

AN ASSESSMENT OF ANGER DISCOURSE USED IN THE FAMILY IN TERMS OF TENDENCY TO VIOLENCE^(*)

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Abstract: In Turkey violence is recently becoming an uprising and widespread issue while such crimes highly dominate the news on media as well as this issue is evident in the relevant literature. Violent acts unfortunately and especially affect children. The basic foundations of personal development can be seen in early childhood during which the children internalize what they hear and see. As they grow up children reinforce the things they have learned and behave accordingly. Violent acts are often committed by parents or others (teacher, caregiver, peers or older children, etc.) on each other or on children when the doer loses control of his / her anger. Children are exposed to violence or witness it within the household or out. The use of anger discourse or being exposed to this discourse has a vital importance in unveiling the tendency of violence. In the light of such information, this study was carried out in order to evaluate anger discourse in terms of tendency to violence. The data were collected through “Interview Form for Anger Discourse in the eye of Children” which was developed by the authors using semi-structured interview technique. The sample of this study was comprised of a randomly selected 190 children (10 children from each school) from a randomly selected 19 early childhood education centers within the province of Afyonkarahisar during 2012-2013 academic year. The data collected were analyzed according to descriptive analysis technique which is one of those used in qualitative research methods. As a result of the study, it was concluded that in most of the families there were evident signs of physical violence besides threatening and offending discourse elements all of which can be seen as reasons for child’s tendency to violence.

Key Words: Family, Child, Violence, Anger Discourse

1. INTRODUCTION

Defined as the use of physical force or threat likely to result in injury, death or psychological harm, developmental retardation or depression towards a person or a group, violence is a social

phenomenon that could be seen in every aspect of individual life, showing an increase throughout the world (Ayan, 2007: 207; Çetinkaya Yıldız & Hatipoğlu Sümer, 2010: 631). Children are the ones that are mostly affected by violence, and they are in the most defenceless position. The most

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common violence committed against the child in social and economic field is the one practised within family (Ögel, Tarı & Yılmazçetin Eke, 2005: 10; Pournaghash-Tehrani & Feizabadi, 2009: 417).

Regarding the violence in the family particularly as a part of family life and passing it from one generation to another does not only have an impact on the one exposed to violence, but it also has a negative effect on the children growing up in the environment where violence is committed (Bayındır, 2010: 2; Osofsky, 2004: 483; Vahip, 2002: 314). According to Goldstein (2007), violence in the family comprises many behaviours ranging from threat to death, from sexual abuse to insult depending on the motive of controlling one another among the family members (Ext. Özgentürk, Karğın & Baltacı, 2012: 60). In addition, violence in the family is committed between the mother and father in the case of losing the control against children. Kaymak Özmen defines the concept of anger as “a rather negative emotion felt in the conditions of being prevented, being attacked, threatened, and deprived and limited etc. and resulting in aggressive behaviours in this way or that way by targeting the thing or person in question”. The moment when the feeling of anger appears, some individuals reveal it by showing their reactions through physical or verbal aggression, while some others could exhibit a recessive or indirect aggression or withdraw (Buckley, Holt & Whelan, 2007: 298; Çivitçi, 2007: 100; Hornor, 2005: 206). Within the anger discourses that are described as a basic feeling that could vary from slight anger up to intensive rage are such emotionally neglected and abusive behaviours as shouting at the child,

refusing, humiliating, saying bad words, leaving alone, frightening, intimidation, threatening, not meeting the emotional needs, expecting heavier responsibilities relative to the age, making a distinction among siblings, devaluing, ignoring, abusing, talking in a sarcastic way, putting an extreme pressure and authority and using nicknames (Catani, Jacob, Schauer, Kohila & Neuner, 2008: 2; Çivitçi, 2007: 100; Kaymak Özmen, 2004: 29; Osofsky, 2004: 483). The behaviours of staying away from the family, being nervous, having a dependable personality, improving the feeling of worthlessness, being inconsistent and aggressive in the children exposed to emotional negligence and abuse could be seen more frequently. On the other hand, emotional negligence and abuse could have a negative impact on the personality and success of the child as well as his physical development. In other words, children are exposed to violence both in and out of the family and they witness violence (Bahar, Savaş & Bahar, 2009: 57-58; Buckley, Holt & Whelan, 2007: 297; Thompson & Rippey Massat, 2005: 369).

