

## Strategic Patterns of the Emergence of Social Aggression among Teenagers and Young People in Iran:(Systematic Review of Experimental Research)

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### **Abstract**

Aggression among young people has become one of the major concerns of Iranian families. The existence of behavioral vandalism, verbal violence, impetuosity, bad temper, quarrels and conflicts, tendency to street-local subcultures and incompatibility with parents are among the signs of aggressive behavior among this group. The main goal of the research is to study the causes of social aggression through meta-analysis and systematic review. quantitative meta-analysis research method (CMA2); Its tool is a reverse (non-intrusive) questionnaire in the period from 2001 to 2023. The researches were collected by a deliberate method - available non-probably from the scientific sources of Nurmaz, Mag Iran, Iran Doc, and after evaluation and screening of 50 scientific documents; 29 cases (survey+questionnaire) were selected for analysis. Its analysis tool is Cohen's d and Fisher's f. The general results show that aggression has multi-dimensional and multi-level reasons and in the period from 1380 to 1402 it is strongly influenced by social factors (differential cohabitation; delinquent living environment; disordered family system; abnormality of friends; family violence; feeling of relative deprivation; violent computer games; risky social behaviors; social capital; social exclusion; social control); cultural factors (religious beliefs; inappropriate leisure style; cultural capital of the family; moral commitment of the family; activity in virtual space); Psychological factors (lack of understanding between spouses; experience of violence and crime; sense of worthlessness; dissatisfaction with the family; academic failure; dual education of children; weak individual skills; suppression of needs); and contextual factors (age; size of the household; economic base of the family) have been placed. Based on this, the reasons for the emergence of social aggression can be seen as the gap between the youth generation and traditional Iranian families, which has become a social crisis due to the emergence of media, social networks and the transition of society from traditional to modern. The main root of delinquency, social deviance, risky

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behaviors, academic crisis and educational-life failure; It lies in the disharmony between the family and the new generation and the lack of Iranian social tolerance.

**Keywords:.** Social Aggression, Deprivation - Social Failure, Adolescents and Youth

## 1. Introduction

In today's developed societies; One of the major concerns is the increase in violence and aggression among young people, and it is considered a threat to life in modern societies that has affected the quality of life and well-being. aggression often; It is the internal desire of people for physical and mental injuries or causing pain and suffering. The main assumption goes back to the existence of social failure. With the increase in failure and the accumulation of obstacles in reaching personal-social ideals; The ground for aggression also increases (Duffy and Nasdella, 2010). Aggression is a personality trait that shows a person's inner desire to use mental violence when the desired goals are not achieved. So that this phenomenon among young people; It is considered a new injury and has an increasing effect on their social capital, including participation, trust and cohesion among their cohorts (Fisher et al., 2010). Aggressive or aggressive behaviors are one of the most common human behavioral disorders. Aggression is a tendency or a tendency in a person that manifests itself in the form of hitting, killing and destroying, something that a person expresses as a reaction. Aggression is sometimes considered to be an inherent and inherited phenomenon, and some consider environmental and acquired causes to be involved in it. Aggression lowers the level of social interactions (Khasjan et al., 1401: 26). This is a kind of negative mental state that strongly affects their lifestyle (Barber, 2009) and the main goal of these maladaptive behaviors is to harm other people, objects, and systems (Mohadirad et al., 1999). The appearance of high-risk behaviors and vandalism indicates a level of aggression (Hosseini et al., 2018). The main root of aggression and anger is social failure (educational, love, financial) (Nasaji-Zavareh, 2015). Aggression is one of the types of neurosis (Mohammadpour, 2018). Some psychologists such as Freud, Adler, Horne, Gordon Allport, McCree, Paulo Costa, Fromm and Murray have discussed aggression (Badiei Fard and Sadeghi, 2017). Freud, it is basically caused by the death instinct; The instinct that exists in everyone and leads people to aggression. According to this view, aggression means that people kill and fight, and this instinct, just like sexual desire, is an inseparable part of humans (Schultz and Schultz, 2014: 82). b main axis; Aggression in scientific analysis, its consequences include damage to others (Kachi Esfahani et al., 2013) and is rooted in psychological-behavioral issues (Mohammadi Raisi, 2019). Tachfel and Turner (1979); In their study, they

