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Individual and Family Factors of Vandalism in Adolescents Using Multiple Regression Model (Case Study: Students 12 to 17 Years Old)

Zahra Azadgholami khesmakhi^{1*}, Maryam Abachi², Seyed Ali Mirabrahimi³, Ali Yaghoubi⁴

1. PhD student in Criminal Law and Criminology, Lahijan Branch, Islamic Azad University, Lahijan, Iran.
2. Assistant Professor of Law (in Criminal Law and Criminology), Anzali Branch, Islamic Azad University, Anzali, Iran.
3. Assistant Professor of Jurisprudence and Fundamentals of Law, Faculty of Humanities, Lahijan Branch, Islamic Azad University, Lahijan, Iran.
4. Assistant Professor of Sociology, University of Guilan, Iran.

❖ **Corresponding Author Email:** narimandolati2000@gmail.com

Research Paper

Abstract

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Purpose: The aim of this study was to identify individual and family factors affecting the vandalism behavior of adolescent high school students.

Methodology: The research method was descriptive-correlational and the size of the population was 27,519 first and second grade high school students in District 2 of Rasht (12,977 girls and 14,542 boys) from 2017 to 2018. According to Morgan's table, 377 samples were selected by simple random sampling method and the questionnaire was researcher-made. The reliability of individual, family and vandalism questions was calculated by Cronbach's alpha test as 0.85, 0.894 and 0.873 and its validity was calculated as -0.21, 0.39, and -0.27 by HTMT method. Spearman correlation coefficient and multivariate regression with Spss software were used for analysis.

Findings: The constant value of B individual questions was positive for all questions of vandalism and its statistical significance with t test and $\alpha = 0.05$ showed that the value of P value is less than the value of $\alpha = 0.05$. However, most of the coefficients β_1 to β_9 of vandalism questions are negative and indicate a reduction of destructive behaviors by reducing individual problems. Also, the constant value of B family questions was positive for vandalism questions and the statistical significance of t-test showed that the value of P value was less than $\alpha = 0.05$ in all cases. But most of the coefficients β_1 to β_{16} are effective in negative destructive behavior and indicate a decrease in vandalism in exchange for reducing the effect of family problems.

Conclusion: As a result, in order to reduce vandalism, solving individual and family problems should be prioritized in order to reduce vandalism.



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Detailed abstract

Purpose: Vandals, teenage students turning to vandalism and destructive behaviors and committing crimes and delinquency, in addition to the damage it causes to the society, also ruins their lives as the future builders of the society; Because committing a crime during this period leads them to commit more serious crimes in adulthood, by knowing the cause of juvenile vandalism, it is possible to provide solutions to reduce this problem and return the vandal to the society. Low household income, unfavorable conditions of the home environment and family disputes, unfavorable educational status and feelings of discrimination in schools, social and family environments are among the most important factors underlying the emergence of vandalistic behaviors. Vandalism is an example of deviance and one of It is one of the most complex human behaviors that has become more evident in the new society as a result of rapid social changes, the growth of anomie and the ever-increasing desires of man and his failures to achieve these desires. This phenomenon has the concept of having a kind of pathological spirit and it can be considered as mild crimes (however, ism is a kind of abnormal social behavior that appears in various forms among teenagers. Therefore, the main goal of this research was to identify individual and family factors affecting the vandalism behavior of teenage students.

Methodology: The research method is descriptive and correlational. The statistical population is all the first and second secondary schools of the 2nd district of Rasht city, which are 163 schools in total, including public and private schools. The number of people in the statistical population was 27,519, of which 12,977 were girls and 14,542 were boys. The number of samples in this research is 377 students based on Morgan's table, who were selected by simple random sampling method and answered the researcher-made questionnaire. In this research, the researcher-made questionnaire, which was approved by experts, consisted of 16 family items in a five-point Likert scale (always, most of the time, sometimes, rarely, and never) with a rank of 1, 2, 3, 4, and 5., 9 individual items in the five-point Likert scale (completely agree, agree, disagree, completely disagree, and neutral) with the rank of 1, 2, 3, 4, and 5, and 21 items of vandalism in the four-point Likert scale. (never, once, twice and more than twice) were graded as 1, 2, 3 and 4. The validity of the research tool (questionnaire) was evaluated with the HTMT method. As a result, the validity of individual, family, and vandalism items was calculated as -0.21, 0.39, and -0.27, and since it is less than 0.9, the construct validity was confirmed. Its reliability was obtained by using Cronbach's alpha coefficient for individual, family and vandalism items equal to 0.85, 0.894 and 0.873 (good). For statistical analysis, Spss software version 23, as well as Spearman's rank correlation coefficient and multiple regression model were used to determine the impact of each individual and family independent variable on the dependent variable of vandalism.

