

A Query on the Effects of Homework on Mental Health of Families
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دراسة في الواجبات المنزلية كواحد من العوامل المؤثرة في الصحة النفسية للأسر

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الملخص

اليوم يولي خبراء الصحة مزيداً من الاهتمام للمدارس والبيئات التعليمية. يمكننا القول بأن أحد الأسباب الرئيسية لذلك هو تفاعل تلك البيئات مع الفئات العمرية ذات المشاعر المرهفة في المجتمع. إضافة إلى ذلك لقد عدّ الخبراء، المراحل الابتدائية والإعدادية والثانوية فترة تتشكل فيها شخصية الكبار. لذلك يجب أن نقرّ بأنّ مواقف والفضاءات الفيزيائية والنفسية السائدة في المدارس تؤثر على صحة الناس عندما يكبرون. بحيث أنّ خبراء الصحة النفسية، الذين يقدمون النصائح للعائلات لمعرفة الأسباب المؤثرة في الصحة النفسية، لم ينسوا دور المدارس والمعاهد التعليمية، فيعتقدون أنّ معرفة تلك الأسباب ضروري في هذا الصدد. بناء على ما سبق، تسعى هذه الدراسة إلى معرفة أضرار الواجبات المنزلية الكثيرة للتلاميذ و معرفة أسبابها. جمعت الدراسة بياناتها عن طريق المشاهدة والحوار مع عدد من المدرّاء والتلاميذ وعائلاتهم. أظهرت نتائج الدراسة أنّ بعض المعلمين حملوا التلاميذ واجبات منزلية كثيرة لأسباب مبررة أو غير مبررة مثل التعاطف ورفع نسبة النجاح، أو طلب الأسر بحيث لعبوا دوراً في حدوث بعض مشاكل منها الصراعات الجسدية. وبطبيعة الحال تتجلى الآثار المضرة لهذه السلوكيات بأشكال مختلفة في حياة التلاميذ القصيرة المدى، منها الشغور والشبهة والعزلة.

الكلمات الرئيسية: الواجب المنزلي، الصحة النفسية، المربون، التلاميذ، الأسرة

Abstract

Today, schools and educational environments are the focus of attention of mental health experts more than ever. It can be arguably claimed that one of the main reasons for this is because these environments involve individuals of very sensitive age groups of the community. Additionally, the age of individuals in primary and secondary schools and high schools is considered to be the period when the foundations of the formation of the personality of individuals in adulthood are established. Therefore, we must admit that the physical and psychological environment of schools will have a significant impact on the health of individuals in current time and in adulthood. Psychologists, recommending families to identify and observe the factors affecting mental health in this period, do not forget the educational centers and schools, and mention that familiarity with and observance of the mentioned factors is necessary in mental health. Accordingly, this study was designed to identify the major damages of "too much homework" to students and to introduce its causes. According to the qualitative approach of this research, the data were collected and categorized by observation and interviewing with a number of principals, teachers, parents and students. The results showed that some teachers assign more homework to students for justified and unjustified reasons such as well-wishing, raising the percentage of final-exams-passed students and family request, so that they would involve themselves in different cases, up to the level of physical conflict. Naturally, the adverse effects of these behaviors are manifested in the short-term life of students in various forms such as aggression, suspicion and seclusiveness, etc.

Keywords: Homework, Mental Health, Teachers, Student, Family

Introduction

Among the main causes of child abuse and violence by adults, one may mention the age, traditional beliefs and unfamiliarity of adults with upbringing issues, which gives rise to views such as feelings of ownership of children and targets their physical and mental health.

An assignment in the Persian Dictionary, written by Dr. Mohammad Moein, is defined as “to burden”, “to designate difficult tasks to someone”, “the task to be done”.

In terms of education, assignment or homework means a set of activities designed to deepen students' learning at a time when they are not at school.

The homework consists of activities such as doing writings, solving problems and memorizing the content specified in the textbooks, which teachers assign to students on a daily base to do at their home.

There are a number of different comments on the topic of homework. Some consider it to be the cause of activity, practice, deep learning and educational creativity, and some consider it a disaster, and others consider it a detrimental source for family and parent's conflict. The extremists mentioned it as a monster for upbringing issues, which leads to extermination of the tendencies, desires and talents in the third wave era (the computer and electronic era), and consider it as the main factor in the psychological torture of students (Journal of Education, No. 30, p. 29).