pointed to social identity and considered the reasons for the emergence of aggression to be incomplete socialization and lack of a sense of social belonging in young people (Bizeman and Yinon, 2001). Bullying is one of the most important behaviors observed among aggressive youth (Munsi, 2012). The meta-analysis of research confirms that bullying and aggression are more common among young students (Lee et al., 2015). Academic failure, social failure, feelings of inferiority and despair; It is one of the most important reasons for aggressive behavior in the youth generation (Nermin et al., 2023). The level of aggression among teenagers and young adults due to age economics, social identity acquisition and age transition period; It is observed more often (Akbari, 2019). Aggression is one of the most important problems during adolescence (Vahedi and Fathi Azar, 2015) and the main reason for adolescents to refer to medical and health centers (Mohdirad et al., 2015). Vandalism, bullying, temper tantrums, verbal-behavioral violence and inappropriate interaction between a person with family members, peers and school age group are among the main components of social aggression and have sociological reasons. Aggression is an individual-psychological issue, but it has multi-level roots and reasons that require analysis and study for policy making and formulation of preventive mechanisms. In Iran, various researches have been conducted in the field of the causes of aggression among youths and teenagers, and due to the lack of a theoretical-experimental coherence and the lack of a comprehensive finding in order to understand the main reasons and sources of aggression in the country as a whole; The current research aims to answer the following question by emphasizing the method of meta-analysis and systematic review:

1. What are the most important social strategic patterns of the emergence of social aggression among teenagers and young people in Iran?
2. What are the most important cultural strategic patterns of the emergence of social aggression among teenagers and young people in Iran?
3. What are the most important psychological strategic patterns of the emergence of social aggression among teenagers and young people in Iran?
4. What are the most important strategic patterns for the emergence of social aggression among teenagers and young people in Iran?

## **1-1. Fundamentals and theoretical approaches**

### **1-1-1. Aggression**

Aggression is a reaction against mental pressure and unpleasant conditions that cause harmful behavior on the part of a person, and its important element is the intention of the person and doing it consciously (Alikhani et al., 2013: 61). Its type includes physical, mental, verbal, threatening, verbal

argument, etc. Bass (1961) aggression appears in different ways and in verbal, physical, emotional, relational, virtual and accidental ways in teenagers (Nasri and Damavandi, 2019). Aggression includes behavior that is done with the intention of harming oneself or others (Mafakher et al., 2021). Anger and aggression are universal emotions that can be seen in all cultures and are one of the most common behavioral problems that cause discomfort and distress to others and disturb the mental health of society (Namazi Mahmoodabadi, 1999: 89) Emotions are mental, biological, purposeful phenomena. , prepares the environment. In general, anger comes from failure; When something or someone prevents the organism from reaching its goal, it appears and is expressed in physical, verbal, hostility, opposition, criticism, feelings of resentment, talking about something many times, compromising, avoiding and avoiding issues and people (Nasaji Zawareh, 2007) Anger is experienced as a transitory emotion, and repeated anger can be problematic and activate aggressive behavior and harm psychological adjustment and personal health. Although the construct of anger shares commonalities with aggression and hostility, these terms are not synonymous, and the constructs of anger, hostility, and aggression overlap. Anger refers to excitement, hostility refers to attitude, and aggression refers to behavior. Anger is described as an emotional state that can underlie aggression and hostility. Hostility refers to an aggressive attitude that leads a person to aggressive behaviors, while aggression refers to observable behavior with the intention of harming (Foladizad, 2011).

#### **1-1-2. Aggression from the perspective of thinkers**

Aggression is a very complex concept that is influenced by situational and psychological factors on the one hand and genetic factors on the other. Social psychology considers aggression as a conscious behavior whose purpose is to inflict physical or mental pain and suffering (Khabaz et al., 2014). Satisfying psychological needs depends on the quality of the environment in which the individual strives. Optimum human functioning in the classroom and satisfaction of needs is achieved in a special way in a social cycle that is in harmony with the individual's needs. Controlling, chaotic and punitive families and similar educational settings are not suitable for meeting needs. In such spaces, internal tensions, alienation, anxiety, depression, physicalization of inhibition of the effective performance of the individual and misbehavior are aroused in the individual. The results of these researches are consistent with the individual psychology perspective of Adel Har, who believes that the relationship between parents and children and the social context of Amoli's child is effective in reducing or increasing the symptoms of children's behavioral disorders. Adler considers social interest as the main indicator of mental health in children and

