

Parental aggression and its relationship with student depression

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Abstract

Today, our perception of depression is very different from the past due to new knowledge about the roots and cognitive and behavioral causes of mood disorders. Based on new findings, depression can in many cases have residual effects of insecurity of attachment and parent-child relationship in the early years of life. Depressed children generally suffer from unfavorable living environment and especially from poor communication with parents. Van Wagner says failure to form secure attachments in the first months of life can have negative effects on childhood and adulthood behaviors. People who have been diagnosed with depressive disorder and anxiety disorders often have attachment problems and a history of early childhood abuse, neglect, or trauma. Emphasizing the importance of the mother-child relationship, Balbi believes that many forms of psychological distress and personality disorders are the result of the child being deprived of maternal care or the instability of the child's relationship with the attachment face. Balbi emphasizes the importance of maternal behavior style and its effect on the child's attachment. At the end of childhood and early adolescence, the mother is the main face

of attachment and children (especially girls) seek refuge in the mother in the face of stressors and anxiety. The mother's failure to establish a sensitive, responsive group relationship in the first year of life creates persistent mood and behavioral problems in the child. Any mother-child exchange gap can have a decisive negative impact on the child's personality development and lead to more or less severe pathological disorders in the future. Different environments of human life have a great impact on the formation of human personality and characteristics, and according to the conditions that are provided or arise for human beings, he is gradually affected by them, and after a while, these influences It can appear in him in the form of a personality trait. For this reason, the researcher examines and compares the extent of one of the personality traits, namely aggression, according to the different living conditions of housewives and employees. In this way, to find out whether the family and office environment is effective in increasing or decreasing this personality phenomenon or not.

Keywords: Aggression, Depression, Parents, Students, Personality Disorder.

Introduction

Depression is a type of mental disorder in which the patient's activities are severely reduced and in fact he or she will not be motivated to do many things. Depression is a condition we are all familiar with, some of the symptoms of which include negative thinking, feeling angry and resentful of loved ones, feeling empty, asking about the purpose of life

and not being able to enjoy. These symptoms often appear when we are tired and feel a heavy burden on our shoulders, we have a fight with a loved one or one of our important relationships is in trouble. Usually we can explain to ourselves why we feel this way and we can assure ourselves that such a feeling will end. We are (like joy, anger, fear or happiness) (Karami, 1394).

Anger is very sacred when man controlled it and exercised self-control. From the first day that man stepped into the realm of the universe and began his so-called earthly and earthly life, he brought with him twins into this world called the question of self and all his efforts throughout his life were to know himself and to the questions that It is presented to him, to give a convincing answer, and therefore he is the strangest creature that has been created, so much so that God has praised himself for creating such a creature and has given him the title of Caliph of God on earth. No one can deny human aggression, because in daily life, human beings are constantly exposed to its harms. 1391).

We now know that from the earliest moments of life, aggressive actions emerge in the child, and we can describe and analyze them and follow their change over time. A brief look at the world around us will show us that, as Elliotterson said: "Our age is an age of aggression, much of the radio and television news is a description of the violence perpetrated by human beings in different parts of the world against other human beings." Be. Mass murders, individual murders, rape and discrimination, deprivation of basic rights, all and all, show the violent and ugly face of human beings towards their fellow human beings (Mohammadian, 1397).

In social education, either in terms of the child's own adjustment or in terms of its impact on society, no other form of behavior is as important as aggression, failure to teach children to refrain from aggressive behavior or at least express this behavior in forms and

under certain conditions. Failure to do so socially can have serious long-term consequences. Emotion is not bad in itself, it exists in all human beings and can be used in the right direction. Emotion or instinct of anger is common between human and animal and appears in the animal in a completely natural way, when the interests of the animal are at stake. His life, which is the animal's greatest benefit, is endangered, he becomes aggressive, and his behavior becomes defensive. It is the same in human beings and it can be a good feeling, anger in human beings can be used when defending oneself, so there is anger but it must be directed. The Prophet (PBUH) says: "The best faith is the love of God and the reward of God" The most beautiful faith of man is that its friendship and anger is for God (Alimi, 1398).

PROBLEM STATEMENT

The term aggression is widely used, either in the sense of approaching objects and persons, or in the sense of engaging with external forces. This concept is confused with the concepts of arousal, efficiency and even his concept of curiosity. We distinguish aggression from aggression (aggression). Aggression is one of the passive factors of human existence and lies in human beings. When it appears, it is wrapped in a curtain of defensive cover and appears as a part of the force ready for action and activity. Abstinence from aggression is a form of aggression, and aggression always manifests itself through aggressive action, and when it does occur, it is not necessarily in aggression against the other, but aggression can be directed at the individual. Depression is a natural human response. In fact, when a person becomes frustrated with what he or she should have, he or she experiences depression, which is a form of withdrawal. Many issues can lead us to this impasse, and many can be helpful in overcoming it. Antidepressants are the most obvious common treatment methods, but in

fact there are many other methods (Shadabi, 2014).