The way of being affected by violence for children and how they react to violence vary depending on their ages and cognitive developments (Zun & Rosen, 2003: 16). It is pointed out that individuals growing up in a stressful environment throughout their childhood apply violence on their own children, there appear some physical, cognitive, behavioural, social and emotional damages at children exposed to violence and witness violence and some somatic symptoms, in particular aggression, could appear in the short term. These children might have a tendency towards fighting, aggression and they might have not self-esteem. They try to compensate their

anger, internal conflicts by committing violence against the children weaker than them. Some other children become passive individuals without any confidence who cannot defend their rights (Ayrancı, Köşgeroğlu & Günay, 2004: 134; Ayan, 2007: 208; Allen, 2009: 177; Nicolson & Wilson, 2004: 267; Osofsky, 2004: 481; Terzian & Fraser, 2005: 409). Since lack of controlling anger and aggression in the family could lead to incurable damages both on the parents and children, it is necessary that aggressive behaviours whose negative results are quite apparent be eliminated, the feeling of anger that is inevitable to experience be taken under supervision and expressed with a common sense. It is also of necessity that parents learn basic communication skills at least in their relation both with each other and with their children and get to know how to deal with the feeling of anger and aggressive behaviours (Kaymak Özmen, 2004: 35; Osofsky, 2004: 482). Therefore, children should be trained against familial violence in early ages and should be taken under protection if necessary and be made sensitive to negative outcomes of violence or the things caused by it (Bayındır, 2010: 2; Buckley, Holt & Whelan, 2007: 298; Thompson & Rippey Massat, 2005: 369).

Anger discourses are of great importance in terms of determining tendency to violence. For that reason, this research was carried out to evaluate the anger discourse used by the parents of children at the age of five – six in terms of tendency to violence.

2. MATERIAL AND METHOD

2.1. Design of the Study

In the current study that was carried out to determine the anger discourse of the parents of children at the age of five – six in terms of tendency to violence, semi-structured individual interview was used as a qualitative research method. Semi-structured interview is a method where the questions of the researcher are determined in advance and the same questions are mostly asked to all of the participants in the same order. In this case, the researcher carries out the interview being aware of what to seek for. The most important facility that the semi-structured interview method offers to the researcher is that it is more systematic and is likely face to face due to the fact that it can be sustained depending on the interview protocol prepared before (Sümer, Demirutku & Özkan, 2007: 49).

2.2. Population and Working Group

The population of the research was made up of children at the age of five – six attending to a kindergarten working under the primary schools of Provincial Directorate of Education in the city centre of Afyonkarahisar in the educational year of 2012-2013. In the working group of the study, randomly chosen 190 children (ten children from each school) who are in the age group of five-six from total 19 schools attending to kindergartens in the primary school of Provincial Directorate of Education in the city centre of Afyonkarahisar were included in the research.

According to the demographic characteristics of the working group, it was found that 52.6% were boys, 47.4% were girls; 54.2% of the mothers were 30-39 years old, 39.5% were 29 and below and 6.3% were 40-49; 55.3% were graduates of a primary school, 25.8% were graduates of a uni-



versity, 16.8% were graduates of a high school, 2.1% were literate; 72.1% were housewives, 23.2% were civil servants, 4.2% were self-employed; 70.5% of the fathers were 30-39 years old, 15.8% were 40-49, 13.7% were 29 and below; 41.6% were graduates of a primary school, 33.7% were graduates of a university, 24.2% were graduates of a high school, 0.5% were literate; 59.4% were self-employed, 26.8% were civil servants, 12.1% were workers and 2.6% were unemployed.

2.3. Data Collection Instruments

In the current study, “General Information Form” having the demographic features of the preschool children was used as a data collection instrument and “Semi-structured Interview Form Having the Items Regarding the Anger Discourse from the Child’s Point of View” was used to collect necessary information for the solution of the problem in the research.

General Information Form: The form developed by the researchers was made up of the items of birth date, gender of the child, the number of children in the family, the educational status of the mother and profession. These forms were filled by the parents of the children.

