

INVESTIGATION OF SOCIO-PSYCHOLOGICAL FACTORS THAT ARE EFFECTIVE IN ORIGINATING
AND PRODUCING BEHAVIOURAL DEVIATIONS OF IRANIAN PUPILS 10 to 18 YEARS OF AGE.

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Abstract

Unfortunately, at present, the attitude of society in relation to socio-psychological deviations and juvenile delinquency is limited to judicial and disciplinary actions. Consequently, no educational or instructional conjunction is pursued to exterminate the crime-producing elements of society. What is being done, in fact, is to fight against the outcome, rather than the causes. In reality, elimination of social or psychological crime is no easy task. Economical, emotional and psychological factors have to be known in order to solve the problems.

Results of our research have shown that the most important factor in behavioural disorders and juvenile delinquency of school students, for instance, constitutes failure of students, despotic methods of parents, the manner of passage of their leisure time and undesirable friends.

Introduction

Factors, effective in creation of behavioral disorders among young adults, especially school students, constitute an issue which has attracted experts and specialists in psychology as well as in education and criminology. These experts have engaged in researches in order to identify the reasons involved, and find ways and means to check school students' deviations.

Social science experts believe that since the moment of birth, man comes to live amongst a network of reciprocal relations in the society, and in the course of reciprocal behavior occurring between him and others, absorbs the cultural values and heritage. Therefore, man, without the influence of external environment, cannot meet his material and moral requirements. Man's personality is not something congenital and constant but its main part is affected by environment.

Psychologists, educationists and educational researchers hold the view that such issues as emotional deficiencies, discrimination within the family, despotic methods, divorce and friction in family, excessive absence of parents from home, deviations on the part of children, improper school atmosphere, and corruption of parents are main factors behind such deviations.

Definition and Brief History of Commission of Misdemeanor by School Children

Crimes committed by young adults are not essentially

specific to a particular society or culture. Rather, all human communities and cultures are entangled and confronted with this problem and hence they devise solutions, chalk out plans, and take measures to prevent them.

In most countries, the terminology "young children's delinquencies" refers to a youngster who is generally aged between 13 and 18 years and commits such an act which is punishable under law. Some of the acts committed by young adults such as theft, assault, murder, homicide and use of narcotics, even if committed by an adult, are considered as offenses and crimes. However, other behaviors which may be described as "Special or Circumstantial Crimes" are specific to young adults. Included among them are such acts as running away from school, staying away from home until late in night, loitering, rebellion and disobedience, and flight from home in young age. These acts, in case committed by a young adult alone, are deemed as "Special Crime".

Undoubtedly, in order to trace the causes of young adults' delinquencies, we come across numerous factors involved in them. Both social conditions and individual experiences are responsible for the emergence of the phenomenon of such offenses. Poverty and living conditions stemming from them, in themselves constitute a major collection of these factors. Ties between parents and child coupled with personality characteristics are

another group of factors for delinquency.

Researchers believe that in the meantime, school and educational system can also play a two-way role in case of a delinquency. On the one hand, school can pave the way for emergence of delinquent and unlawful behaviors, and on the other hand, uproot this problem in youngster's personality through a well-calculated strategy and cautious and preventive measures, thus providing him the possibility of blossoming his energies, and putting his mental, emotional and physical faculties in a creative, constructive, useful and desirable channels.

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The Problem

With regards to the records of authorities on education, disciplinary centres and judicial system, a certain number of school pupils suffer from behavioral deviations such as: Theft, sexual deviations and addiction. It is evident that the commencement of social crimes befall the age-groups of youngsters and youths, which form the great majority of school students. These age-groups commit the greatest part of social offences. On the basis of statistics, only in the year 1982, on the whole 51322 individuals at the age level of 13 to 30 years of age, were arrested in relation with various charges such as: Theft, sexual deviations, addiction, running away from home, fraud, armed robbery, false testimony **and so on.**

Drug abuse, too, has had a considerable increase. According to informal statistics the percentage of addiction among the age-groups of youngsters and youths has grown rapidly. These figures in comparison with previous years show conspicuous increase.