adults and defines it as an innate ability to cooperate with others to achieve personal and social goals (Schultz and Schultz, 1998 and 2015). Social interest is shown by some behaviors such as helping, sharing in work, being polite, adapting, cooperating and caring and emotions such as belonging, feeling of helping others, trusting others and being optimistic. Lack of social interest is also shown by self-centeredness, need for gratitude and gratitude, sense of isolation and strong need to be under control (Khabaz et al., 2014). In Karen Horne's theory, a person takes advantage of three types of special behavioral and perceptual tendencies to face basic anxiety, which are called associative, aggressive, and discrete personality types (Schultz and Schultz, 2015). Based on Karen Horne's theory, Kolich (2002) divided the type of aggression into three types of malevolent, power-seeking, and risk-seeking aggression. In the malicious form, others are considered unreliable and malicious, and they should be prevented from achieving their desires. The power-seeking type tends to control others and express power (Haqayq, 2021). Aggressive marches are classified into two types: real and ritual. The first one is defined as acts of physical violence against others and the second one is called ironic or symbolic. Ritual aggression is the product of agreement on a set of rules that can be inferred from the utterances of the participants. The rules are about the appropriate time of the attack, the form and objectives of the attack and its termination (Williams et al., 1819; Najafi Abrandabadi, 2001 and Taheri, 2007). The researchers defined the aggression of children and teenagers in the form of overt aggression and communicative aggression and evaluated these two types of aggressive behavior independently of each other. will be The importance of focusing on communicative aggression in addition to overt aggression is determined when victims of communicative aggression experience a high rate of loneliness, frustration, emotional tension, dominance, rejection by the other person, and social exile compared to non-victims. Also, communication aggression is harmful for the initiators of these behaviors. Especially, communicatively aggressive children and adolescents are more emotionally and uncompromisingly than their non-communicatively aggressive counterparts (Kachi Esfahani et al., 2013). Freud considers two stages of development 1. oral stage 2. anal stage for a child in relation to aggression, rural aggression and complex aggression may happen in the mentioned stages respectively. The components of a verbally aggressive person are: 1. Argumentative; 2. A person with stinging and biting statements; 3. Cruel behavior; 4. Jealousy of others 5. In order to dominate, they take advantage of others and play with others. The components of a complex aggressive person are: 1. Oppressor 2. Destroyer 3. People of Qashqarq 4. Irregular 5. Possession of people as objects (exploitation). Adler puts forward the superiority complex and brings boasting, arrogance,

selfishness, contempt for others as the characteristics of such a complex. Gordon Allport brings the aggressive Jonny under the basic human traits. McCree and Paul Costa introduce the good neurotic with anxious, insecure, nervous and highly passionate features. The forum promotes autocracy and introduces a group of autocratic people as sadism. In secondary needs, Mori examines the need for aggression with the desire to overcome others by force, control, humiliation, revenge or punishment, harming or killing others (Badiei Fard and Sadeghi, 2017; Masoud Nia, 2015). One of the important and influential concepts; The concept is basic needs (Kazemi et al., 2017). According to the perspective of choice theory; Basic human needs are universal and genetic. All human behaviors are based on five basic needs: the need for survival (the need to continue life and health); Need for love and belonging (need to interact with people and love and be loved); It is motivated by the need for power, freedom (to succeed and achieve a goal or to feel in control of one's life), and fun (the need to enjoy life, laugh and joke). When people fail and fail to meet their basic needs properly, they experience a lot of pain and suffering, it weakens their self-esteem and self-confidence, they feel depressed and anxious, it creates a feeling of failure and worthlessness in them. It has a negative effect on the responsibility of these people in satisfying their needs, and on the other hand, the proper and successful satisfaction of each of these needs promotes the feeling of control, happiness, psychological well-being and quality of life in humans (Mohdirad et al., 2021). Many of the psychological sufferings of a person are rooted in the behavior of his parents during his childhood. Karen Horney has built the theory of neuroticism based on mental sufferings and their complications, she believes that a neurotic person takes refuge in defense mechanisms (affirmation), superiority and seclusion, but these mechanisms lead to temporary relief of neuroticism and may leads to the aggravation of his discomfort (Mahmoudi et al., 2021). Based on this, there are two basic and important needs: 1. The needs of the anti-people mechanism (supremacy) are: a) the need for power b) the need to exploit others and c) the need to win and 2. The needs of the anti-people mechanism (isolation) are: a) the need to limit life b) the need to Self-reliance and independence (Mahmoudi et al., 2022).