Semi-structured Interview Form: In this study, face to face interview technique was used. Benefiting from the literature knowledge and taking the expert views, semi-structured interview form was prepared having the items with regard to anger discourse from the child’s point of view in a way to serve the purpose of the research. During the interviews, the topics that should be taken into consideration or be avoided in terms of scientific facts were considered. Whether the questions are

clear enough or not were tested in pilot studies, necessary corrections were made, expert views were taken and the interview form was finalized. In the interview, children were asked such questions as “Which bad words do your friends say? What do your mother and father say each other when they get angry or shout each other? What do your parents say when they get angry with you?” and their views regarding anger discourse were determined.

2.4. The Analysis of the Data

The data collected in this research was analyzed with the descriptive analysis technique which is used as one of the qualitative research methods. The purpose of the descriptive analysis is to form the raw data into a way which readers can understand and use if they wish. The data obtained through descriptive analysis are summarised depending on the themes determined beforehand and analyzed, and direct extractions are frequently given in the presentation of findings (Altunışık, Coşkun, Yıldırım and Bayraktaroğlu, 2001).

The notes concerning the interviews with the working group were turned into documents and the data set was formed. The data set was read repeatedly and content analysis was started. The analysis was carried out through the following stages.

Coding the data: In the current study, the technique of “coding in general terms” was used since it was considered that a certain theoretical basis existed. At first, some coding was made in line with the theoretical structure and new codes were included in the key list. Old codes were changed with the new ones.

Finding the Themes: Some of the themes were determined in advance according to the theoretical framework. These emerging codes were rearranged under the codes determined beforehand and new themes were added when necessary.

Arrangement and Definition of the Data According to Codes and Themes: A system was formed to arrange the data and in this way the data was made definable and analyzable in terms of some cases.

Analysis of the Findings: The analyses were made as frequency and percentage (line percentage)

distributions in line with the data. Some outcomes were obtained in these findings and expressions were made concerning the importance of the results.

3. FINDINGS AND DISCUSSION

The findings obtained in the research carried out to determine the anger discourse which the children at the age of five-six and their parents in terms of violence tendency were given in tables and discussed.

Table 3.1. The Distribution of Anger Discourse Used by Children for Each Other (n=190)

<i>Anger Discourse</i>	<i>n</i>	<i>%</i>
Bad words (Adult bad words over genital organs and sexuality)	50	26.3
Expressions of animal names (Animals like, ox, donkey, bear, crocodile, dog, etc.)	24	12.6
Vulgar expression (Get out bub, you bub, who do you say as bub, woah, idiot, oh shit etc.)	36	18.9
Expression of insult (Fool, dirt, maniac, you are bad, mad etc.)	54	28.4
Expression of humiliation (You look like a maniac/coward, you retarded, you are too bad at activities, snotty nosed, baby, foolish, ugly, brainless, big assed, egg headed etc.)	42	22.1
Expression of threat (You will see next time, I'll beat you etc.)	13	6.8
Expression of exclusion (Let's not play with him/her, you are not my friend, I don't love you, don't play with us, you can't sit next to me, get out of here etc.)	21	11.0
Those whose friends do not utter bad words	19	10.0

As given in Table 3.1, 28.4% of the children used the expressions of insult, 26.3% used bad words, 22.1% used humiliating expressions, 18.9% used vulgar expressions, 12.6% used the expressions bearing animal names, 11.0% used expressions of exclusion and 6.8% used the expression of

threat as anger discourse for their friends and each others. In addition, it was found that 10.0% used expressions having no bad words in for each other.