The sum of these data leads us to the grim realization that socio-psychological misdemeanours among the school pupils has proceeded unnaturally. Not only does this problem threaten the core of families; but it also undoubtedly affects public health, with social and legal reactions; whereupon adding to national educational difficulties and instruction of skilled labours.

The Subject and the title of the research:

Investigation of socio-psychological factors that are effective in originating and producing behavioral deviations among Iranian pupils, aged 10 to 18.

The aim of the research

The aim of the research is to review the pathogenesis phenomenon of behavioral deviations. In this research, the causes of theft and sexual deviations-out of various youngsters' offences-are put under the study. The reason for selecting these two phenomena and studying them

simultaneously is the assumption that a common percentage of pupils commit both of these crimes and therefore might be interconnected. Furthermore, throughout the research the various economical, cultural, social and educational origins of criminality are recognised.

The usage of the research

The results of this research will undoubtedly be useful for all educational programmers concerned, especially for programmers of educational system, authorities of the country's judicial system, and psychiatric clinics for children and youths. A precise and comprehensive recognition of the problem and its inspection would clarify the causes and factors of social and psychological offences, and in addition it can aid all those who have responsibility in modifying the psychological, educational and economical defects.

Hypothesis

In this research 35 principal hypotheses and 14 subsidiary hypotheses are listed as follows:

1. There is a difference between the personal specifications of delinquent pupils and non-delinquent ones. For this hypothesis, the following subsidiary hypotheses are compiled:
 - 1-1: Delinquency is higher at the age level of 12 to 16 than other age levels.
 - 1-2: Male pupils commit more offences than female pupils.
 - 1-3: The pupils who have physical defects commit more offences than healthy ones.
 - 1-4: The physical condition of pupils has a bearing on culpability.
2. The educational attitude of delinquent pupils, in comparison with nondelinquent pupils is poorer.
 - 2-1: The educational level of delinquent pupils is usually at the level of secondary school.
 - 2-2: The delinquent pupils (from the point of view of their teachers) have a rather low or average IQ.
 - 2-3: The studying condition of delinquent pupils, in comparison with nondelinquent ones, is either average or poor.
 - 2-4: Delinquent pupils, in comparison with other ones often fail or have repeat examination in mathematics, physics and chemistry.
3. Delinquent pupils, in comparison with other pupils have less compatibility and adjustability at schools.
 - 3-1: Delinquent pupils commit much more offensive acts at schools than other pupils.
4. More delinquent pupils, in comparison with other pupils, have lost their fathers at an early age.
5. The fathers of delinquent pupils, more often than not, are over 50 years old.
6. The delinquent pupils whose fathers are in free businesses, in comparison with other pupils, whose fathers are not in free businesses, commit more offences.
7. The number of delinquent pupils in families, in which the head of the family is jobless or unemployed, is high.
8. The frequency of culpability in certain classes, that