### **1-1-3. The empirical background of the research (meta-analysis)**

The researches conducted in the field of social capital and delinquency from 2001-2021, which were the latest articles published on Normagz, Mag Iran and Jihad University sites, are listed in Table No. 1 to enter the meta-analysis software.

**Table 1. Meta-analysis background**

Method + tool	group	State	manner	Sample size	ethnic identity	Author/year
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Qami+questionnaire	Young people to from years old in Ilam city	Ilam	by accident		did	Iyar and Afra (2021)
Qami+questionnaire	students	Kurdistan	by accident		did	Caliph Hamza Qasim and Rashidi(2021)
Qami+questionnaire	Boy student	Lorestan	Available		Lor	Khazaeiet al (2021)
Qami+questionnaire	students	Iran	Targeted		Fars	Khashjan et al (2021)
Qami+questionnaire	Youth and Teenagers	Chaharmahal Bakhtiari va	by accident		Lor	Ansari Ardali and Taheri Ardali (2020)
Qami+questionnaire	Male students	Khorasan Razavi	A stratified cluster		Fars	Jafari Togh and Saneti Sharfi (2020)
Qami+questionnaire	children	Fars	clustered and simple random		Fars	Jokar and Sohrabi(2020)
Qami+questionnaire	students	Kerman	clustered and simple random		Fars	Industrialist and Bahraininejad (2020)
Qami+questionnaire	experts	Iran	Targeted		Fars	Maffakher et al (2020)
Qami+questionnaire	Students	Ardabil	Stratified randomness		Turkish	Mohammadpour and colleagues (2019)
Qami+questionnaire	students	Kermanshah	Targeted		did	.Akbari et al (2019)
Qami+questionnaire	Female students	Tehran	clustered and simple random		Fars	Balazadeh(2019)
Qami+questionnaire	students	Mazandaran	clustered		Mazni	Mohammadi Raisiet et al (2019)
Qami+questionnaire	Youth and Teenagers	Iran	the whole number		Fars	Moradi Farzan and Aminpour (2019)
Qami+questionnaire	Youth	North Khorasan	a simple accident		Fars	Hafezian et al (2018)
Qami+questionnaire	Youth and Teenagers	Lorestan	clustered		Lor	Hosseini and (2018)
Qami+questionnaire	Citizens	Esfahan	cluster randomness		Fars	Sovailatizadeh et .al(2018)
Qami+questionnaire	High school students	Kurdistan	by accident		did	Rasouli(2017)
Qami+questionnaire	students	Tehran	clustered		Fars	Shaheswari (2017)
Qami+questionnaire	children	Yazd	Targeted		Fars	.Shayeq et al (2017)
Qami+questionnaire	High school students	Western Azerbaijan	by accident		did	Khosravi(2016)
Qami+questionnaire	Preschool students	Guilan	by accident		Gilkey	.Shirkash et al (2016)

Qami+questionnaire	Computer game users	Qom	by accident		Fars	.Shujaei et al (2016)
Qami+questionnaire	High school students	Hormozgan	clustered		Fars	Bagheri and Javadan(2015)
Qami+questionnaire	Youth	Tehran	cluster randomness	131	Fars	.Sajjadi et al (2012)
Qami+questionnaire	Male students	Khorasan Razavi	Cluster and class		Fars	.Akbia et al(2008)
Qami+questionnaire	Youth	Kermanshah	by accident		did	Lehsaizadeh and Moradi(2009)
Qami+questionnaire	High school students	Tehran (Rodhan)	Available		Fars	Alagband Rad et al(2003)
Qami+questionnaire	High school students	Bushehr	clustered		Fars	Barazjaian and Ahmadi(2001)

#### 1-1-4. Criticism and innovation of current research

Today, aggression is one of the important issues in Iranian families; It is common among young people; Considering the period of social-individual identity formation and the possibility of academic-emotional and career failures and the emergence of generational gaps; Conflict, conflict and aggression have increased and affected their lifestyle, quality of life and mental health. The main concern of the family in Iran; There is inconsistency between themselves and young people who show aggressive behavior. For this reason, counselors, psychologists, and other aggression specialists provided guidance and social policy in this field. Due to the increase of many studies, researches and scientific works, this research seeks to conduct a comprehensive meta-analysis of published scientific documents, survey and questionnaire.