The literature on the homework reflect the fact that doing the homework deprives students of doing their favorite activities at home, such as reading other books, watching TV, resting, playing with siblings, etc. Students are forced to do their homework during the school year; in other words, they are never free. On the other hand, most teachers agree with homework assignment because they believe that the whole content of the textbook cannot be taught to every one of the students in school hours; so the content for which there was no time to be taught in the classroom is given as a homework assignment for students to do and learn at home. Therefore, teachers defend doing homework at home and consider it a crucial issue in the education process.

Does the homework really help students to learn? Does homework affect academic achievement? Some studies show a relationship between academic achievement and homework, and others show no significant relationship. Nevertheless, the role of homework as a link between home and school is undeniable, and the homework can be a tool for academic communication among parents, student, and teacher. If the homework is assigned according to the learning context and environment in each field, it can be a useful learning experience in the education process.

Research by Friesen (1979), Strother (1989), Meiriew (1988), Cooper (1985) and Deville and Barber (1991) showed that the homework was not beneficial for younger children, and the negative effects of homework on this group of students were significant.

Researchers, however, support the increase of homework load based on the age of students and their level of ability, and emphasize the usefulness of this educational task and its effect on improving the academic performance of high school students, provided that the volume and duration of the homework meets the students' ability and desire (Quarterly Journal of Education, No. 38, p. 31).

In this regard, it seems necessary in this study to examine one of the psychological and emotional harassment of children, i.e. receiving forced education beyond the capability of children, which is sometimes considered as a favor by teachers and parents.

Problem Statement and Goals

It has been proven that any abusive behavior with children creates an anxiety situation for the child and causes problems for children and families sooner or later.

A simple look at the educational situation of children today and unequal behavior of teachers at graded schools shows that instructors have sometimes unreasonable educational expectations from students, and in some cases they psychologically and emotionally harass them.

Therefore, the purpose of this study was to examine one of the new forms of psychological child abuse, i.e. educational child abuse, in order to explain and analyze the causes and consequences of this issue at the level of school staff.

Research Questions

The main question of this study is:

What adverse effects does teachers' educational strictness in the form of homework assignment have on the students and families?

The subsidiary questions that can be raised are:

- Whether teachers' insisting on attending their tutoring classes is considered a type of child abuse?
- What is the impact of out-of-school classes and the need to participate in them on children's mentality?
- Is there a relationship between university entrance exam and this kind of child abuse?
- Is this behavior of teachers considered as misbehavior?
- To what extent do these behaviors and expectations damage the happiness and mentality of children?

Background of Research

It can be said that there were some books and articles on the topic of homework and its shoulds and shouldn'ts; however, in order to avoid prolongation of the word, they will not be reviewed here; rather they are referred in the References. Nonetheless, it should be noted that there was not significant number of specific studies in this regard, and the only existing discussions on the subject matter of the homework are either very limited or merely verbal and at the level of some group discussions.

Methodology, Tools and Research Population

Regarding the subject of this study, the research is categorized as a qualitative research which collected and analyzed data using descriptive-analytical method and using library tools, observation and deep and collaborative interviews. The statistical population consists of books and articles devoted to child abuse and homework. The research uses the opinions of experts, educational consultants and students through interview and questionnaire.

Discussions

Considering that educational child abuse can be categorized in the subcategory of psychological and emotional abuse and "misbehavior" with children, it is necessary to first discuss misbehavior and its variants and manifestations.

Misbehavior and "procrastinatory" behavior with a child is a serious and prevalent problem which is defined as performing or neglecting any act that results in harm to the child and the development of mental and emotional health problems, such that threatens the well-being and health of the child both now and in the future.

Any abuse, negligence, exploitation, aggression, disrespect or any act that results in injury, damage or corruption, is considered to be misbehavior.

Misbehavior or abuse might be intentional or unintentional. Intentional misbehavior is deliberate and conscious imposition of a damage, harm, injury or verbal abuse; and unintentional misbehavior occur in the event of an inadvertent conduct that results in damage to the child, though it was performed with positive thoughts and goodwill.