Aggression means attacks that are not provoked by anyone and occur in humans physically and verbally. It is uninformed behavior that occurs in the form of attack and counter-attack, other words and terms should be searched for aggressive behavior that is provoked by others, and also for retaliatory or protest actions that are for defense or attack. Aggression is a relatively permanent state with natural preparations and reserve force for aggression and sometimes includes the concepts of initiative, ambition, conflict and courage (Khadivi Zand, 1399).

The depressed person loses energy and life skills, and their concentration is greatly reduced. Sometimes he is aggressive and sometimes he is frustrated and his guilt is very strong. In addition to depriving the patient of his goals in life and reducing social and productive activities, this also has a major impact on the society's economy. This disorder occurs in a set of symptoms (symptoms) that based on the quantity, quality and duration of these symptoms can be identified that a person has a type of depression (Younesi, 1396).

IMPORTANCE AND NECESSITY OF CONDUCTING RESEARCH

Depression, if it persists, can lead to dangerous social activities such as suicide or the like, and this in fact requires immediate medical and health measures. Depressive disorders affect millions of people each year and impose heavy costs on themselves, their families, their communities and their country's health system. The family is the main nucleus of any society and the center of maintaining mental health and has an important role in shaping the personality of children, ie future parents of society, and no institution or authority can replace the family, especially the mother. It is a healthier and more dynamic society that has more personal, healthier and more believing mothers and fathers (Karami, 2013).

Aggression is usually behavior that is intended to harm another person or destroy another's property. The key word in this definition is intent. If someone accidentally kicks your foot in a crowded elevator and immediately apologizes, you are unlikely to label it as aggressive behavior, but if you are studying at your desk and someone is pointing at you. Let him come and put his foot on your foot. You may be very angry about this hostile and shameless behavior. However, even deliberate acts of aggression may have a purpose other than harm. Power, wealth and status are among the goals that can be achieved through aggression. Aggressive behavior in man manifests itself in the form of violent acts against others. They too may avoid or confront such encounters. Unlike animal aggression, which is instinctive and seems to serve the survival of the species, some researchers consider human aggression to be a learned behavior that is not known to benefit humans. Aggression and violence occur in a variety of clinical situations, from alcohol and other substance abuse to cognitive impairment, child abuse, and chronic antisocial behavior. Whenever the balance between impulses and inner dominance is disturbed, violence occurs (Mohammadian, 2010).

RESEARCH PURPOSES

Investigating the relationship between parental aggression and mental symptoms of depression in students.

Investigating the relationship between parental aggression and physical symptoms of depression in students.

Investigating the relationship between parental aggression and fear in students.

VIOLENCE

Aggression is a behavior that aims to hurt oneself or another, in this definition the intention of the person is important. That is, it is an aggressive behavior that is intentionally

done to harm another or oneself. Aggression is used to describe a set of extroverted behaviors, all of which are characterized by the violation of the rights of other members of society and the disturbing effect of this common behavior. Aggressive actions include aggressive physical and verbal behaviors such as threats, verbal arguments and also the destruction of property (Brahani, 1397).

Some psychologists consider aggression to be behavior that harms or potentially harms others. Aggression may be physical, verbal, or in violation of the rights of others. These psychologists distinguish between instrumental aggression and hostile aggression. Experts in the field of social sciences about aggression are divided into two groups, one group believes that aggression is inherent and innate, and another group considers it as the result of social factors, ie acquired, and both groups present evidence to prove their views. (Shaari Nejad, 1399).

Proponents of the inherent nature of aggression
A group of behavioral scientists such as Freud and Lorenz believe that aggression is a behavior that is rooted in human nature. They believe that aggression, as an inherent force in humans, has a hydraulic state that gradually becomes compacted in the person and eventually needs to be evacuated. According to Lorenz, if such energy is properly and correctly discharged, for example through sports and games, it will have a constructive aspect, otherwise it will be discharged in a way that will be destructive and may lead to acts such as murder, beatings. , Destruction and the like. According to Freud, aggression in man represents the instinct of death, which is at work against the instinct of life, that is, just as the instinct of life preserves and directs our lives to satisfy needs, the instinct of death aggressively seeks to destroy and destroy. To pay. This instinct, if it can destroy others, and if it can not target others for its aggression and destruction, it realizes itself and manifests itself in the form of self-harm and suicide, so

in its view aggression is a state. It is destructive and negative (Akbari, 2012).

PROPONENTS OF THE SOCIAL ORIGIN OF AGGRESSION

Others, in contrast to the nature of aggression, believe that the thought of the nature of aggression is dangerous and destructive to human beings, because having such an idea makes aggression, like food cravings, an inevitable reaction, so man can not control or reduce it. Have a role. This group has also presented many reasons based on the fact that aggression can not be instinctive and intrinsic, so it is both socially educable and preventable and controllable. The group puts forward their reasons for this:

- 1- There is no inherent enmity between animals and what we see in this case is the training that the parents of these animals have given them.
- 2- The presence of extra chromosomes can not be considered as a reason for aggression, extra chromosomes cause the growth and size of limbs, but perhaps the presence of strong and tall limbs is a social advantage and such people as mammoth or killer who They create aggressive states, now you can find some aggressive ones that do not have extra chromosomes.
3. Electrical stimulation of the hypothalamus causes the animal to behave aggressively when it is weaker in front of the animal. If the animal is stronger in front of the animal, its reaction is flight and fear, not aggression. In humans, the state of no anger and aggression according to the stimulus-cognitive theory resulting from knowing the person used words and concepts as an angry and insulting tool, so it is possible that two people, one is not angry at hearing a word and the other Get angry when you hear the same word, whereas if aggression was inherent, both people should be angry. Apart from the two main groups, one group believes that aggressive behavior is rooted in the lack of learning opportunities, meaning that the child,

because he does not have the opportunity to learn and is an immature being, does not know how to act on a stimulus, so he may be aggressive. As a result, the child must gradually learn how to respond appropriately to stimuli. Sometimes aggressive behaviors are caused by a feeling of insecurity, which in fact is a defensive response to the insecurity situation in which they find themselves. A child defends himself with defensive tools, which is an aggressive move, to eliminate the insecure situation (Navabi Nejad, 2008).

FAILURE HYPOTHESIS - AGGRESSIVE

Although people's response to failure is very different, because the factors of failure and the personality of the failing person have a very wide range, but in general it can be said that aggressive failure response means hostile and aggressive behavior when not adapting successfully to this behavior in everyday life. It is very closely related to failure, for example, a child who is not allowed to play frowns in anger or kicks his feet on the ground. What has been proven is that failure increases aggression, and aggression can release intense failures and provide some temporary relief for the bully, but the ending is usually unsatisfactory and should be addressed when faced with failure. He raised an issue and sought a solution. Aggression may directly target the barrier itself. John Waller and his colleagues hypothesized aggression in the word response to failure, in which aggression will always lead to failure. Like Freud, they saw aggression as a purgatory. It is clear that the failure-aggression hypothesis can be a reaction to failure, but other factors can also contribute to a child being aggressive or not, in addition to failure or other stimuli. Emotional does not always cause aggression (Forqan Raisi, 2017).

INSTRUMENTAL AND EMOTIONAL AGGRESSION

Psychologists have differentiated between instrumental and emotional types in explaining aggression and violence. The instrumental type of violence can be explained in terms of motivation and achieving a specific goal. There are three types of psychological explanations for aggression or emotional violence. Instinctive explanation, explanation of cultural or social learning and explanation of annoying stimulus. There is usually no obvious distinction between instrumental and emotional violence in practice because in most cases, instrumental aggression is the main component of emotion. Using the explanation of instinct, we can say that aggression is a need that is determined by living. In explaining social learning and culture, it is assumed that through natural learning processes (ie, response to reward or punishment systems) we learn how, when, and to whom to be aggressive. It is also assumed that aggression can be learned imaginatively by observing, rewarding, or punishing others for aggressive behavior. As a result, the explanation for the annoying stimulus of aggression occurs when the unpleasant physical stimulus increases physiological arousal. Aggression only in certain circumstances, such as the inability to express other responses, the reward for aggression or strong signs of violence in the environment, has the effect of annoying provocation (Raisi, 2010).

CHARACTERISTICS OF AN AGGRESSIVE TEENAGER

Aggressive adolescents may often have several of the following factors at the same time:

1. Replication, following aggressive behavior that can vary according to personal beliefs and social and individual norms.
2. Aggressive behavior has various degrees that can occur in absolute, one-dimensional or multidimensional form.
3. Aggression is common among adolescents. This behavior can begin in childhood or adolescence and continue into adulthood.

4. If aggression starts at a young age, it becomes more stable over time.
5. The rate of aggression in boys is four times the rate of aggression in girls.
6. Aggressive teens have a strong tendency to vent their behavior or tension and want to see others as effective and think of them as violent and angry "attributing violence."
7. Aggressive adolescents do not tolerate fatigue, are sensitive, and have controversial, unpredictable, and oppositional behaviors.
8. Committing theft and destruction, bullying and cruelty are seen among these adolescents.
9. They are usually not accepted by their peers, they have problems in establishing relationships with them, they have very little self-esteem, but they can make friends with criminals and criminals older or younger than themselves.
10. Aggression is associated with overwork, drug use, learning difficulties and failure (Akbari, 2010).

INDIVIDUAL AND GROUP AGGRESSION

Aggression can be individual or group:

A) Individual aggression: In individual aggression, adolescents or young people do not show aggression at any age, but this aggression is individual and usually far from secrecy. Such a person is rude to his parents, neighbors, peers and school parents and lies. He often runs away from school or home and finds it difficult to make friends with others, or he likes only one friend and tends to isolate himself and tries to keep his behavior away from others, so he does not like group work and smaller people. He also speaks of himself.

B) Collective aggression: In this type of aggression, the person tries to act aggressively with those who are homosexuals and like-minded people, and in the event of a fight or beating, they act collectively. In the case of theft, they act in the same way as a group and are loyal to their group and are not willing to reveal each other under any circumstances.

Such people often have academic failure and suffer from neurological diseases such as anxiety and the like (Navabi Nejad, 2010).