#### 2. Research Methodology

The research method is a quantitative meta-analysis, which the researcher identified by reviewing the literature and research conducted in the period - , focusing on aggression, with a sample size of 29, and after controlling in terms of method, validity, validity and findings. Scientifically, he has categorized and organized them according to method, sample size, correlation coefficients and significance level, statistical population, year, etc. After identifying the correlation coefficients and the sample size and the significance level of the research, they were entered into the software and the final effect size of each study and the total final effect were estimated by the Fisher and Cohen formula. To determine the homogeneity or heterogeneity of the above researches, the funnel plot, Q test was used and after proving the assumption of heterogeneity between the studies, the moderating (contextual) variable was used to measure its effect on the tendency to aggression.

#### 3. Research findings



## A. Descriptive

### 3-1. The process of conducting studies

Table 2: Years of research implementation

Percent	Abundance	Year
		2022
		2021
	۲۰.۱۹	
	۲۰.۱۸	
	۲۰.۱۷	
	۲۰.۱۶	
	۲۰.۱۵	
	۲۰.۱۲	
		2009
		2003
		2001
		total

2021 and 2020, 17.24% of the most studies have been conducted in the field of youth and adolescent aggression.

### 3-2. Field of study of responsible authors

Table 3: Statistical population under study

Percent	Abundance	Specialized field
		social Sciences
		Educational Science
		Psychology
		Psychiatrist
		Sport Management
		Management
		Medicine and health
		Civil Engineering
		total

The specialty of most of the people who studied and researched this issue (aggression of youth and teenagers) was social sciences (55/17).

### 3-3. Study sampling method

Table 4: Study sampling method

Percent	Abundance	Sampling method
	7	Targeted
		a simple accident
		floor
	9	clusters Random
		total

Most of the researches (24%) were conducted in a random and purposeful way.

### 3-4. The statistical population of the research

Table 5: Statistical population of the research

Percent	Abundance	The investigated group
		students
		Citizens
		Adolescents and Youth

experts
users
Students
total

The statistical population was 57.17% of the research on school students, and then young people (31.03%) were part of the statistical population.

### 3-5. The level of studies

**Table 6: Level of conducting studies**

Percent	Abundance	The level of studies
		a country
		provincial
		metropolis
		City
		total

Most of the research in the metropolis; Provincial centers and cities have taken place.

### 3-6. Ethnic group

**Table 7: Ethnic group**

Percent	Abundance	identity
		Lor
		Fars
		did
		Mazni
		Gilak
		total

58.62% of the investigated ethnic group is Fars.

### 3-7. The level of development of the province

**Table 8: Development level of the province**

Percent	Abundance	identity
		Developed
		Developing
		underdeveloped
		total

48.27% of the researches were carried out in less developed areas.

### 3-8. Type of research

**Table 9: Type of research**

Percent	Abundance	Type of research
		The scientific research paper
		National conference paper
		Master's thesis and doctorate
		total

41.37% of the research consists of master's and doctoral theses.

## B. Inferential

**Table 10: Research effect size**

Statistical report					Research variables	
sig	Z	upper	lower	Effect size		
					Differential coexistence	social factors
					Criminal living environment	
					Disruption of the family system	
					Anomaly friends	

					family violence		
					deprivation Feeling of relative		
					computer A violent Games of		
					Risky social behaviors		
					Social capital		
					rejection social		
					Social control		
					religious beliefs		<b>cultural factors</b>
					Inappropriate leisure style		
					Cultural capital of the family		
					Moral commitment of the family		
					Activity in virtual space		
					Lack of understanding between		<b>Psychological</b>
					couples		<b>factors</b>
					Experience violence and crime		
					A sense of worthlessness		
					Dissatisfaction with the family		
					Academic failure		
					education dual children		
					weakness skills Individual		
					Suppression of needs		
					Age		<b>Background</b>
					Family size		<b>factors</b>
					Economic base of the family		

results show that:

1. There is a significant relationship between social factors and the tendency to aggression among young people. Based on this, differential cohabitation (0.148); delinquent living environment (0.200); family system disorder (0.144); abnormality of friends (0.101); family violence (0.177); feeling of relative deprivation (0.256); violent computer games (0.300); risky social behaviors (0.149); social capital (0.132); social exclusion (0.145); social control (0.361); It has been effective in tending to aggression.
2. There is a significant relationship between cultural factors and the tendency to aggression among young people. Accordingly, religious beliefs (0.134); inappropriate leisure style (0.288); family cultural capital (0.124); family moral obligation (0.316); activity in virtual space (0.155); It has been effective in tending to aggression.
3. There is a significant relationship between psychological factors and the tendency to aggression among young people. Based on this, lack of understanding between couples (0.112); experience of violence and crime (0.236); sense of inferiority (0.200); Dissatisfaction with family (0.245); academic failure (0.381); dual upbringing of children (0.210); Weakness of individual skills (0.284); suppression of needs (0.113); It has been effective in tending to aggression.
4. There is a significant relationship between background factors and the tendency to aggression among youths. Accordingly, age (0.102); household dimension

(0.189); family economic base (0.134); It has been effective in tending to aggression.

### 3-9 The total effect of the studies (factors affecting the aggression of youth and adolescents)

Table 10: The total effect of studies (factors affecting the aggression of youth and teenagers)

Statistical report					total effect
sig	Z	upper	lower	Effect size	
					social factors
					cultural factors
					Psychological factors
					Earth factors

The results show that social factors (0.126); cultural (0.137); Psychological (0.155) and contextual (0.169) have been effective in the tendency to aggression.

**Q test:** This test is used for homogeneity and heterogeneity of studies. If the studies are homogenous, a fixed size is used, the results obtained from randomness, in heterogeneous conditions, are more generalizable than the fixed model.

Table 11: Q test

Q_value	Df	P_value	I_squared
			87,427

The results show that 87% of the research has heterogeneity, while using random effect size, moderating (heterogenizing) variables should be used to estimate the effect size.

### 3-10. The effect of gender on the level of aggression

Table 12: The effect of gender on the level of aggression

Statistical report					total effect
sig	Z	upper	lower	Effect size	
					Female
					Man
					total effect

There is a significant relationship between gender and the level of aggression, and its overall effect is equal to 0.14. Accordingly, the tendency to be aggressive among men (0.19) is more than women (0.17).

### 3-11. The effect of the studied group on aggression

Table 13: The effect of the studied group on aggression

Statistical report					total effect
sig	Z	upper	lower	Effect size	
					Students
					students
					General citizens
					total effect

There is a significant relationship between the type of group and the level of aggression, and its overall effect is equal to 0.21. Based on this, the tendency to aggression among students (0.28) is more than other studied groups.

### 3-12. The effect of educational level on aggression

Table 14: The effect of educational level on aggression

Statistical report					total effect
sig	Z	upper	lower	Effect size	
					elementary
					guidance
					high schooler
					university
					total effect

There is a significant relationship between the level of education and the level of aggression, and its overall effect is equal to 0.21. Based on this, the tendency to aggression among middle school students (0.20) is higher than other school students.

### The effect of the province's development level on aggression

Table 15: The effect of the province's development level on aggression

Statistical report					total effect
sig	Z	upper	lower	Effect size	
					-- Developed
					Developing
					underdeveloped
					total effect

There is a significant relationship between the level of development of the province and the level of aggression, and its overall effect is equal to 0.25. Based on this, the tendency to aggression is higher among developed regions (0.26) than other regions.

### Conclusion

Aggression is a psycho-social issue that has been increasing in recent decades, and one of the most important reasons for addiction is risky behavior. Individual-social damage and running away from home is the existence of incompatibility between the family and the youth due to inappropriate exposure to the problem of aggression in the age group of youth and teenagers. Considering the importance of the study, the present research with a meta-analysis approach in the provinces of the country; With a sample size of 29 documents during the period of 1380 to 1402, it showed that social aggression among young people; It is not an individual matter, but a multi-level social one, which requires serious attention to family policy in each and every issue and the following indicators in order to solve this crisis in the future:

#### Social reasons

- There is a significant relationship between differential cohabitation (0.148) and tendency to aggression. Differential association and learning from friends in

school, living environment and neighborhood relations can transfer aggression to people.