Table 3.2. The Distribution of Anger Discourse Used by Parents for Each Other from Children's Perspective (n=190)

<i>Anger Discourse</i>	<i>n</i>	<i>%</i>
Bad words (Adult bad words over genital organs and sexuality)	14	7.3
Expressions of animal names (Animals like, pig, bear, ox, dog, etc.)	18	9.4
Expressions of threat (I will leave and won't come back any more, I will make you bring, I told you not to insist, I'll beat you, I will hit you, I'll break your hand)	24	12.6
Expressions of humiliation (Daughter of her mother, sullen, you're ugly, you're smelly, bearded, coward, etc.)	9	4.7
Expressions of insult (Psycho, mentally handicapped, man of forest, dirty, mad, you're bad, idiot etc.)	22	11.5
Expressions and behaviours of physical violence (I say I'll beat you, they push each other, my father hit my mother when she threw slippers, they shout each other, they get angry, they say they will hit etc.)	28	14.7
Those expressing they never heard using such words (I have never heard, they never argue, they behave well to each other)	42	22.1

The views with regard to the distribution of the anger discourse used by parents from children's point of view were given in Table 3.2. In the table, it is a striking result that 22.1% of the children pointed out they did not hear any anger discourse by their parents. Besides that, they expressed that

parents used anger expressions and behaviours bearing physical violence (14.7%), expressions of threat (12.6%), expressions of insult (11.5%), and expressions bearing animal names (9.4%), bad words (7.3%), and expressions of humiliation (4.7%).

Table 3.3. The Distribution of Anger Discourse Used by Parents for their Children from Children's Perspective (n=190)

<i>Anger Discourse</i>	<i>n</i>	<i>%</i>
Bad words (Adult bad words over genital organs and sexuality)	7	3.6
Expressions and behaviours of physical violence (They beat, punch, pull and push etc.)	46	24.2
Expressions of threat (I will tell it to your father, we will make injection, we will force you to eat, I'll get angry, I'll tell it to your teacher, the police will come and take you, I'll give you to thieves, I'll lock you in etc.)	47	24.7
Expressions bearing animal names (Donkey, pony of a donkey, dog etc.)	13	6.8

Expressions of insult

(Stupid, you a bad boy etc.)

21

11.0

Those punishing the child

(They lock in, they tell to wait outside etc.)

31

16.3

Those not using bad words

25

13.1

The distributions of the views with regard to anger discourse used by parents for their children were given in Table 3.3. According to the table, the anger discourse used by parents for their children were determined as the ones punishing at the rate of 24.7%, expressions and behaviours bearing physical violence as 24.2%, and 16.3% were those punishing, 13.1% were the ones not using bad words, 11.0% were expressions of bad words, 6.8% were the expressions bearing animal names and bad words expressions at the rate of 3.6%.

As given in Tables 3.1, 3.2, 3.3, more than half (76.8%) of the children used such anger discourse as bad words for each other, insult and humiliating expressions in Table 3.1, almost half of the parents of children (38.8%) used each other such anger expressions bearing bad words, insult and physical violence in Table 3.2 and again more than half of the parents (65.2%) used anger discourse bearing expressions like physical violence, threat and punishments.

Shahinfar, Fox and Leavitt (2000) pointed out in a study carried out with preschool children and their parents that 78.1% of the children are exposed to violence. Güler, Uzun, Boztaş and Aydoğan (2002) stated in their study that 93.0% of the mothers had such actions of emotional exploitation and negligence as “not showing her affection, leaving children at home alone, frightening the child, threatening, saying bad words, and closing the

child in the room, pretending as if the child were not at home. Similarly, Gültekin Akduman (2010) found in his study that the methods most of the mothers used to discipline their children were getting angry, shouting, scolding and threatening while some other mothers used physical methods like saying bad words, humiliating or insulting, appointing the child a lot of tasks heavier than his capacity. It is likely to say that these results support the types of expression bearing anger discourse parents used for their children in the current study.

In a study, Kapıcı (2004) found that the rate of violence is high among children both for the preschool period and for higher levels of education and that the content of violence is exhibited mostly in the form of physical and verbal violence. This result also supports the finding of the current study that violence is experienced among friends in a widespread manner.