Findings: The constant B value of individual items was positive for all items of vandalism behavior and its statistical significance with t test and $\alpha=0.05$ showed that the P value is smaller than $\alpha=0.05$. However, most of the coefficients $\beta-1$ to $\beta-9$ of vandalism items are negative and indicate the reduction of destructive behaviors with the reduction of individual problems. Also, the constant B value of the family items was positive for the vandalism items and the statistical significance of the t test showed that the P value was smaller than $\alpha=0.05$ in all cases. But most of the coefficients $\beta-1$ to $\beta-16$ are negative in destructive behavior and indicate the reduction of vandalism in exchange for reducing the effect of family problems.

Conclusion : Based on the findings of the first research, it was found that there was an inverse relationship between individual factors and destructive behaviors, and the relationships in some individual items with destructive behaviors items were proven (with the exception of the "writing or drawing" item). painting on tables and chairs and other school equipment"). In other words, with the reduction of individual problems and problems of the students, destructive behaviors also decreased accordingly. Second, it was found that the relationship between family factors and destructive behaviors is inverse, and in fact, by reducing family factors such as discrimination, prejudice, coercion, etc., students' destructive behaviors were reduced. As a result, the first and second hypotheses of this research are in harmony with McMaster's model of family functioning, and the role of the family through entering into solving problems, correct communication with the teenager, as well as playing the role of the teenager in family affairs, the emotional reaction of the family in accordance with the situation, quantitatively and Quality in order to create comfort and reduce emergency feelings and emotional participation of family members on various issues can be very effective in reducing individual problems and destructive behaviors in school. Also, in connection with the delinquency of students of education and training district 2 of Rasht city, it can be analyzed that these crimes are a function of social conditions (environment) and personal characteristics. Therefore, Kurt Levin's field integration theory covers the aforementioned behaviors. Also, the coefficient of Adj. R2 of the individual effective items showed that

the items "drawing a line on the car of the school officials" and "breaking the locks and handles in the classrooms" were the lowest (1.2) and the highest (10.3) destructive behaviors, respectively.) have the explained variance against individual issues and problems. In this regard, the explained variance of other individual items also varied between the above two values. This is important for destructive behaviors in exchange for independent family items such as "tearing or scratching the pages of books in the library" and "breaking school windows" 1.8 and 17.7 percent of variance, respectively. It was calculated in the lowest and highest state. Of course, it should be said that independent variables were not able to explain 100% of the explained variance, and it is expected that other variables are influential in the remaining variance, which were not investigated in this research. Therefore, the most important individual and family factors affecting destructive behavior are "enjoying destroying school equipment" and "family's failure to take care of the student's academic affairs" respectively. As a result, both hypotheses raised in this research have been confirmed and the role of individual and family factors in destructive behaviors is clearly evident. As a result, it should be said that the role of the family appears in its most effective form when it includes all the necessary functions of the family and is divided among the members fairly. Also, the most important duty of family members (especially parents) is continuous follow-up of the student's duties. Because in the families of delinquent students, due to disintegration and family neglect, the roles in the family are not performed properly and their educational, academic, economic and recreational issues are not given importance and the students are now They are released by themselves. This issue has caused individual problems such as lack of belonging and happiness, depression, etc. and students tend to be more oriented towards the community and peer group. In this way, parental control over them is reduced. It should be said that weakness in the implementation of the constructive role of the family is considered one of the main causes of destructive behavior and social anomalies in the school.