Tendency to Violence of Young People in Their Adolescence Period and Precautions to be Taken

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Abstract. Adolescence is an important period in which many changes and difficulties take place in people including acquiring adult attitude and behavior, sexual maturity and body growth. The related studies show that adolescence, who follows self-acquisition ad autonomy phases, tends to attend gang activities, to use dangerous products, perpetration and to use violence. This study provides various (psycho-) social factors which direct adolescence to violence usage, additionally provides suggestions to enable adolescence to experience this period with the minimum difficulty depending on national and international studies.

Keywords. Adolescence period violence, Precautions against violence, Environmental factors, Family and violence.

JEL. E24, J24, O15.

1. Introduction

S ince it produces a complex structure including various individual and societal factors, the description of violence differentiates with parallel to the objectives of people who describe it. With the broadest description; violence is all kinds of behavior which cause individuals, groups or communities to have physical, sexual, psychological, verbal, emotional, economic, cultural, figurative or symbolical damages, to experience pain, and fear, and to be exposed to threat and pressure which may enable this conditions or limit the freedom.

Adolescence is a period in which violence based behaviors increase in individuals. According to the data of Turkey Statistics Institutions for Youth Statistics; the amount of violence cases are more in adolescence comparing to adults. Murdering someone is 2.1% in adult men while 2.8% in young men and 3.5% in young women (TUİK, 2011).

There are many changes observed in young people in adolescence period which is basically between 9-18 ages. The individual, who follows self-acquisition and maturity phases, has to deal with changes in their hormones and brain chemistry, emotional break-downs, the increased conflicts with parents and efforts to have autonomy and besides the gap between early physical growth and cognitive, social and emotional development which follow it (Gül & Güneş, 2009: 84).

Although the changes, internal-external conflicts stress and pressures experienced by adolescence are indispensable, his/her social environment and specially parents should be prepared. Because being prepared may lead to very

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different results rather than just waiting for the situation that is known to be. Otherwise, trying to give meaning to the behavioral changes happened in his/her family or in near environment will make the phase more difficult for adolescence while the changes in adolescence life is already difficult. On the other hand, the negative approaches in his/her parents or near environment may direct him/ her to give overreaction.

Although there are many theories related to causes of violence, the studies are in consensus about that social environmental factors are important as one's individual characteristics for the increased amount of violence cases in adolescence period. The precautions, which might be utilized to reduce violence cases in adolescence period in terms of various (psycho-)social factors, could be summarized as follows depending on national and international researches:

2. To be a Good Role Model

In early periods of childhood, parents are the most important role model for children and in the following periods acquaintances, teachers and other adults, and his/ her friends are included into role models. Therefore, violence related attitudes and behaviors of people that the adolescence observes are important in the attitude he/ she will adopt about violence (Gümüş, 2000: 26, 27).

Even though the child is not exposed to violence physically, children, who build model of attitudes and behaviors related to violence in parents or near environment, utilize violence as a general strategy to create communication with environment and to have desired results (Carlson, 1990; Bandura, 1997; Mihalic & Elliot, 1997; Avcı & Güçray, 2010). Research of Hinchey and Gavelek in which they analyzed how children were affected from the violence when they witness it in their families, show that such children spend less effort to create empathy and do not evaluate the situation with different perspectives (Hinchey & Gavelek, 1982). Different studies show that the adolescence, who have less ability to create empathy, have less social behavior and social sufficiency and they do more aggressive behaviors (Eisenberg & Miller, 1987; Simons, Paternite & Shore, 2001).

Another factor, which affects the development of violence behaviors in adolescence, is exposure to violence. Social world perception of children who are exposed to violence in or out the family is affected and their trust feelings are damaged. The child, who wants to feel safety, might use violence as a way of dealing with problems. Violence usage becomes permanent when children start building cognitive strategies related to normalizing this behavior (Salzinger, Feldman & Hood, 2002).

In the study conducted by Avcı, the results are found as follows; the families of adolescence, who do violence behaviors, are sufficient on problem solving, communication, creating emotional reaction, sustaining behavioral control, ability to give sufficient attention to children. Furthermore, in the analysis of these families' anger levels, their internal and external anger levels are found high in meaningful levels and their violence related behaviors are permanent. On the other hand, the families of adolescence who do not do violence behaviors can control their anger levels better (Avcı, 2006).

On the other hand, there are many studies show that individuals, who are exposed to violence behaviors, have serious behavioral disorders in adulthood and they do more anger and aggressive behaviors to their children in their future (Dilillo, Tremblay & Paterson, 2000; Frias-Armenta, 2002).