The environment, family, school and the group of peers children have a strong impact on the way of their perception of anger and the method of exhibiting violent behaviours (Sever, 2013: 64). Depending on the related literature, it is likely to say that among the anger discourses are such emotional negligence and exploitation acts as shouting at the child, refusing, humiliating, saying bad words, leaving alone, intimidation, threatening, not meeting the emotional needs, putting heavy tasks upon him more than his capacity, making



discriminations among siblings, depreciating, ignoring, humiliating, ridiculing, putting excessive pressure and authority upon him, calling him with nicknames (Catani, Jacob, Schauer, Kohila & Neuner, 2008: 2; Çivitçi, 2007: 100; Kaymak Özmen, 2004: 29; Osofsky, 2004: 483). Çetinkaya Yıldız and Hatipoğlu Sümer (2010) pointed out in their study carried out to determine to what extent preschool children witness violence at light and mid level and are exposed to violence that children at the age group of five-six are exposed to violence more compared to the ones in the three-four age group. In the case where an individual who is in the position of identification object apply violence to another one in the family repeatedly, the identification of the child with the aggressor could be much easier than the identification of the child being exposed to violence. The children witnessing the violence in the family in a visual and audial way are called “silent, forgotten” or “invisible” victims. Even though these children are not exposed to violence and aggression directly, they could exhibit the similar behaviours with other children being exposed to physical violence (Kaymak Özmen, 2004: 29). As a matter of fact, since the anger discourse exhibited by children for each other or by parents for each other or towards their children are regarded as an indication of violence tendency, the findings obtained in the study could be evaluated such that children witness anger discourse or are exposed it in a way that will create violence tendency.

4. CONCLUSION AND RECOMMENDATIONS

At the end of the study, it was found that children used anger discourse for each other and parents

used it for each other and against their children. As given in the theory of transmission of violence from one generation to another, aggression and violence are the two behaviours that can be learned and if they are not dealt with or unless precautions are taken in time, it could lead to some wounds in the structure of the community that could not be treated once again. In order not to allow today's children to turn into potential aggressive and violent actors' even criminal adults, the following recommendations could be made;

- Parents could be made aware of increasing their knowledge and skills over child development and education, communication with children, child and discipline.
- Some seminars could be arranged for parents at preschool education institutions for the purpose of achieving the skills of expressing the feeling of anger through healthier ways and they could be encouraged to participate in these seminars.
- Parents having some problems in particular could be educated over preventive services with regard to teaching them how to deal with anger and aggressive behaviours and delaying their rows in the presence of their children through educational institutions and families could be supported in this issue.
- Children could be educated against familial violence from the early childhood period onwards and be made sensible to violence and negative developments caused by violence.
- Depending on the fact that the expressions result from exposure and being a witness, children could be made to behave more caring

at the program children frequently follow by acting with social awareness sensibility at the media, and parents could be made conscious.

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AİLEDE KULLANILAN ÖFKE SÖYLEMLERİNİN ŞİDDET EĞİLİMİ YÖNÜNDEN DEĞERLENDİRİLMESİ