Failure causes aggression and there is a correlation between these two variables. Failure means blocking the way to achieve one's goals, which leads to aggression, but any failure cannot be attributed to aggression, or any aggression cannot be attributed to failure. To clarify the issue, it may be better to consider failure as an arousing and emotional situation, anger as an emotional state, and aggression as one of the person's responses to anger. A person who is constantly confronted with parental aggression also gradually tends to be aggressive. The pattern of aggression is in childhood and adolescence, and the individual observes the acts of aggression in adults. This is why watching movies with aggressive content is harmful for children, adolescents and young people, because it strengthens their role modeling and they behave as they have seen. In the meantime, the viewer's gain information, in other words, by watching the films, they learn the pattern and behavior of the actors, how they react or take a position in ambiguous situations, so it can be concluded that creating Aggression is more prevalent in adolescents who watch aggression movies than those who do not.

TYPES OF AGGRESSION

Some scientists have divided aggression into instrumental and hostile. In aggression, a person fights to defend himself, such as attacking thieves or fighting to prove his power. In hostile aggression, the individual pursues other goals, such as an attack by a member of the group on an innocent passerby, which may be aimed at gaining a position in the group. In another division, aggression is divided into seven parts, which are:

1. Aggression caused by anger is usually accompanied by symptoms of emotional arousal and is often caused by pain or failure.

2. Aggression caused by the feeling of looting is completely different from the previous type. In this type of aggression, which is partly the result of learning and imitation, there is a predatory view of the aggression of the individual or group.

3. In fear-based aggression, when a calm person is attacked and abused by someone more violent than himself, he attacks the violent person out of fear.

4. In aggression for the sake of preserving territory, behaviorists have studied this behavior more than psychologists, and this type of aggression usually occurs when the geographical environment of life is attacked by others.

5. In altruistic aggression, it is the aggression of a person who does this in order to protect his / her loved ones in order to be able to defend the interests of his / her fellow human beings.

6. In aggression caused by being male, it belongs more to male animals.

In humans, too, boys are usually more aggressive than girls. This difference exists in most cultures and at almost all ages. From the second year of life, these differences become apparent. According to observational studies of toddlers between the ages of one and three years, sex differences in the number of aggressions appear after 28 months of age and no difference in aggression has been seen before.

Based on research on the normative beliefs of children and adolescents about aggression and aggressive behaviors and its relationship with behavioral disorders, it has been determined that:

1- Children before adolescence tend to adopt more aggression and this increase in approval is in line with the increase in aggressive behavior in their behavior.

2. Boys in all cases, have more approval of aggression than girls and considered aggressive behaviors as an effective means to achieve the desired goals.

3- Adoption of aggressive behaviors by young students predicts their next aggressive behavior.

4. The type of student relationship with the father has a significant relationship with aggression and the father's job has a significant relationship with normative beliefs about aggression.

5. Students whose father is a worker have more approval of aggression and their cold relationship with the father has increased their aggression.

6- Low socio-economic status of the family, low level of employment of parents, family structure (healthy or unhealthy), family size and number, low social and family support, low status and location of the family, effective role in anti-social and aggressive behaviors Have had kids.

AGGRESSION AND ITS CONSEQUENCES

Aggression is not always disgusting and harmful. If aggression does not go beyond moderation and its goal is to master the problems of human life, progress, excellence and comfort, it is not only beneficial but also necessary. Setting boundaries for harmful and beneficial aggression seems a bit difficult, so a child who rebels against his or her elders is aggressive, but at the same time shows that his or her motivation for independence is a necessary and necessary element. Value is growth, leads. Regarding the usefulness and necessity of the act of aggression, Freud believes that if a person is not allowed to express aggression, his aggressive force accumulates and eventually manifests itself in the form of extreme violence or mental illness. In fact, according to him, there are three solutions for psychological refinement that are directly and indirectly related to aggression.

These three solutions are:

- 1- Spending energy on physical activities such as sports games, jumping, punching boxing bags, etc.
- 2- Engaging in imaginary and inexperienced aggression.
- 3- Direct aggression through hurting, upsetting and cursing.

AGGRESSIVE FAMILIAL FACTORS

Family factors as a set of environmental factors are effective in examining the educational factors of individuals, because the family is very important as the first social environment of people's lives and people learn many things in the early years of their social life. The family can cause or aggravate aggression in various ways, the most important of which are:

- 1- How parents deal with the needs of the child: Usually children who see their favorite tools and toys in the other hand, are aroused and try to get it even with violence. Experience shows that if a child is always met with expectations, he or she becomes more angry and aggressive than those whose expectations have not been met.
- 2 - Existence of inappropriate role models: Having a good role model in life is one of the needs of human beings, because human beings are interested in doing their behavior and actions in accordance with the person they love and make such people their guide and life model. Studies show that most aggressive children have violent and hostile parents, meaning that not only has their child lacked the necessary affection, but they have also been affected by the pattern of aggression in the family. In a dictatorship, families that follow dictatorial principles often restrict the development of their children. In this type of family, one person is in charge of the actions and behavior of others, often the father has such a role, but sometimes the mother, older brothers and sisters also behave in a dictatorial manner. In such families, the dictator decides, sets the goal, shows the way, assigns the task,

and plans that everyone should act absolutely according to his will, and he also has the right to comment. Children who grow up in a dictatorial environment seem to show a state of submission and obedience in their behavior, and this state causes them to get excited and anxious. These children become hostile to others and hurt children of the same age or younger. These people also have a certain prejudice and are unable to spend time with others, cannot participate in group work, have low self-esteem, show incompetence in life affairs and often fail in work. To be.