Emotional abuse

Emotional abuse means any kind of rejection, shielding, isolation, criticizing, or constant threatening and humiliation of the child by the instructors so that the child feels emptiness, inefficiency, neglected and worthlessness. For example, constantly ridiculing and criticizing the child may create the belief in him that he is a "bad" person.

Misbehavior entails many damages to children, which include physical, behavioral, and psychological damages. For example, one can mention caution in interacting with others, the obvious

fear of family members, staring at a fixed point, lying, self-confidence decrease, having a negative mental image, attracting attention, aggression, drug dependence, isolationism and depression.

The Causes of Child Abuse

The true cause of misbehavior with children is unknown. Marlow says that there must be three characteristics before harassment and abuse happens:

1. Parents have the potential social factor for misbehavior;
2. Parents have anxiety and conflict and are not supported;
3. There is a distinctive characteristic about the child abused.

In general, the reasons for misbehavior can be categorized as follows:

- A) Lack of social resources
- B) Parents and teachers characteristics
- C) Child characteristics

A. The lack of Social Resources

One of the main reasons for misbehavior is the lack of social resources that cause instructors to show violence and misbehavior as a result of life pressures and stresses, or, in other words, existence of a crisis may lead to child abuse. Such crises usually come with a series of frustrations and disabilities to deal with problems. Among such crises are poverty, incompatibility, marital conflicts, drug use, alcohol and drug addiction, isolation from the community, lack of adequate shelter, having too many children, and chronic diseases, and so on.

It is believed that social isolation can be the main cause of child abuse. Sometimes a relatively small but sufficiently strong crisis can turn into misbehavior. The environment is an essential component in causing misbehavior. Abusive instructors lack adequate support systems.

B) Parents and teachers characteristics

Most teachers do not intend to harm students, and generally harassment occurs when they lose self-control. Retrospective studies on misbehaving teachers indicate their low self-esteem, high stress, free expression of aggressive motives, harassment and abuse during childhood. Therefore, the violent behavior, as a response to stress and pressure, may be conveyed from a generation to other generations. This pattern can be studied through the history of chronic violence, the pattern of withdrawal from the surrounding environment and the pattern of limited interactions among family members.

Studies have shown that harassing teachers have had negative relationships, unrealistic expectations, lower economic levels and a history of drug and alcohol addiction.

Although no two abusive people are exactly alike, there are common factors for identifying potential abusive people. Most of abusive and misbehaving instructors have been misbehaved themselves, even if that misbehavior was not obvious, they recall it as something undesirable and unfair.

Misbehaving persons do not seem to have a specific personality; however, some of them have been mistreated and abandoned during their childhood, and perhaps they have learned to imitate aggression or the lack of being loved is manifested as misbehavior.

Another problem with abusive instructors is that they do not have enough information about the students' evolutionary status and expect the students to take on their role, meaning that they expect the students to think and understand just like them. This concept is called role reversal where teacher act like a student and expect student to play the role of a mentor.

Abusive teachers often live in an environment separate from the community and do not like communicating with others. Many misbehaving people, who are socially abandoned due to instability in life and family status, are emotionally unstable and show aggressive behaviors with minimal stimulation. This emotional instability is the reason for their misbehavior with their subordinates, i.e. students.

Misbehaving people often feel distressful and guilty because of their inability to adapt to the needs of the child in various evolutionary aspects. Aggression is the first way misbehaving people

respond to others, because it is the only one way they know to deal with their internalized anger, fear and anxiety.

C) Child Characteristics

A child is a unique person and different from others. Evidence suggests that mistreated children show more maladaptive and abominable behaviors such as arbitrariness, cynicism and cold-heartedness. Mistreated children quickly learn how to behave in an abusive way. They learn that they can be a popular partner if they show violent behavior, and also beating or using physical force is justified.

Mistreated children show high ability and competence in responding to the needs considering their age. They usually stare at a point; do not show any specific reaction even in the course of an aggressive medical approach, and may not even cry when punished.

Findings

Given what has been said, the collected data are coded and classified in several categories and groups, one of which is the causes of educational child abuse, i.e. who causes this misbehavior and why; and another is the consequences and damages of this type of educational misbehavior to children.