- fathers' incomes amount to no more than around 20000 to 40000 Rials per month, is higher than other classes.
9. The fathers of delinquent pupils, in comparison with fathers of others, have a lower level of education.
10. More delinquent pupils, in comparison with other pupils, have lost their mothers at an early age.
11. The mothers of delinquent pupils, more often than not, are over 40 years old.
12. Great number of delinquent pupils' mothers are housewives.
13. In comparison with other mothers, the juvenile delinquents' mothers are usually illiterate.
14. The juvenile delinquents' mothers have usually no income of their own.
15. The delinquent pupils' relationship with their parents is not altogether complimentary.
- 15-1: In comparison with other parents, the delinquents' parents have little respect for one-another.
- 15-2: In comparison with other parent, the delinquents' parents are not very compatible.
- 15-3: In comparison with other parents' the delinquents' parents have little sympathy for each-other.
16. In comparison with other fathers, the fathers of delinquent pupils have usually married more than once.
17. More of delinquent pupils, in comparison with ordinary pupils, live in families with either stepfather or stepmother.
18. Many of the delinquent pupils are the lastchild of the family.
19. People with whom the delinquent pupils live (apart from the parents) have usually very low level of education.
20. There is a difference between the condition of living place of delinquent pupils and ordinary pupils.
- 20-1: Delinquent pupils, in comparison with ordinary pupils usually live in mean streets and slums.
- 20-2: The parents of the many of delinquent pupils have no houses of their own.
21. Compared to ordinary pupils, delinquent pupils are usually immigrants.
22. The kind of delinquent pupils' immigration is mostly from rural areas to cities.
23. Compared to immigrated ordinary pupils, the manner of delinquent pupils' immigrations have been singley and not with the family.
24. Compared to ordinary pupils, delinquent puils have immigrated for a longer time.
25. Compared to ordinary pupils, delinquent pupils do not usually spend their leisure time in correct manner.
26. Compared to ordinary pupils, delinquent pupils have no interest in sports.
27. Unlike ordinary pupils. delinquent pupils, delinquent pupils, do not choose their friends among other pupils.
28. The reason of delinquent pupils' interest in their friends, in comparison with ordinary pupils, is not out of respect or sympathy.
29. The interest of delinquent pupil in their friends, in comparison with ordinary pupils, is not out of academic or spiritual benefits.

30. Compared to ordinary pupils, delinquent pupils believe that their friends seek to exploit them.
31. Compared to ordinary pupils , delinquent pupils have fallen seriously ill al least once.
32. Delinquent pupils usually have more personal acci-dents that ordinary pupils.
33. Delinquent pupils have more frequently had unusual family accidents than ordinary pupils.
34. Compared to ordinary pupils, many of the delinquent pupils usually suffer from personality disorders.

The research methods

A: The group which has been brought to study consists of the entire elementary and secondary school pupils of the country in the academic year of 64-65 (Iranian calendar) at the age level of 13 to 20.

B: Samples of the research.

The samples of the research consists of 2652 pupils from all over the country, who according to teachers and educational instructors have committed certain offences such as theft, homosexuality, addiction or other types of behavioral deviations. In addition, 881 normal or ordinary pupils were selected at random as a comparative research group from various schools. The manner of the selection of delinquent pupils, too, according to the connected charts has been at random (or accidental). For further information the complete records should be consulted.

Accumulation of information:

Personal, family and educational specifications of these pupils were accumulated by questionnaires, containing 21 factors. Each factor contained several questions and in order to transform the information into computer calculations the questionnaires were coded in I.B.M. cards. Afterwards the computer information lists were computed and the results were analysed in descriptive method and inference method.

Chart number 2-1: Frequency distribution of youngsters under study in Tehran:

The twenty regions		number of youngsters
1 . region	1	24
2 . region	2	10
3 . region	3	32
4 . region	5	24
5 . region	6	32
6 . region	7	96
7 . region	8	96
8 . region	10	32
9 . region	11	8
10. region	12	184
11. region	13	24
12. region	14	88
13. region	15	70
14. region	17	8
15. region	19	24
16. region	20	8

Chart Number 2-2: The frequency distribution of under study boys and girls in different counties

Counties	Boy		Girl		Sum total
	Total	Percentage	Total	Percentage	
Tehran	456	60,3	302	39,7	760
Eeastern Azarbayejan	44	45,8	52	54,2	96
Esfahan	87	83,7	17	16,3	104
Tehran counties towns	104	76,5	32	23,5	136
Khorassan	53	41,4	75	58,6	128
Ahvaz	98	49	102	51	200
Zanjan	36	64,3	20	35,7	56
Semnan	50	89,3	6	10,7	56
Sisstan & Bluchestan	86	49,7	87	50,3	173
Fars	3	6,2	45	93,8	48
Mazendaraan	238	93	18	7	256
Kerman	101	97,1	3	2,9	104
Gillan	102	75	34	25	136
Centre	46	71,9	18	28,1	64
Hamedan	169	73,2	62	26,8	231
Yazd	68	70,8	28	29,2	96
Grand total	1751	66	901	34	2652
Control Group	531	6,4	349	39,6	881