Özet: Son yıllarda ülkemizde yapılan araştırmalar ve medyaya yansıyan haberler incelendiğinde şiddet olaylarının her geçen gün arttığı, gittikçe daha yaygın bir sorun haline geldiği gözlenmektedir. Bu olaylardan en çok zarar gören ve etkilenen çocuklardır. Çocuklarda kişilik gelişiminin temeli okul öncesi dönemde atılmaktadır. Bu dönemde çocuklar gördüklerini ve duyduklarını içselleştirmektedir. Bu yaşlardan sonra ise öğrendiklerini pekiştirmekte ve buna uygun davranışları sergilemektedir. Şiddet ortamında büyüyen çocuklar, bu söylem ve davranışların normal yaşamın bir kuralı olduğunu benimsemekte, ruhsal yaşamlarında oluşan sorunları hem yaşamakta hem de başkalarına yaşatmaktadır. Şiddet yetişkinin ruh sağlığını bozarken, şiddetle baş etme olanakları sınırlı olan çocukların ruh sağlığını daha fazla bozmaktadır. Sadece şiddete uğramak değil, şiddete tanıklık etmek de çocukların ruh sağlığını bozmaktadır. Şiddet, çoğunlukla anne babanın veya bir başkasının (öğretmen, bakıcı, akran veya büyük çocuklar vb.) öfkesini kontrol edemediği durumlarda, birbirlerine veya çocuklara karşı uygulanmaktadır. Çocuklar aile içinde veya aile dışında şiddete uğramakta veya şiddete tanıklık etmektedir. Şiddete tanıklık durumlarından olan öfke söylemlerinin kullanılması ya da öfke söylemlerine maruz kalma, şiddet eğilimini ortaya koyma açısından son derece önemlidir. Bu noktadan hareketle araştırma, ailede kullanılan öfke söyleminin şiddet eğilimi yönünden değerlendirilmesi amacıyla yapılmıştır. Araştırmanın verileri, araştırmacılar tarafından geliştirilen “Çocuk Gözüyle Öfke Söylemleri Görüşme Formu” ile nitel araştırma tekniklerinden yarı yapılandırılmış bireysel görüşme yöntemiyle toplanmıştır. Görüşme, araştırmaya katılan bireylerle sözlü iletişim yolu ile derinlemesine çalışma yapmaya olanak sağlayarak bilgi toplamaya yarayan araştırma tekniğidir. Görüşmelerde katılımcılara araştırma sorusunu yanıtlamaya yardımcı olacağı düşünülen sorular sorularak yanıtları kaydedilir. Görüşmeler; görüşme amacına, görüşmeye katılanların sayısına, görüşmedeki kuralların katılığı ile görüşülmek istenen kişiye bağlı olarak sınıflandırılabilir. Bireysel görüşmede görüşmeci ile kaynak kişi dışında kimse bulunmaz. Yarı yapılandırılmış görüşme, araştırmacının sorularını önceden belirlediği ve çoğunlukla bütün katılımcılara aynı soruları aynı sırada yönelttiği görüşmedir. Bu durumda araştırmacı neyi aradığını kesin olarak bilerek görüşme yapmaktadır. Yarı yapılandırılmış görüşme tekniği, sahip olduğu belirli düzeyde standartlık ve aynı zamanda esneklik nedeni ile eğitim bilim araştırmalarında daha uygun bir teknik görünümü vermektedir. Yarı yapılandırılmış görüşme tekniğinin araştırmacıya sunduğu en önemli kolaylık görüşmenin önceden hazırlanmış görüşme protokolüne bağlı olarak sürdürülmesi nedeni ile daha sistematik ve karşılaştırılabilir bilgi sunmasıdır. Araştırmanın çalışma grubunu; 2012-2013 eğitim-öğretim yılında Afyonkarahisar il merkezindeki İl Milli Eğitim Müdürlüğü’ne bağlı okul öncesi eğitim kurumlarından tesadüfi örnekleme yöntemi ile seçilen 19 okuldan yine tesadüfi örnekleme yöntemi ile seçilen beş-altı yaşlarında 190 çocuk (her okuldan on çocuk) oluşturmuştur. Çalışma grubundaki çocukların demografik özellikleri incelendiğinde; %52,6’sının erkek, %47,4’ünün kız olduğu; annelerinin %54,2’sinin 30-39 yaş, %39,5’inin 29 yaş ve altı, %6,3’ünün ise 40-49 yaş aralığında olduğu; %55,3’ünün ilköğretim, %25,8’inin üniversite, %16,8’inin lise mezunu, %2,1’inin ise okuryazar olduğu; %72,1’inin ev hanımı, %23,2’sinin memur, %4,2’sinin serbest meslek sahibi olduğu; babalarının %70,5’inin 30-39 yaş, %15,8’inin 40-49 yaş, %13,7’sinin 29 yaş ve altı olduğu; %41,6’sının ilköğretim, %33,7’sinin üniversite, %24,2’sinin lise mezunu, %0,5’inin ise okuryazar olduğu; %59,4’ünün serbest meslek, %26,8’inin memur, %12,1’inin işçi ve %2,6’sını işsiz olduğu belirlenmiştir. Araştırmanın verileri, nitel araştırma yöntemlerinde kullanılan analiz tekniklerinden betimsel analiz tekniğine göre çözümlenmiştir. Araştırmanın sonucunda, ailelerin çoğunluğunda şiddet eğilimi göstergesi olarak değerlendirilebilecek fiziksel şiddet içeren, tehdit içeren, hakaret içeren ifadelerin kullanıldığı tespit edilmiştir.

Anahtar Sözcükler: Aile, Çocuk, Şiddet, Öfke Söylemi