Obviously, educational child abuse can be categorized according to its location, namely home or school; and it can be attributed to the school staff or family members. However, this study deals only with the issues of school staff, and addresses those issues related to the school environment.

1. Causes of Educational Child Abuse

1.1. Teachers

Undoubtedly, all teachers wish for their students to have a decent and honorable job, or in a simpler sense, be successful and proud in the future. Of course, that what success is, or what is considered as success by different people is a separate discussion beyond the limitations of this study.

However, it is observed that the tolerance threshold of educators is reduced due to the circumstances that will be discussed later, and they make wrong educational decisions such as punishment, assigning excessive homework, and not teaching sufficient educational content, etc.

If we look for the causes and roots of such behaviors among a limited number of instructors, we should study these behaviors in their background or life status, which are directly or indirectly related to the motivation of such expectations from children.

Below are some examples of such cases with a brief explanation of the root causes of these abusive behaviors:

1.1.1. Frustration of the Instructors during their Childhood

A person, who was frustrated in childhood due to family, teachers and peers, etc., will surely be very vulnerable in the future and face a number of risks because he has experienced an atmosphere of disorder and such atmosphere will affect him. In other words, children will always remember how they were treated and accordingly show positive or negative reactions in the future.

1.1.2. Conveying the Behaviors of Teacher

In this kind of misbehavior, we see that teachers say that “we were not like this”, “we were not treated like this”, “we did not study like this”, “the volume of textbooks was ten times that of the current ones”, etc. In fact, they somehow impose their excessive educational expectations to current students.

1.1.3. Realization of Their Own Wishes

This behavior is rooted in teachers' own failures in the past, which is somehow associated with job dissatisfaction. They now somehow regret their past actions and wish they could go back in time and change their choices and actions; however, since they could not do that to make their own dreams come true, they intervene with the lives of others (students) and, often with goodwill, try to prevent someone else from being miserable (and meanwhile they make vain excuses).

1.1.4. Parent Insistences to Teachers

It should be acknowledged that these insistences affect this type of misbehaviors and misbeliefs. Imagine a community where the parents wish for their child to have an “easy work and a prosperous life”. Then, it is not unlikely that all their efforts will be to guide their children toward finding an easy but well-paid job; in this regard, they engage teachers too and together they put the child under psychological pressure. You may remember hearing your parents saying such sentences to your teachers and school staff during your school days as “you have full authority to do whatever you like to teach our child”.

Though, that kind of mentality has changed to some extent today and there are numerous educational rules limiting teachers’ authority in action at least in terms of physical punishment or physical misbehavior with children, and the government jobs are not considered as well-paid as before, however, we must admit that the culture of being indolence still remains, and there are still some extremely high-income jobs. Some parents constantly ask teachers to push their children toward achieving that goal under any circumstances, and teachers also take part in this course of action by accepting their requests.

1.1.5. Community Expectations and Administrative Office

The community and the Education Department, by law, expect a teacher to train successful students, or as they call it today, a researcher. So, the instructors naturally, for the sake of well-performing their administrative duties and occasionally to preserve their reputation, make an extra effort (even in a wrong way) through diverse and even self-constructed nonacademic methods to push the students to pass the final exams with highest scores; thereby improve their own reputation among the community and in the Department, and earn some extra credit.

1.1.6. The Sympathy of Teachers with the Status of Students’ Families

There are some dedicated and compassionate teachers who, due to familiarity with the economic and social status of the families of a number of students, and merely because of sympathy and for God’s sake, require themselves to make further efforts in the case of some students; so they assign excessive homework to those students in order to make a better future for them.

1.1.7. Confronting with Playful Students

Assigning excessive homework is sometimes a result of the playful actions of some of students in the classroom who, for various reasons, want to disturb the order of the class and show-off or tease the teacher; in this situation, considering the law and regulations banning physical punishment of students, which teachers sometimes do not adhere to and meet the consequences, the only remaining solution is to give a considerable amount of homework, raising multiple questions and making the class environment stressful for students.