“Part Three”

“The analysis of the accumulated information”

The accumulated information which was propounded in part two, consists of 84 variables with following titles and the questionnarie was executed in two parts and then analysed.

Part one consists of discriptive analysis. In this part the existing facts were accumulated and then analysed by using frequency distribution charts, percentage calculation and the square K test.

Part two consists of multi-variables regression analysis. In this part by using the (stepwise) method, the under-the-study factors were selected by the order of the percentages of differences which explain the behaviorial deviations, and the forcast models were ascertained.

First Factor, Personal specifications:

- Place of birth
- age
- sex
- physical deficiency
- Physical condition

Second factor, educational specifications:

- level of education
- place of education
- condition of education
- condition of failure

- failure at elementary school
- failure at secondary School
- failure at highscool
- repeat examination

Third Factor, environmental adjustment:

- environmental adjustment

Fourth factor, father’s specifications:

- Student’s age at the time of father’s death
- father’s age
- father’s occupation
- father’s rate of income
- level of father’s education

Fifth factor, mother’s specifications:

- Student’s age at the time of mother’s death
- mother’s age
- mother’s occupation
- mother’s rate of income
- level of mother’s education

Sixth factor, parents’ relationship:

- Parents’ compatibility
- Parents’ respect for one-another
- Parents’ sympathy for one-another

Seventh factor, present home condition:

- father’s remarriage
- with whom father has remarried
- mother’s remarriage
- with whom mother has remarried
- with whom father lives at the present
- with whom mother lives at the present
- number of the family members
- which child the youngster is
- with whom the youngster lives
- rate of income of the people
- with whom the youngster lives
- level of education of the people
- with whom the youngster lives

Eighth factor, condition of residence:

- Specifications of residential place
- Type of residential place
- number of rooms in residential place

Ninth factor, immigration:

- Immigration
- war migration
- circumstances of migration
- length of migration

Tenth factor, manner of spending leisure times (recreation):

- Study, reading, sports, cinema
- television, strolling, parks, etc...

Eleventh factor, confronting problems:

- manner of reacting to problems

Twelfth factor, inclination towards theft:

Furtive and/or forceful theft
manner of attempting theft
reason for attempting theft
tendency towards theft

Thirteenth factor, sexual deviations:

inclination towards sexual
deviation and its type
reason for deviation
manner of commitment

Fourteenth factor, addiction:

addiction and its type
reason for addiction
smoking cigarette

Fifteenth factor, other deviations:

Type of deviation

Sixteenth factor, interest in sports:

degree of interest in sports

Seventeenth factor, friends:

intimate friends
place of forming friendships
degree of friends' interest in
him
reason for his interest in
friends
aim of his friends' friendship
with him
his opinion of his friends

Eighteenth factor, illnesses:

First serious illness
age of being afflicted by the
first serious illness
consequences of first illness
Second serious illness
age of being afflicted by the
second illness
Consequences of second illness
reason for the second illness

Nineteenth factor, personal incidence:

First incidence and its sort
consequences of first incidence
second incidence and its sort
consequences of second
incidence

Twentieth factor, familial incidence:

First familial incidence and its
sort
Consequences of first incidence
Second incidence and its sort
consequences of second
incidence

Twenty-First factor:

emotional type
Schizoid type
Sociopathic type

Part one: The conclusion of descriptive analysis

In order to determine the important factors in behavioral deviations (theft, sexual perversion, addiction) 84 variables were chosen for two groups of students (at the

level of elementary and secondary school); one group with involvement in the above mentioned deviations and the other group apparently not. The conclusions are as follows:

1. Place of birth:

Out of 2652 school pupils who were the object of this study 15.3 per cent of them were born in villages and rural areas, and 84.7 per cent in cities and towns. Although the difference between the percentages appears to be outstanding, however since this percentage in comparison with noncriminal school pupils is not significant, it is concluded that the place of birth could not be a decisive factor in committing offences.