3- The effect of aggressive behavior: Some people do not condemn aggression and coercion, but consider it as a sign of their courage and strength. These people make their and others' aggressive actions positive and justified, and even consider it necessary and necessary. They confirm.

4- Encouraging Aggressive Behavior: There are times when aggressive behavior by parents and other people leads to positive reinforcement and stabilization of this behavior. Sometimes there are parents or educators who, under the pretext of teaching self-defense to children, encourage the child to useless aggression in the face of personal obstacles, instead of showing logical behaviors.

5 - Punish parents and educators: Parents and educators who are angry with the child's aggression and violence and punish him aggressively, are effective in intensifying this behavior in the child. In such cases, punishment is an increasing and reinforcing factor of aggression, because in addition to causing anger and possibly aggression in the child, the punisher also becomes an inappropriate role model for the child's aggression (Akbari, 2010).

DEPRESSIVE STATES

Diagnosis and evaluation of depressive symptoms lead to a Beck Depression Inventory, a Zong list, or of a type that the

observer measures behavior (such as the Hamilton Scale). This semiotics includes four categories of phenomena, which are: emotional disorders, motivations, cognition and physical realm. Emotional feedback is characterized by a sad and almost constant state, accompanied by critical states of hatred and tears. Of course, in this case, in relation to the social environment, there are glories and complaints, reminders of humiliation and humiliation, oppression and blame, and their collection is often associated with low demonstrations and hidden insights of hostility. Motivations are a function of a kind of restraint, whether it is related to the sexual life in which sexual desire is pushed aside or to the social life in which the subject sinks into his form. There are also cognitive disorders in this case, the nucleus of which is formed on the basis of Beck's three contexts in the individual and is characterized by negative thoughts that the person creates about himself, the world and the future. To be. In relation to oneself, one degrades one's self-image and realizes a kind of self-destruction in oneself, which is expressed through feelings of guilt, resentment, a desire for punishment, and destructive thoughts to the point of suicide. (Alavizad, 2007).

THE TERM DEPRESSION

Depression is a type of mental disorder in which the patient's activities are severely reduced and in fact the patient will not be motivated to do many things. The depressed person loses their energy and life skills, and their concentration is greatly reduced, which is sometimes aggressive and sometimes frustrating. The feeling of guilt is very strong in him, and in addition to the fact that the patient himself is deprived of his goals in life and reduces social and productive activities, this also deals a great blow to the society's economy. To define this disorder, it is better to know its symptoms. In fact, this disorder appears in a set of symptoms (symptoms) that

based on the quantity, quality and duration of these symptoms, it can be identified which type of depression a person has. Of course, it should be noted that this disorder appears in the syndrome and depression can not be detected with just one symptom (Azad, 2012). The term depression is often used to describe deep sadness. Almost everyone experiences grief at some point, but those with depression experience severe frustration and long-term frustration that often interferes with family, work, or social situations. If major depression is not treated, it can be dangerous because suicidal ideation is an integral part of the disease. Although people with major depression rarely have enough energy to commit suicide, as depression decreases, they are more likely to attempt suicide. Untreated depression is the leading cause of suicide and it should be noted that depression is one of the major disorders in adolescence and youth.

CRITERIA FOR MOOD DISORDERS FOR MAJOR DEPRESSION

A) Of the available symptoms, five (or more) symptoms that were present over a two-week period indicate that previous functioning was different. At least one of the criteria is (1) a depressed mood or (2) a loss of interest or pleasure (Note: Symptoms that have obvious medical causes are not considered).

1- A person has a depressed mood most of the day and almost every day. This is expressed by the person (feels sad, empty or empty) or seen by others (cries constantly, is about to cry or his eyes are always full of tears) (Note: In the case of children or In adolescents, these conditions may manifest as irritability and irritability).

2. The person is very uninterested in all activities (or almost all activities) most of the day and almost every day (this is said by the person himself or others observe).

3. A person becomes significantly obese or loses weight significantly without dieting (significant or significant weight loss or

obesity means that a person loses more than 5% of their weight in a month, or Gain more than 5% of their weight) or are anorexic or anorexic almost every day (Note: Children may not show the overweight that is expected from their developmental stage.)

Insomnia or hypersomnia occurs almost every day.

5. Psycho-motor hyperactivity or psycho-motor hyperactivity is observed almost every day (not only should the person not personally feel restless or slow, but others should also observe this condition).

6. Almost every day a person feels lethargic or has lost his energy.

7- Almost every day a person feels worthless or for no reason feels guilty (torment of conscience) (a feeling that may be illusory) (Note: This feeling of guilt is in addition to the feeling of guilt that the person because of "being sick Experiences himself).

8. Almost every day the ability to think or concentrate in a person is weak or cannot make decisions and be decisive (this is stated by the person himself or others observe).