1.2. Society

A brief review of the educational environment in Iran, especially in recent decades, indicates the sudden growth of the private educational institutes and tutoring, which are being advertised on different media and target families. Naturally, those who operate these institutes are usually school staff or teachers.

Obviously, when there is a store, there should be customers too, and if the buyer is not going to the store by himself, he should be forced to go to the store. Giving excessive amount of homework in order to prove the student's inability to do the assignment and to prove the teacher being right is one of these strategies to bring the customer to the store through making the student feel that he know nothing and need to be privately tutored.

Although this is not true of all teachers, but it could be claimed that most of them feel that was deep inside due to their social and economic conditions, well who does not like to be paid a considerable amount of money per session or for providing sample questions before the exam? These consist some of the reasons why teachers do not provide a sufficient teaching in class, the query of which is beyond the limitations of this study.

1.3. Education Department

The defect in the Education Department of Iran has been showing itself in many different forms for many years, such that from time to time, a number of experts introduce a new design and educational system imitating other countries. The educational system designs of 5, 3, 4 and 5, 3, 3, 1 (pre-university design), and most recently, the educational system design of 6, 3, 3 have been practiced. These replacements take place without any change in the behavior and knowledge of teachers; certainly, it takes some years for all teachers to learn how to teach the material according new approaches, or honestly speaking, they sometimes do not accept the new system and resist against it for a long time, or in some cases they mix the previous and the new methods. However, some teacher may consciously or unconsciously consider assigning excessive unrelated homework as a way to keep the reputation up and prevent problems to some extent.

1.4. University Entrance Exam

When, on the one hand, people in a country do not like to engage in hard work and generally think the comfortable life comes with a management or governmental job, and on the other hand, the Education Department cannot prepare students for a job after completing high school education, the result is that students will have to pass another barrier, i.e. university entrance exam. Certainly, in order to pass this exam, there is a need for a deep education and learning how to take multiple choice tests through a lot of practice. Such things are not taught in any of the schools, and are not on the Education Department agenda at all. Thus, it is clear what should be expected from the students and what they have to bear.

1.5. Children

Studying the mentality of a limited number of students reveals that some of them accept this method of excessive homework assignment with their free will and without any reluctance, and consciously or unconsciously claim that they are not interested in playing and recreational activities. If it is a conscious claim; then, parents and school staff should provide them with complementary information about all needs of children and attempt to change their minds, and if it is an unconscious claim, then it is clear that they need to be informed with the right information.

Though various factors such as the their interest, satisfying their parents, and the perceived poverty and difficulties of their families' life can lead the students to show these behaviors, those behaviors should be considered as child abuse, of which parents and educators should be aware.

2. The Damages and Consequences of Child Abuse

Now that the causes and factors of child abuse have been discussed, it is necessary to discuss its consequences. This misbehavior can damage children in many ways, some of which are mentioned below.

2.1. Inappropriate Behavior in Family and Community

Mistreated individuals in their childhood by their family behave in an inappropriate way in their adulthood in the community. Such anti-social improper behaviors of an educated person are simply unacceptable for society members. For example, a person who has never attended a social event or a party to observe and learn social interactions will not be able to communicate and behave in a socially acceptable way; e.g. how to greet, where to sit, when and to whom to talk, and etc.

Such behavioral problems are the result of the individuals being deprived of social relationships during their childhood to have more time for doing homework for most part of the day. That is, the child has spent all or most of his time to do homework and has not attended such social events with his parents to watch and learn social behaviors so that he can apply them now.

2.2. Psychological Damage and Deprivation of Joy and Playing

Children need to be active and playing is an important part of this activity. Each person needs thinking for his/her mental and social development, and playing games is the bed for thinking. Physical and mental fitness and readiness to deal with problems is part of the philosophy of playing games in

childhood. Therefore, the more complex and social is the game, the more psychologically immune the child will be.

Exploration of the surrounding world is another part of the philosophy of playing games, whereby the child satisfies his curiosity. Playing games cause the children to be psychologically and physically healthy and helps them to learn the social responsibilities they need to take on in the future. By playing games, children will get a chance to explore their feelings, beliefs and problems and learn life skills.

Robert White expressed that the hours spent by children for playing should not be considered as wasted. Playing games may seem joyful, but it is a serious matter in childhood. Undoubtedly, playing games is the best form of natural activity of a child.