2. Age:

63.2 per cent of the school pupils studied are at the age level of 12 to 16. Yet since the percentage in question is not statistically significant, the hypothesis which limits behavioral deviations to the age level of 12 to 16 is not valid.

3. Sex:

66 per cent of the school pupils studied were male. The same percentage in comparative group is 60.4. With regards to the utilized statistical test, it is concluded that male pupils are entangled in behavioral deviations more than female pupils.

4. Physical disablement:

7.5 per cent of the youngsters studied suffer from physical deficiency. Yet, since the utilized statistical test does not confirm the significance of difference between the percentage of this group with comparative group, the Hypothesis that the number of school pupils with physical deficiencies who are involved in behavioral deviations is higher than normal pupils, is rejected.

5. Level of education:

50.5 per cent of juvenile delinquents were at the level of secondary schools. Besides, since the calculated statistical test confirms the difference between the percentages of the two compared groups, it is concluded that school pupils with behavioral deviations are mostly at the level of secondary schools.

6. Locality of education:

According to the accumulated information, the pupils who have been studying at the county-centres have been drawn to behavioral deviations less than others.

7. Studying condition:

The studying condition of juvenile delinquents have been: mediocre 42.5 per cent, poor 32.4 per cent and very poor 10.5 per cent. Consequently the supposition that the studying condition of juvenile delinquents, in comparison with normal pupils, is of poorer quality, is confirmed.

8. Condition of the failed (flunked):

On the basis of the accumulated information, 27.13 per cent of juvenile delinquents have failed their annual examination once, 8 per cent of them twice and 1.2 per cent of them thrice. With regards to the performed statistical test, it is concluded that to be failed or flunked plays an important part in drawing youngsters towards deviation. Unfortunately, however, the percentage of the failed (or flunked) non-delinquent school pupils is also rather high. Ultimately, it has to be propounded that the

studying condition of the school pupils, on the whole is poor.

9. The situation of the conditioned school pupils:

83.4 per cent of delinquent pupils have had repeat examinations in one subject or more during their various courses, whereas the same percentage for the comparative group is 59.3 per cent. The amassed information corroborates that the studying condition of juvenile delinquents is far from desirable and hence, this factor has had a considerable effect in drawing them towards deviation. Therefore, the assumption that delinquent school pupils are, from the academical point of view, at a rather low level, is confirmed.

10. confrontation with school authorities and administrators:

82 Per cent of delinquent pupils have had various sorts of confrontations (such as: verbal quarrel, disturbing law and order, scuffling, etc.) with school authorities; whereas the same percentage for the comparative group is 3.1 per cent. Therefore with regards to the calculated statistical test it is concluded that delinquent pupils have a much lower degree of adjustment than ordinary pupils.

11. With regards to the accumulated data, the assumption that delinquent pupils have lost their mothers or fathers at early ages is not valid.

12. Gathered information corroborates that father's age has no bearing on youngster's delinquency.

13. According to existing information, there is no significant difference between the percentages of types of fathers' occupations; except certain differences among free businesses.

14. Father's income:

On the basis of existing information there is a reverse relation between the frequencies of school pupils' delinquency and fathers' rate of income. So that the lower the rate of father's income the higher the frequency of delinquency. Thereby the supposition that delinquent pupils' fathers have low rates of income is confirmed.

15. Father's level of education:

Collected information rejects the assumption that the level of delinquent pupils' fathers' education is lower than the level of education of ordinary pupils' fathers.