9. The person constantly thinks about death (this thought is not limited to the fear of death), the person constantly thinks about suicide without a specific plan for it or commits suicide that In the last stage, he has a specific plan for suicide.

B) These symptoms cause a person to suffer or suffer severe disturbances in social, occupational or other important aspects of life.

C) The cause of this episode cannot be attributed to the direct physiological effect of a substance or other medical complication. Insomnia is one of the symptoms of depression and some depressed people cannot sleep or wake up constantly. Others have hyper somnia (sleep deprivation) that they sleep for more than ten hours but feel intense sleep again (Ganji, 2013).

INVESTIGATING THE PLACE OF DEPRESSION IN TODAY'S SOCIETY

Depression, as the name implies, is often considered a mood disorder or an emotional disorder, hence the term emotional illness. A person with depression complains of unhappy moods with feelings of nostalgia, sadness, and delusion that have lasted for two weeks or more often. Unhappy moods are not necessarily the same throughout the day, and some people say that They are unhappy in the morning and relatively better in the late afternoon. This mood swing during the day is often accompanied by a variety of major depressions. There are also some changes in the way depressed people think about themselves and their future. It is also possible for a competent housewife or a successful businesswoman to consider herself unworthy, useless, powerless, and even utterly failed (Blackburn, 2008).

Depression treatment methods emphasize the need to increase the opportunities needed to positively reinforce behavior. For this purpose, it is necessary to develop or strengthen the necessary skills to face social situations and interpersonal encounters in the patient. The basic premise is that the variable of the depressed person's daily activity plan is absolutely necessary to change the reinforcement plan governing his behavior. Obviously, first of all, the environmental conditions and the history of the previous patient's reinforcements must be carefully examined in order to determine the objects and events that can have reinforcing properties about him. Today, after several years of unintended war, our society is in a situation where we are facing a group of children, survivors and survivors of the martyrs that we need to make every effort to understand and solve their affairs wisely. In order to take this responsible path, it is advisable to first identify the issues, shortcomings, differences, and finally examine the effects of the measures and possible actions taken through research. Then, based on accurate statistical findings and understanding what we want to take in order to

provide reasonable and useful solutions in the most efficient ways possible, but it is necessary to know which issues are important in the first place. What is the severity and degree of the problems, what are the ways to deal with them, have the measures taken been effective, is there a need for change, and at what point in the lever are the proposed solutions to these problems, Rely more to remove the heaviest obstacles more easily. All of these are questions that need to be answered by a competent researcher.

Balanced mental development of children requires interactions between parents and their family environment (Parish and Kopplen, 1980). Given the major role that fathers play in the socialization and development of their children's healthy interpersonal actions (Beiler and Meridit, 1975), many researchers place great emphasis on the adverse effects of fatherlessness on the child (Sheen, 1978).

Rio (1964) states that fatherless boys are usually more obedient, immature, and at the same time have more feminine traits than children with fathers. Such children (whether girls or boys) generally have lower moral development (Hoffman, 1971), lower social adjustment, and poorer self-concept (in terms of social skills) than other children (Barkley et al., 1972). . Duke and Lancaster (1976) and Lancaster and Richmand (1982) found that children have a more external focus when they lose their father. Fray and Evil (1984) also claim that children without a father show many dimensions, especially developmental motivation, interest in excellence and skills, perseverance and endurance, and tolerance of negative outcomes, inadequacies and weaknesses. However, some researchers believe that some underlying factors, such as socio-cultural dimensions, the child's interactions with people, peers and the duration of the absence of the father, affect the severity and quality of the effects of the absence of the father in the family (Biller, 1971).

It seems that since the child usually understands the concept of death around the age of 9 (Slogan of the Race, 1964), the age of the child when the father leaves is also one of the important and determining factors. At the same time, the results of some studies show some positive effects and consequences for the loss of a father. For example, Centrock (1972) states that the early absence of the father increases the cognitive development of the sons, because the mother reinforces the educational progress of her sons more than usual. The reason for such extreme approval and encouragement is probably that the mother wants the father's vacancy to be filled as soon as possible and to some extent by the son, and also tries to raise the son in such a way that the husband is alive (ie in If there was a male role model in the family).

In this regard, Centrock (1972) adds that the results of research indicate the independence and sense of responsibility of more boys without fathers than other boys. Cognitive models of depression emphasize the negative self-concept map in the development and maintenance of depressive symptoms (Beck, 1967; Ram, 1977). Previous research has also pointed to the link between self-reported depressive symptoms and confirms the low self-esteem of their valley (especially children) (Caslow, Ram, & Cycle, 1984).

People with low self-esteem are much more likely to put pressure on their body than those with higher self-esteem. According to Abramson (1978), some people insist on attributing their success to external factors such as luck and destiny, and their lack of success to internal factors, such as inadequacy or lack of attractiveness. These are examples of people who suffer from low self-esteem and are prone to depression, as well as people who always attribute success to their own abilities and who believe that failure is always due to external factors, such as bad luck, the impact of luck. And cases like these are likely to have

high self-esteem (Brown et al., 1986; and Hadre, 1987).