- between the delinquent life environment (0.200); and tendency to aggression, there is a significant relationship. Environments that have physical-social disorder, due to abnormality and lack of social control, are prone to delinquent activities and strengthen the bases of risky and aggressive behaviors.
- Between family system disorder (0.144); and tendency to aggression, there is a significant relationship. Families that are faced with disorder, such as divorce, violence, addiction, conflict, crisis of love and affection, are prone to aggression.
- Between abnormality of friends (0.101); and tendency to aggression, there is a significant relationship. Interaction with friends who behave abnormally, they teach aggression in the interactive process.
- Between family violence (0.177); and tendency to aggression, there is a significant relationship. The greater the intensity of family violence, due to the critical, tense and disjointed atmosphere, the level of aggression in its members will usually be higher.
- Between the feeling of relative deprivation (0.256); and tendency to aggression, there is a significant relationship. The higher the intensity of the relative deprivation, the greater the tendency to aggression due to failure, deprivation and the accumulation of conflicts caused by the feeling of insecurity.
- Between violent computer games (0.300); and tendency to aggression, there is a significant relationship. People who are more interested in violent, criminal and scary computer games are more prone to aggressive behavior.
- Between risky social behaviors (0.149); and the tendency to aggression has a significant relationship. The greater the tendency towards high-risk social behaviors such as smoking, hookah smoking, drug use, high-risk driving, alcohol and illegal consumption, the greater the intensity of aggression.
- Between social capital (0.132); and the tendency to aggression has a significant relationship. With the reduction of social capital in the family and society (trust, cohesion, support and participation), the intensity of social aggression will increase.
- Between social exclusion (0.145); and the tendency to aggression has a significant relationship. As the intensity of social rejection increases, the level of aggression also increases.
- Between social control (0.361); and the tendency to aggression has a significant relationship. The more rational the intensity of social control, the less the intensity of aggression.

**Cultural reasons**

- Between religious beliefs (0.134); and the tendency to aggression has a significant relationship. The more religious beliefs in the family and youth, due to the creation of social belonging and self-control, the areas of aggression will decrease.
- Inappropriate leisure style (0.288); and the tendency to aggression has a significant relationship. If there are no suitable social leisure grounds and conditions in the society, the intensity of aggression will also increase due to the reduction of vitality and healthy recreational styles.
- Between family cultural capital (0.124); and the tendency to aggression has a significant relationship. The higher the level of cultural capital of the family, due to the social and behavioral skills and rational facing it, the intensity and bases of aggression will also decrease.
- -Between the moral commitment of the family (0.316); and the tendency to aggression has a significant relationship. Families that adhere more to moral issues also decrease the intensity of aggression.
- -Between activities in virtual space (0.155); and the tendency to aggression has a significant relationship. The more time people spend online, the more aggressive they become.

**Psychological reasons**

- Between couples' lack of understanding (0.112); and the tendency to aggression has a significant relationship. People who have little understanding at home and live in social tension, their children tend to be aggressive.
- Between the experience of violence and crime (0.236); and the tendency to aggression has a significant relationship. People who experience violence and are victims of social crimes are more prone to aggression.
- Between the feeling of inferiority (0.200); and the tendency to aggression has a significant relationship. The greater the intensity of the feeling of social inferiority, the greater the intensity of aggression.
- Between dissatisfaction with the family (0.245); and the tendency to aggression has a significant relationship. People who are socially dissatisfied with their family situation become more aggressive.
- Between academic failure (0.381); and the tendency to aggression has a significant relationship. The greater the severity of academic failure in individuals, the higher the level of aggression.
- Between dual upbringing of children (0.210); and the tendency to aggression has a significant relationship. Families that are in conflict, conflict and duality

in the field of education and socialization of their children, mostly strengthen the bases of aggression.

- Between the weakness of individual skills (0.284); and the tendency to aggression has a significant relationship. People who have low social and personal skills tend to be more aggressive.
- Between suppression of needs (0.113); and the tendency to aggression has a significant relationship. The more a person suppresses and does not achieve his individual-social needs, desires and demands, the more he will be prone to aggression.

**Background reasons**

- Between age (0.102); and the tendency to aggression has a significant relationship. Aggression decreases with age.
- Between the dimension of the household (0.189); and the tendency to aggression has a significant relationship. People who live in collectivist families with more members, because of more interaction and communication, the intensity of aggression is reduced.
- Between the economic base of the family (0.134); and the tendency to aggression has a significant relationship. As the economic base of the family increases; The intensity of aggression is reduced



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