16. There is no significant relation between mother's age and youngster's delinquency.

17. The pupils whose mothers work (unofficially) are drawn to delinquency more than others.

18. The majority of juvenile delinquents belong to families whose mothers, rate of income is either very low or very high.

19. Although the accumulated data discounts the part of father's education in delinquency, yet these same information, corroborates the influence of mother's education in delinquency. Thus, it can be concluded that the influence of mother's education is more important than the influence of father's education in training children.

20. Parents' compatibility:

The degree of parents' compatibility of 52.3 per cent of delinquent pupils has been nugatory; the mutual respect of 34.4 per cent of parents have also been nugatory; so too, is the cooperation of 41.8 per cent of parents. Through a

comparison of these percentages with the same percentages of the parallel group, an outstanding diversity is perceived, thus it is concluded that mutual respect and compatibility, and cooperation of parents can greatly influence the delinquency of school pupils.

21. Father's remarriage:

18.3 per cent of fathers of delinquent pupils have had remarriages, whereas this percentage for the parallel group is 12 percent. of these 41.2 per cent have been because of personal disagreements and 26.1 per cent, because of tendency towards polygamy. Since the difference between the percentages of parallel groups is significant, it is concluded that family disputes and personal disagreements which lead to divorce and eventually to remarriage have grave influence on the delinquency of school pupils. Besides, since 6.5 per cent of mothers of these same delinquent pupils have had remarriages after their divorce, it can be concluded that many misdemeanor youngsters often live with either step-fathers or stepmothers (20 per cent of under-the-study delinquent school pupils do not live with their families).

22. Accommodation:

Not only is the assumption that most delinquent school pupils-in compare with non-delinquent school pupils-live in slums and down-town areas is discounted, but also the existing data confirms that most of misdemeanor school pupils are from wealthy districts.

23. The living place of most delinquent school pupils have been rented or mortgaged. However, this conclusion is significant only in comparison with non-delinquent school pupils.

24. Immigration:

On the basis of accumulated information, the percentage and type of migration, either from foreign countries to Iran, or from one city to another, is higher, and more various among delinquent pupils than the parallel group. Whereby it is probable that these two kinds of migrations would be effective in drawing youngsters toward deviations.

25. Leisure times:

25.4 per cent of delinquent pupils spend their leisure times idly, whereas the identical percentage for the parallel group is 5.18 percent. Besides, since the difference between the percentages in question is significant, it can be concluded with 99 per cent certainty that how to spend leisure times is a decisive factor in drawing school pupils toward deviation.

26. Confronting difficulties:

76.6 per cent of ordinary youngsters have stated that when they confront difficulties they attempt and endeavour to solve the problem and overcome it, whereas the same percentage for delinquent pupils is 32.5 per cent. 20.5 per cent of school pupils with behavioral deviations have expressed tendency toward committing suicide and 12.5 percent inclination for giving in when confronted with problems. Consequently, the hypothesis setting forth that youngsters with behavioral deviations, in comparison with ordinary youngsters, are not altogether capable of making correct decisions is confirmed with 99 per cent certainty. Meanwhile, since 6.7 per cent of ordinary school pupils,

too, have expressed tendency toward suicide while confronting difficulty, this disposition is an indication of general depression among school pupils.

27. Sports:

The supposition that delinquent school pupils, in comparison with ordinary pupils show much less interest in sports is confirmed with 99 per cent certainty.

Friends:

Most delinquent school pupils unlike ordinary pupils choose their friends usually from upper classes or even non-student youngsters from out of the school environments. The existing information corroborates that friendship is a very decisive factor in drawing school pupils toward deviation. The interest degree of 26.8 per cent of juvenile delinquents in their friends is: 56 per cent mediocre, and very little 1.7 per cent. 4.8 per cent of these students have stated that the reason for their friendships is fear. Consequently the assumption that delinquent school pupils do not base their friendships upon educational, cultural or spiritual objectives is confirmed.