BACKGROUND RESEARCH

Bahadoran, Mirza Abbasi, Asmand and Arefi Moghadam (2016) have conducted a study entitled "Study of the relationship between parental aggression and depression in fifth grade elementary school children in Yasouj in the academic year 94-93". The aim of their study was to investigate the relationship between aggression and depression among fifth grade elementary school students in Yasouj. The study population is also fifth grade elementary school students in Yasouj and out of 1350 people, 70 as stratified sampling and Was selected as the sample size on which depression and aggression questionnaires were administered. After administering the questionnaire among the subjects and obtaining raw scores through statistical methods, the correlation coefficient of statistics was extracted which the results indicate that there is a significant relationship between depression and aggression.

Rashidi, Khodadadi Sangadeh and Rezaei Ahvanoui (2016) have conducted a study entitled "The effectiveness of communication skills training to parents with a substitute learning model to reduce aggression in high school male students." The aim of this study was to investigate the effectiveness of communication skills training for parents with a substitute learning model on reducing aggression in high school male students. The study method was quasi-experimental research using a pre-test-post-test design with a control group. The statistical population of the study consists of all mothers of high school male students in the 94-95 academic year in Shahriar. The research sample consists of 30 mothers of students who received the highest aggression score (AGQ), who are selected by random sampling method with random substitution and are replaced in two experimental and control groups (15 people

each). The experimental group was trained for 8 sessions (one session per week for 90 minutes), while the control group did not receive any intervention. Independent t-test was used to analyze the data. From the findings, it is inferred that teaching communication skills to parents with a substitute learning pattern has reduced the aggression of the experimental group. The results also show that teaching communication skills to parents has significantly reduced the overall score of students' aggression and the dimensions of their aggressive feelings, aggressive thinking and aggressive behavior. Masoudnia and Poor Rahimian (2016) have conducted a study entitled "Study of the relationship between computer games and the occurrence of behavioral disorders among primary school male students." Behavioral disorders are very common and debilitating disorders that affect a variety of functions, especially children's school performance and cause many problems for teachers, parents and children and adolescents themselves and negative effects on learning. , Their communication and social efficiency. Research shows that the prevalence of behavioral disorders in children is increasing, and it is possible that the increasing prevalence of computer games is one of the main reasons. The aim of this study was to determine the relationship between the use of computer games and the incidence of behavioral disorders in primary school male students. This research has been done by descriptive method and in the form of a cross-sectional survey plan. The research data were collected from 314 male students who are studying in the third to sixth grades of elementary school in Yazd in the 2015-2016 academic year. These individuals were selected from 10 schools in areas one and two of Yazd city using multi-stage cluster sampling method. The research assessment tool is a behavioral disorders assessment test and a computer game questionnaire and the data were analyzed using

multivariate analysis of variance. Significant differences between students with different levels of computer games, in terms of behavioral disorders in general and also in terms of three forms of behavioral disorders, namely conduct disorder, restlessness and distraction, has it. The use of computer games is an important and effective factor in the development of behavioral disorders in students and increases the risk of behavioral disorders such as behavioral disorders, restlessness and distraction disorder among primary school students. Therefore, in order to reduce the negative effects of excessive use of computer games and behavioral disorders of primary school students, it is necessary for parents to have more control over their children in terms of the use of computer games. Zeinali, Khanjani and Sohrabi (2015) have conducted a study entitled "The effectiveness of parental education on reducing the symptoms of conduct disorder and aggression in adolescents aged 14-16 years". The aim of this study was to evaluate the effectiveness of parental education on reducing the symptoms of conduct disorder and aggression in adolescents aged 16-14 years. The method is that 32 adolescents (along with parents) referred to the counseling office, after diagnosing symptoms of conduct disorder with CIS-4 scale, were randomly divided into experimental and control groups. In order to collect data, the Nelson Adolescents Aggression Questionnaire in the pre- and post-test stages was used. Adolescents and parents then participated in the adolescent parenting intervention program. Finally, the symptoms of conduct disorder and the level of aggression in adolescents were measured again. Findings indicate that the results of analysis of variance show the mean profile of behavioral symptoms, failure subscales, peer relationships and physical aggression in the post-test, which are significantly different after adjusting the pre-test scores ($P < 0.001$). It can be concluded that teaching parenting styles is effective in

reducing the symptoms of conduct disorder and aggressive behaviors of children.

Vedadian, Ghanbari Hashemabadi and Mashhadi (2011) have conducted a study entitled "Study of the effectiveness of multi-family group therapy on resolving parent-child conflicts and reducing aggression in adolescents aged 15-14 years in Mashhad." The aim of this study was to investigate the effectiveness of multi-family group therapy on resolving parent-adolescent conflict and reducing child aggression. The research method is quasi-experimental with pre-test and post-test with control group and repeated measures. The sample consisted of 25 adolescent girls aged 15-14 years with their parents who were voluntarily selected from other adolescents referred to psychological clinics in the fourth and sixth districts of education. In this study, in order to collect the initial data from the clinical interview, the Child Parent Rating Scale (PCRS) was used to assess the level of conflict and the Bass and Perry Aggression Questionnaire (AQ) was used to assess the level of adolescent aggression. Analysis of variance with repeated measures and LSD post hoc test were used to compare means. The results showed the effectiveness of group therapy with several families on resolving conflicts between parents and adolescents ($P < 0.05$). The results showed that group therapy with several families compared to the other two control groups significantly increased positive emotion and dialogue between adolescents and their parents ($P < 0.05$). However, the hypothesis of the effect of group therapy in reducing adolescent aggression was not statistically confirmed ($P < 0.05$).