3. An Approach of Consisted Discipline and Type of Punishment

Bandura emphasized that violence and aggressiveness are behaviors which are adopted by children later and the processing patterns of rules which are applied by parents to children are important on violence behavior which are created by children (Salzinger, Feldman & Hood, 2002). The important factor here is the consistency of applied discipline, because the discipline, which is applies inconsistent fashion, might harden for children to understand the behavior is whether right or wrong and would increase the possibility of undesired behavior to be happened again.

Another important factor is the method of applied discipline. Garbarino resulted that the children of parents in authoritarian child raising style who utilize forcing discipline methods including shouting, commanding and criticizing might have difficulty on taking decisions and expressing their ideas, and they might have high level of anger (Garbarino, 1999). Gordon states that adolescence might regard authorities as evil then they might create violence behaviors, accordingly. Additionally Basic emotions which are painful including offence, not being understood, being refused, being afraid, worrying, being disappointed, loneliness might turn to angriness easily. Because adolescence's difficulty on organizing their motion states might turn them vulnerable to angriness provocations (Gordon, 1999).

The study of Moeller shows that robust physical punishment, which is utilized by parents, might increase the behavior of committing and violence in youth. Therefore, the punishment to be applies should create empathy feeling instead of violence in children (Moeller, 2001).

4. Strong communication

In the study of Simons et al. related to the family affairs, the results is achieved that the love relationship among family members play a preventive role for children to lean on violence There are three main factors about strong communication: These are as correct timing about teaching children that their wrong behaviors, an attentive attitude which is not criticizing and embarrassing the children and the time which is spent together (Simons, *et al.,* 1994: 263).

The study of Bahçıvan and Gençöz related to high school students shows the effect of problems, which are experience in family's general functions and insufficiency of problem solving about the adolescence's violence behaviors on the development of violence behavior in children (Bahçıvan-Saydam & Gençöz, 2005). As supporting this result, the study of Flannery depicts that the possibility of listening the talker in children, who are raised in a family in which the problems are talked openly and support is provided when necessary is higher comparing to the children who are raised in parents generally shout or command to children or communication is very poor. On the other hand, the study states that when the wrong behavior is verbally stated to children by child's mother or father, the children could be saved in the long run without she/ he has serious problems (Flannery, 2006: 109).

5. Peer environment

Adolescence, who has limited ability to deal with adolescence period problems and does not have sufficient support from parents, tries to have solution outside. The relationship with other peers, who experience change and searching phase as himself/herself, starts being dominant on his/ her behaviors for the young, who tries to find a new role with his/her new physical, emotional and cognitive features

(Gül & Güneş, 2009: 89). In sociological point of view, in this period the important of peer environment increased over time, if this environment is composed of people who have violence behaviors, this creates serious problems for adolescence (Flannery, 2006: 110). The study of Saçar about students shows that friend loyalty of students whose level of anger management is low, is lower comparing to students whose anger management level is medium or high (Saçar, 2007). This finding shows that adolescence in a friends group, which is composed of peer who has violence behaviors, finds difficult to exit the group once he/ she enters.

In this context, groups reflect dangerous groups whose members are loyal to each other. The feeling to be a member of groups serves to ownership feeling, not being able to recognized in crowd and to the purpose of being himself/ herself with the feeling of similar, in subtle version (Yaman, 2006: 4). Group members think of giving damage to himself/ herself more than the people who are a member of a group increase the possibility of using drugs, exposure to violence and do behaviors which is considered as guilt and violence (Flannery, 2006: 114).

6. Keeping away from Dangerous Material and Violence related Tools

The studies conducted related to youth show that drug usage and firearm usage increases the risk to be murder perpetrator or victim in a certain degree (Wilkinson & Fagan, 2001; Miller, Azrael & Hemenway, 2002). According to Cillessen, when an individual is not able to cope with his/her anger, has deviant ideas about community, does not have peer affairs or friend with whom she/he can discuss her/his ideas effectively, has experience of gun usage or ability to reach them, the violence experienced in adolescence may even result in death (Cillessen, 2002).

The study of Flanner et al. adolescence who is in such environment where friends or family members use drugs or take alcohols has more possibility to start using drugs and alcohols comparing to those who is not in such environments (Flannery, et al., 1994). According to Işık, adolescence regards drugs and alcohol as a tool which allows them to do violence toward others. The people who start using alcohol and cigarette in earlier ages lean to guilt and violence easier (Işık, 2006: 296).

7. Societal Attention and Self-Confidence

According to Adler, when societal attention, as being the most important potential power which should be developed in a consisted person, is lack in an individual, various neurotic reactions are produced (Adler, 1997). Adolescence might turn to violence in order to gain attention, power, respects or popularity among their peers. On the other hand, the adolescence, who use violence, regard themselves as lonely or unwanted person as losing their dearness so that they might feel more anger (Denmark, et al., 2005). According to the study of Thomas and Smith, almost half of the adolescence, who uses violence, states that they are not loved and they are lonely: this rate is 49% in male students and 41% in female students (Thomas & Shmith, 2004).