29. Illness:

48.8 per cent of delinquent school pupils have been afflicted with one of the sixfold heart or lung diseases, whereas the identical percentage for the parallel group (non-delinquent school pupils) is 60.6 per cent. Therefore the hypothesis that childhood diseases play an important part in delinquency is not valid.

30. Illness's consequences:

16.4 per cent of delinquent school pupils have had childhood diseases with certain consequences. Through comparison of this percentage with the percentage of the parallel group it is concluded that consequences of diseases could be effective in delinquency.

Furthermore being afflicted with serious diseases can also be cause behavioral deviations. Thereby the hypothesis that delinquent school pupils, in comparison with non-delinquent ones, have been afflicted with one or more childhood diseases with certain consequences is confirmed.

31. Personal incidents:

35 per cent of under-the-study group and 21.6 per cent of the parallel group have had personal incident such as: Falling from heights or attempting suicides, 5.7 per cent. Meanwhile, since the difference between the percentages of two compared groups is significant, it is concluded that delinquent school pupils are often adventurous. Moreover there is also the probability that school pupils have also depressing backgrounds.

32. Family incidents:

According to the accumulated information the families of the school pupils who suffer from behavioral deviations have had more accidents than families of the parallel group. Since, however the difference between the frequencies of the two groups is not statistically significant the hypothesis that the families of delinquent school pupils have been involved in accidents more than other families is not confirmed.

33. Emotional (or histrionic) type:

Emotional type represents a personality disorder. On the basis of existing information 26.7 per cent of delin-

quent school pupils could be classified as having this disorder at high and very high degrees, whereas the same percentage for the parallel group is 2.6 per cent. In the same order this disorder has been observed in 35.3 per cent of delinquent youngsters at mild degrees, whereas the same percentage for the parallel group is 15 per cent. Thereupon it is concluded that this personality disorder could be a background for delinquency.

34. Schizoid type:

Schizoid type represents another personality disorder (Where through the lack of healthy social relations appear). On the basis of accumulated information 33.51 per cent of delinquent school pupils suffer from this disorder in mild or extreme degrees, whereas the same percentage for the parallel group is 15 per cent. Consequently this disorder can be said to play an important role in drawing youngsters toward behavioral deviations.

35. Sociopathic type:

The last personality disorder which was studied in this research has been sociopathy (anti-social types). On the basis of existing information 39.8 per cent delinquent school pupils have had this disorder mildly and 4.9 per cent of them severely. And, since the calculated statistical test confirms the significance of the difference between the percentages of the two groups, it can be concluded that more of delinquent school pupils, in comparison with non-delinquent ones have this personality disorder; and are of anti-social types.

"The analysis of multi-variables regression"

With regards to the point that behavioral deviations are expansive and multi-dimensional, efforts have been made to analyze the degrees of alterations, that make each following factor of behavioral deviations clear, and eventually ascertain a mathematical design (or model) for it. Hence, in order to gain access to this objective the analysis of multivariables regression-by making use of "Stepwise procedure"-was utilized and the outcome of this analysis will be discussed at various stages (or step) by step.

- 1- Individual specifications
- 2- Educational specifications
- 3- Father's specifications
- 4- Mother's specifications
- 5- Parents' mutual relationship
- 6- Family life of the youngster
- 7- Home condition
- 8- Immigration
- 9- How to spend leisure times
- 10- Friends
- 11- Personal & Family incidents
- 12- Emotional (or histrionic) type
- 13- Schizoid type
- 14- Sociopathic (or anti-social type)

Section two: The outcome of the analysis of multivariables regression

With regards to the point that behavioral deviations are expansive and multi-dimensional, the correlation between

