cumulative distribution function and the expected cumulative distribution function for a variable in an interval assessment level. In interpreting the test results, if the amount of the observed error is found in a level higher than 0.05, the observed distribution would be identical to the theoretical distribution and there would be seen no difference between them meaning that the distribution has been normal but, if the significance value is found smaller than 0.05, the observed distribution would be different from the expected distribution and there would be seen differences between them. This test deals with the investigation of the data normality according to the following hypotheses.

H_0: there is no difference between the observed and expected frequencies (distribution is normal)

H_1: there is a difference between the observed and expected frequencies (distribution is not normal)

Table 11: data distribution normality test based on Kolmogorov-Smirnov statistic

Variable	Type of applied distribution	Significance level	Error rate	Hypothesis confirmation	Result
Parents' affectionate relationships	Normal	0.062	0.05	H_0	Normal distribution
Verbal violence	Normal	0.081	0.05	H_0	Normal distribution
Physical violence	Normal	0.078	0.05	H_0	Normal distribution
Psychological violence	Normal	0.065	0.05	H_0	Normal distribution

Role acceptance	Normal	0.088	0.05	H_0	Normal distribution

In the above table, it can be inferred according to the significance level obtained from Kolmogorov-Smirnov statistical values that the there is no significant difference between the expected distribution and the observed distribution for all of the variables hence these variables' distribution is normal.

Hypothesis One: there is a relationship between the parents' affectionate treatment of one another and the socialization of the high school girl students from Karaj.

Correlation coefficient is always a value between 1 and -1; the correlation coefficients ranging from 0 to 1 indicate positive correlation and the more the coefficient is closer to unity the stronger the correlation. The positive correlation means that the increase in one variable's score causes an increase in the other variable's score, as well. The correlation coefficients between 0 and -1 are reflective of the negative correlation between two variables and the closer the score of a variable to -1, the stronger the negative correlation. Negative correlation means that the reduction in a variable's score brings about increase in another one's score.

To test this hypothesis, i.e. "there is a relationship between the parents' affectionate treatment of one another and the socialization of the high school girl students from Karaj", Pierson correlation coefficient was employed considering the normality of the data distribution and correlation test. The results have been given in table (12-4).

Table 12: correlation rates between the parents' affectionate relationships and socialization of the high school girl students from Karaj

Pierson correlation coefficient	Significance level
0.018^{ns}	0.76

As it is seen in table (12), there is no significant relationship between the parents' affectionate treatment of one another and the socialization of the high school girl students from Karaj considering the calculated significance level (0.76).

Hypothesis Two: there is a relationship between verbal violence in family and socialization of the high school girl students from Karaj.

To test this hypothesis, i.e. "there is a relationship between verbal violence in family and socialization of the high school girl students from Karaj", Pierson correlation coefficient was utilized according to the normality of the data distribution and correlation test. The results have been presented in table (13).

Table 13: the rate of correlation between the verbal violence in family and socialization of the high school girl students from Karaj

Pierson correlation coefficient	Significance level
-0.78^{**}	<0.001

As it is seen in table (13), there is a negative and significant relationship in a 0.01 and relatively good significance level between verbal violence in family and socialization of the high school girl students from Karaj based on the information obtained in the present study; it means that the increase in verbal violence in family causes reduction in the socialization of the students.

Hypothesis Three: there is a relationship between physical violence in family and socialization of the high school girl students from Karaj.

To test this hypothesis, i.e. "there is a relationship between physical violence in family and socialization of the high school girl students from Karaj", Pierson correlation coefficient was applied considering the normality of data distribution and correlation test. The results have been tabulated in table (14).

Table 14: the rate of correlation between physical violence in family and socialization of the high school girl students from Karaj

Pierson correlation coefficient	Significance level
-0.78**	<0.001

As it is observed in table (14), there is a strong negative and significant relationship in a 0.01 and relatively good significance level between physical violence and socialization of the high school girl students from Karaj based on the information obtained in the current research paper; it means that the increase in the physical violence in family causes reduction in the socialization of the students.

Hypothesis Four: there is a relationship between psychological violence in family and socialization of the high school girl students in Karaj.