Aggressiveness is one of the basic behaviors against the blocking feeling (Dollard, et al., 1939). This block can be both external sourced or internal sourced. If the child could be helped to eliminate blocks resulting from low level of self-confidence, the violence behaviors could also be eliminated (Öz, 1997; Dizman, 2003). In this content, it is important for the social attention and support which is needed by adolescence that social environment should direct adolescence to an art or sport field which she/he is interested in, encourage her/ his good behaviors instead of criticizing the features which she/ he does not have, not compare her/him

to other people, let her/him know that they give respect to her/ him about their attempts.

8. Media

Bandura supports that symbolic models in media which uses violence have violence increasing effects on children's attitudes and behaviors (Bandura, 1977). Avcı and Güçray show that rather than family wide conflicts, media and peer environment have effects on children to lean violence (Avcı & Güçray, 2013).

Studies related to media and violence direct attention to that generally violence creates negative effects on individuals subtle and polite fashion via media. This negative effect takes places as repeating and observing the observe violence, regarding them as a normal daily behavior so that individuals become neutral to violence. Although the audience or reader is not directly affected from the violence scene, the adopted behavioral styles and related cognitive codes from these stories give rise to violence as becoming guidance in aggressive moments (Yıldırım, 1998: 41).

Eron and Huesmann researched the effects of violence scene in televisions on children and young people so that they observed the experiment group 11 years after they watched violence related films and the results are found as such children have more violence related behaviors comparing to children who did not watch such films (Eron & Huesmann, 1993).

In this context, especially parents should be good models for children and media exposure, they should guide, determine the media usage, sustain consistent attitude and control systems, and not provide media tools to children.

9. School and Relationship with Teachers

School and relationship with teachers are another important factor affecting the violence behavior. The study conducted by Mertoğlu et al. shows that there is very close relationship between violence in school and teacher attitudes. Therefore, the violence perceptions of students increase in schools where negative teachers work. School principal's attitude, school facilities and students' ownership feeling for their schools are included in the factors affecting violence. According to research results, teacher attitude is the most important factor. Researchers states that violence cases in schools cannot be eliminated if teachers are not good qualified, do not have class management skills, do not know students well, do not have enough communication skills regardless of how well school's physical conditions, tools and the annual curriculum. Another research finding is the way of student's description for positive and negative teachers. According to students, negative teachers are those who are impatient toward them; do not behave equally in class, mock students frequently and criticize students in class without valid reasons. On the other hand, according to students, positive teachers are those who they can consult about problems related or not related to school, might ask questions about subject they did not understand, encourage students for their success, respect students' ideas, love students in class. Therefore, teachers' features including insufficiency in their professions and insufficient communication skills, aggressive leadership styles, injustice applications, insufficiency o managing student behaviors and low level of support for their students might give rise to aggressiveness and violence behaviors in schools (Mertoğlu, et al., 2008).

A similar example could be cited from Öztürk's research about secondary education student associated to Malatya. In this study, the aggressiveness levels of secondary students who are content with their relationships with teachers and are not are compared to each other and those aggressiveness levels of who are not

content with their relationships with teachers are found significantly high (Öztürk, 2008).

10. Professional Support and Cooperation among Institutions

The related studies show that anger management trainings and violence decreasing programs which are offered to students are positively effective on primary education, high school and university students (Duran & Eldeleklioğlu, 2005; Özmen, 2006; Gültekin, 2001). The training, which is given to students prior to their adolescence periods, is important since it prevents development of violence behavior and creating the in-violence approach. The individuals, who adopt in-violence approach, support that problems could be solved in different ways without using violence and in-violence approach is a human-kind living style (Korkut-Owen, & Owen, 2008).

On the other hand, families and students should be provided information about subject including effective family wide communication, developmental characteristics of adolescence period and suitable approach methods for children, implementing correct discipline manners and award- punishment styles, via psycho-educational programs in order for them to be supportive toward adolescence.

11. Conclusion and Suggestions

Violence could bring difficulties on individual, family and community in terms of social, economic, emotional and spiritual manners and it could be transferred to coming generations unless it is eliminated. Negative attitudes and behaviors of family members and near environment related to violence, effective communication with children depending on love and respect without being criticizing, consistent discipline applications, appropriate award- punishment and discipline methods, ability of children to understand their peer environment, cooperation with school and teachers, ability to keep children away from environments where drugs and dangerous materials are used, role models for media usage, opportunities to offer professional support when needed are primary precautions could be taken for preventing children from violence behaviors in their adolescence periods.

Correct timing for taking and implementing all these precautions and cooperation with all institutions of community are very important.

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