14 factors (with each factor consisting of several variables) and behavioral deviations was put to analysis and the forecast model of behavioral deviations was designed through calculations and ascertained. of the 14 factors, those which are associated with (or corresponded to) educational specifications have the highest degree of correlation with behavioral deviations. In other words, delinquent school students are usually those whose educational condition is poor. These factors account for 55 per cent of variations of behavioral deviations. It means that if the behavioral deviations contain variations equal to one hundred per cent, 55 per cent of delinquency causes are distinguished through these two factors (concerning education). In other words, in the event that educational problems and complications of school pupils could be rectified appropriately through correct programming, 55 per cent of school pupils' behavioral deviations would become under control. Therefore it was placed as the first factor in forecast model. In second stage the education specifications were put under control by utilizing the method of statistical correlation and of the remaining factors, mother's specifications have the highest degree of correlation with behavioral deviations. These factors add another 6.51 per cent to the explicated variations of educational particulars.

So, The two factors, jointly, explain 63.11 per cent of behavioral deviations' variations. Thereby it is indicated that the second factor which plays a decisive part in behavioral deviations of the delinquency of school students is the specifications of their mothers (such as: level of education, occupation, rate of income, age, marriage, etc.).

In the third stage-among the remaining factors-fathers' specifications have the highest degree of correlation with behavioral deviations. At this stage, this factor, and the above-mentioned factors, jointly, account for 64.15 per cent of the background of behavioral deviations. This kind of statistical calculation was used for the entire remaining factor. The final result of the calculations according to the order of importance in forming the background of behavioral deviations is as follows:

1. Educational specifications
2. Mother's specifications
3. Father's specifications
4. How to spend leisure times
5. Friends
6. Condition of the dwelling place

Furthermore, the forecast model of behavioral deviations and the completion of other stages is summarized in the following chart.

The summation of analysis and regression

1. Locality of research: The entire nation.
2. Equation of prediction:

$$y^1 = -2.35 + 0.29y_2 + 0.19y_4 + 0.13y_3 - 0.31y_9 + 0.09y_{10} + 0.13y_7.$$
3. The correlation and the variance that was explained

Variants:

relevant correlation	explained level of variants	significance	equation of prediction
1.0.75	57.5	0.01	$y' = 0.65 + 0.55y_2$
2.0.79	63.11	0.01	$y' = 1.30 + 0.35y_2 + 0.30y_4$
3.0.80	64	0.01	$y' = 1.31 + 0.31y_2 + 0.22y_4 + 0.15y_3$
4.0.805	64.85	0.01	$y' = 0.04 + 0.29y_2 + 0.19y_4 + 0.13y_3 - 0.24y_9$
5.0.809	65.48	0.01	$y' = 1.61 + 0.29y_2 + 0.20y_4 + 0.13y_3 - 0.26y_9 + 0.10y_{10}$
6.0.81	65.84	0.01	$y' = -2.35 + 0.29y_2 + 0.19y_4 + 0.13y_3 - 0.31y_9 + 0.09y_{10} + 0.13y_7$

“Chapter Four”

Suggestions:

With regards to the obtained results of this research, certain suggestions, with the object of preventing behavioral disorders of school students, have been prepared, in seven pages. The propounded suggestions have been arranged in five parts as follows:

For obtaining the complete information on the project please consult the record on the finished comprehensive project.

Part one, education

includes suggestions in the outlines:

1. Programmer & Planners
2. Teachers & Principals
3. Consultation & guidance centres
4. Psychologists & Social workers
5. School duties

Part two, leisure times

includes suggestions in the outlines:

1. Programmer & Planners
2. Teachers & Principals
3. how to spend leisure times
4. educational out-camping

Part three, mass media

includes suggestions in the outlines:

1. family and educating it
2. Child development in family
3. family supervision
4. family cooperation

Part four, disciplinary centres

includes suggestions in the outlines:

1. delinquency reformation centres
2. Psychotherapy
3. Improvement in social spirituality

Part five, personality disorders

includes suggestions in the outlines:

1. family therapy
2. Psychotherapy
3. Occupational therapy
4. environmental therapy *

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