To test this hypothesis, i.e. "there is a relationship between psychological violence in family and socialization of the high school girl students in Karaj", Pierson correlation coefficient was utilized considering the normality of the data distribution and correlation test. Table (15) summarizes the obtained results.

Table 15: the rate of correlation between the psychological violence in family and socialization of the high school girl students from Karaj

Pierson correlation coefficient	Significance level
-0.65*	<0.001

As it is seen in table (15), there is a negative and significant relationship in a 0.01 and relatively good significance level between the psychological violence in family and socialization of the high school girl students from Karaj based on the information obtained in the present study; it means that the increase in physical violence in family brings about reduction in the socialization of the students.

Hypothesis Five: there is a relationship between copying the parents' actions and behaviors and socialization of the high school girl students from Karaj.

To test this hypothesis, i.e. "there is a relationship between copying the parents' actions and behaviors and socialization of the high school girl students from Karaj", Pierson correlation coefficient was employed considering the normality of the data distribution and correlation test. The results have been given in table (16).

Table 16: the rate of correlation between copying the parents' behaviors and socialization of the high school girl students from Karaj

Pierson correlation coefficient	Significance level
0.33*	<0.001

As it is seen in table (16), there is a positive and significant relationship in a 0.01 and relatively good level between copying the parents' actions and behaviors and socialization of the high school girl students from Karaj based on the information obtained herein; it means that the increase in copying the parents' behaviors brings about an increase in the students' socialization.

Final Results of the Study Hypotheses Investigations:

The final results obtained from testing the five hypotheses indicate that the first hypothesis, i.e. the relationship between the parents' affectionate treatment of one another and the socialization of the students, is rejected for the studied sample volume and the other hypotheses are confirmed in an appropriate level of significance.

Table 17: the final results of the investigation of the study hypotheses in the population of the high school girl students from Karaj

Hypothesis number	Hypothesis	Confirmed/ rejected	Correlation coefficient	Significance value
1	There is a relationship between the parents' affectionate	Rejected	0.018ns	0.76

	treatment of one another and socialization of their high school girl students in Karaj.			
2	There is a relationship between verbal violence in family and socialization of the high school girl students in Karaj.	Confirmed	-0.78*	<0.001
3	There is a relationship between physical violence in family and socialization of the high school girl students in Karaj.	Confirmed	-0.78**	<0.001
4	There is a relationship between psychological violence in family and socialization of the high school girl students in Karaj.	Confirmed	-0.65*	<0.001
5	There is a relationship between copying the parents' behaviors and deeds and socialization of the high school girl students in Karaj.	Confirmed	0.33*	<0.001

Conclusion:

Socialization is the process of learning the methods of living in the society, formation of personality and becoming motivated for fulfilling the individual duties as a member of society and violence and crime, as a social problem and phenomenon influencing the individuals' socialization, have been taken into consideration by the thinkers from various study fields and the issue has been more focused during the recent years. The present study underlined the role of family and the violence stemming thereof and its effect on the children's socialization. According to the results, family exerts a negative and significance effect on the children's socialization through verbal, psychological and physical violence and, in between, the effect of physical violence on socialization of children was found more devastative.

Domestic violence is closely interrelated with social violence and it is known sometimes the effect and sometimes the cause of it. Parents teach aggressiveness to their children in an unwanted manner and it can be termed hidden instruction of violence. Domestic violence causes conflicts in children's citizenship roles, including law-orientation and responsibility as well as lenience and criticizing and accepting criticism. Domestic violence is followed by various experiences for the children. The entire aspects of their life are influenced by domestic violence. The results showed that the children exercising an example of domestic violence perceive violence as a phenomenon replete with annoyance and they experience such problems as fear, anxiety, depression and other psychological disorders in a vast level. These individuals lack self-confidence and self-esteem and their social performance is intensively lowered and they feel such emotions as anger, hatred, distrust, ineptness and inferiority.

The experience of "social presence as a challenge" is amongst the findings of the present study and signifies the absence of fear and anxiety resulting from attending the community. As it was mentioned before, domestic violence has a lot of effects on the life of the students and these effects are not solely limited to the house environment rather their effects can be also traced in the social relationships of the students, as well. Fear of expressing ideas in group, worries about not influencing the others, absence of social participation and cases like this are all amongst the harmful effects of domestic violence on the girl students.

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