Fathi and Mehrabizadeh (2010) have conducted a study entitled "Study of depression, excitement, aggression, attachment styles and parental education as predictors of drug dependence in adolescent boys in Ahvaz." The aim of this study was to investigate the rate of depression, excitement,

aggression, attachment styles and parents' education as predictors of drug dependence in male adolescents in Ahvaz. The subjects included 112 addicted adolescents and 112 non-addicted adolescents. In this study, multi-stage random sampling method was used to select an addicted sample from the available sample and to select a non-addicted sample. The instruments used in this study were: Beck Depression Inventory, Zuckerman Emotion Demand Scale, Ahwaz Aggression Questionnaire and Attachment to Parents and Peers Questionnaire. In addition to descriptive statistics, discriminant analysis was used to analyze the data. The results confirmed all the hypotheses of this study and showed that drug dependence in adolescents can be predicted based on the variables of depression, excitement, aggression, attachment styles and parental education. Also, the results obtained And the model presented by this research has been discussed in detail.

Nazimi Arani (2010) has conducted a study entitled "Assessing the extent of maladaptive problems among middle and elementary students." The results of this study indicate that a major problem that may arise among students is the issue of aggression. While this may be a good behavior, it is a natural way to get more involved with your loved one.

Qutbuddin and Salahshour (2009) have conducted a study entitled "Study of teachers' opinions on ways to control and improve aggression in primary school students in Ardakan" that the results of this study indicate that: a) Teacher loving attitude With students, strengthening students 'self-confidence, respecting their initiatives, non-discrimination in the teacher's treatment of them and parents' guidance on dealing properly with the aggressive person are the most important factors in terms of the maximum impact on control. And improve student aggression. B) The number of family population, the age of less than 50 years for parents and the climatic conditions of the residential area are at the

lowest level in terms of the impact on controlling and improving aggression. C) Another result of this study is that having the facilities of living with physical disorders and disabilities, the level of information and experiences of parents and not paying attention to the aggressive behavior of students is relatively effective in improving and controlling this problem.

SUGGESTIONS FOR FAMILIES

- Mental health professionals, including psychologists and psychiatrists, help to identify the factors affecting behavioral disorders to be able to consider effective treatment approaches to reduce these disorders and with the necessary training in this regard to prevent the occurrence or exacerbation of this disorder. Thereby reducing the costs to the individual, society and the healthcare system.
- The best position in reducing behavioral disorders and positive and negative beliefs in this area by changing beliefs and thus reducing behavioral disorders that can significantly reduce depressed mood.
- The role of this structure, ie behavioral disorders in depressive disorder, should be discussed more to clarify our understanding of the role of this key cognitive construct in depressive disorder. Also, considering the treatment methods that target this structure, such as the treatment control training method, which is based on the metacognitive approach, should be on the agenda and should be given more attention.
- Mental health specialists, including psychologists and psychiatrists, by identifying the influential factors, can consider effective, modern and cost-effective treatment approaches for the basic treatment of depressed patients, and by timely identification and prevention of this disorder, can impose costs. To the individual, society and the health care system.

DISCUSSION

The aim of this study was to investigate the relationship between parental aggression and students' depression. Aggression is one of the important psycho-social phenomena around which most of human history has been written. Some consider the dawn of history to be tainted with aggression and violence by saying that Cain was killed by Cain. Aggression today in schools and even in families between men and women manifests itself in the form of a woman who criticizes her husband or a man who ignores the presence of his wife at a party, and all that can happen in Marital life has become aggressive. No matter what blows are dealt to the morale of the children of the families, and all these frustrated teenagers and young people can be the result of these unplanned lives, their aggression gradually and covertly enters into the changes resulting from social interactions. . Aggression is defined as behavior that aims to harm oneself or another, and what is important in this definition is the intent of the behavior, that is, accidental harm to another person is not aggression, and in practice many researchers combine this. They use two definitions, in fact, behavior that hurts others, especially when the child knows that his behavior hurts another. Most issues, for example in marital life or work and other cases can cause aggression, but in the family environment and aggression between men and women, we must be careful not to inflict the final blow on the child of the family, because sometimes some behaviors cause disruption. Behavioral and psychological behavior of children, such as depression, hyperactivity, isolation, and the like, in the first place, it is the child's parents' duty to make life and home environment a safe and peaceful environment for their child to address mental health problems. They do not come. Failure in the family and the family environment can always play a role in the aggression of couples, which is a misplaced and incorrect perception of failure and failure to achieve life aspirations

that all these issues can be eliminated with the right and wise attitude. Aggression is an aggressive state that may have its own problems and issues. Social learning theory emphasizes the fact that aggressive behavior is learned like any other social behavior. Social psychologists also insist that aggression is a social behavior that is learned as a result of reward and punishment or by imitating patterns.

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