2.3. Lack of Energy, Feeling Fatigue, and Sleepiness

Unfortunately, lack of energy is not on the list of medical illnesses. If you visit a doctor and ask for help with the problem of feeling fatigue, he will probably tell you “we all feel tired, your expectation from yourself might be high”; however, in fact, lack of energy is a serious problem and has a direct impact on our physical and mental health and our individual and social lives.

If the weakness and lack of energy is not treated, the body will not be able to regenerate its cells, which will cause premature aging and a variety of diseases. On the other hand, we need to have enough energy to succeed in social relationships, to socialize with others, to laugh and etc.

In addition, it has been proven that many personality and behavioral aspects, and even our thoughts, are directly related to our energy levels. The image of life in the opinion of people with low energy takes a false form. Some people lose their interest in social activities and believe that others spend their time and energy on vain things; they regard themselves as spiritual, but they are not actually spiritual. They are not aware of their own situation and do not know how low energy and depressed they are.

Low-energy people are usually bored and sensitive, and since they do not have enough energy to analyze and solve problems, they soon get angry and always blame others for their problems. Lack of energy can affect all parts of the body from the central nervous system to sexuality; in other words, if there is not enough energy, parts of the body may not function properly.

Now, consider a student who is receiving educational content and doing homework since 7 A.M to midnight. Certainly, such children will suffer from a variety of mental and psychological illnesses, as well as lack of energy; and in the future, they will not be useful members for the society and will add to the number of depressed people.

2.4. Seclusion among Peers, Family and Relatives

A psychiatrist referred to people with the avoidant personality disorder and said that they avoid social relationships because of the fear of being rejected. These people usually do not interact with others and prefer not to engage in a conversation as much as possible. They are not social people and are less likely to attend social events where there will be a group of other people. They do not have many friends and hardly communicate with others during their first presence in a group or community. These people continue to develop symptoms of depression but it will be considered as a problem or a disorder if the performance of that person is decreased.

In psychopathology of this disorder, it is worth mentioning that some psychological traumas are effective in the development of this disorder. However, according to the learning theory, the children of the avoidant parents may be distrustful of social interactions. Feeling inefficient and incompetent and sensitivity to being negatively evaluated by others are other characteristic of people with this disorder.

2.5. Feeling absurd and Worthless

Feelings of absurdity and meaninglessness happen when realities are not in line with our expectation; for example, suppose that a professional criminal is appointed as the chairman of a humanitarian organization. In such circumstances, we usually try to change the conditions, for example, we might change our expectations or, in general, get out of that environment.

The feeling of absurdity of life is due to the fact that we take our lives too serious, and at the same time it is always possible to doubt on everything that was once serious and important to us and consider them arbitrary.

Albert Camus says in the novel of *The Myth of Sisyphus* that feeling of absurdity is due to the fact that the world cannot meet our demand for meaning. This means that if the world was in a different way, it could have responded to our demand for meaning. The absurdity is not a result of us confronting with life, but it is a result of us confronting with ourselves.

2.6. Reduced Self-Confidence

Self-confidence refers to the degree to which people pay attention to and respect themselves and how much they value their abilities and beliefs. Warren (1991) stated that self-confidence is divided into two parts:

- The first part is the ability to say that “I am important”.
- The second part is the ability to say that “I am competent and I have something to offer to others and to the world”.

2.7. Aggression

Aggression in psychology and other behavioral and social sciences means a behavior that will result in persecution and pain. A group of behavioral science experts such as Freud and Lorenzo argue that aggression is a behavior that is rooted in human nature. They believe that aggression as a latent force in humans has a hydraulic state that is gradually compressed inside a person and eventually needs to be released.

Others disagree with the inherent nature of aggression and believe that such thought of aggression being inherent is dangerous and destructive to humans because such an idea holds that aggression, just like the need for food, should be considered as an inevitable reaction, so that individuals cannot play a role in controlling or reducing it.

Although the response of people to the failure is very different due to the fact that the factors causing failure and the personality of the failed person have a very wide range, in general, it can be said that aggression as the response to failure, in the form of a hostile behavior in the case of incompatibility with success in daily life, has a close relationship with failure; for example, a child who is not allowed to play, frowns with anger or stamp his feet on the ground.

It has been proven that failure increases aggression and aggression can release compressed complexes and provide some kind of a temporary relief for the person, but at the end, it is usually not satisfactory. When there is a failure, it should be considered as a problem and then a solution must be looked for.

Aggression may directly target the problem itself. Family can trigger or aggravate aggression in different ways, the most important of which are listed below.

- **How Parents Deal with the Needs of the Child**

Usually, a child who sees his or her favorite toy in another hand is provoked and attempts to take it back even by violence. Experience shows that if a person's expectations have always been met in childhood, he will be more angry and aggressive than those whose expectations have not been met.

- **Existence of Bad Role Model**

Having a good role model in life is one of the human needs because people like to act in the same way as their favorite persons and to select them as a guide and a role model for their life. Studies show that most aggressive children have violent and hostile parents. That is, not only their child did not receive the necessary affection and love, but also was influenced by the existing aggression pattern in the family.

- **The Effect of Aggressive Behavior**

Some do not condemn aggression and bullying; instead they consider it as a sign of courage and power. These people consider their and others' aggressive acts positive, justified and even necessary.

- **Encouraging Aggressive Behavior**

Encouraging aggressive behavior by parents and others can consolidate it. We occasionally encounter parents or educators who, as a self-defense lesson, tell children “do not be an underdog”. Clearly, instead of encouraging logical reaction to personal problems, they encourage pointless aggression.

- **Being Punished by Parents and Teachers**

Parents and teachers who get angry with aggressive and violent behaviors of children aggressively punish them. They significantly pave the way for aggressive behavior of children to be intensified. In such cases, punishment is an intensifying factor for aggression, as it causes anger and possibly aggressive behavior of the child and also makes the punishing person to be an inappropriate role model for the child.

2.8. Depression

Depression is a mental illness that causes feelings of constant sadness and loss of interest. Most people sometimes feel upset, depressed and sad. Feeling depressed and sad is the body's natural reaction to the problems of life and the loss of beloved individuals and things; however, when this feeling of sadness, grief, hopelessness and worthlessness lasts more than a few days or a few weeks, it will be considered as depression. Depression affects thoughts, feelings and behaviors. Depression can cause a variety of physical and mental illnesses. Depressed people may be incapable of performing daily tasks and even feel that life is not worth living.

2.9. Maladaptation

The adaptation of behaviors is emotional reactions and cognitions that are desirable, adaptive, effective and healthy, but maladaptation or incompatibility (a psychological damage) refers to those actions, emotions and thoughts that are undesirable, non-adaptive, non-effective and unhealthy.

2.10. Cynicality

Negative thinking is any kind of thought that causes the person to feel inefficient or failed, or prevents the person from succeeding in doing things that nobody knows how they will end.

2.11. Violence

The causes of violent behavior in humankind are often the subject of research in psychology and sociology. Jan Volavka, a nervous system biologist, states that “violent behavior is defined as intentional physical aggressive behavior against another person.” Scientists agree that violence is inherent in humankind. Prehistoric human studies show that there are archeological observations indicating violence and peace as the primary features of prehistoric human.

2.12. Lying

When students fail to complete their homework, they will definitely make excuses and lie to their teacher. They will become accustomed to lying when it is repeated. Words like “I was sick”, “we had guest”, “I was at a funeral ceremony”, “I was at a wedding”, “I lost my notebook”, and etc., are just some examples of dozens of excuses we have heard during our school days.

2.13. Violence at Home

Excessive load of homework may lead to domestic violence. If parents' reaction to students' reluctance in doing their homework is illogical, such as intense blaming and humiliation, which is likely to be coupled with physical punishment, the calm atmosphere of home will change into a battlefield between the members of the family.

Conclusion and Suggestion

This study showed that teachers being too strict and assigning excessive homework that is not prepared by the curriculum planners will cause serious harm to children's mental health. Given that most students do not achieve the teachers' desired goals adhering to these strict behaviors of the teachers, various types of mental and psychological illnesses such as seclusion, anger and depression as well as even domestic disputes may appear in the future life of these children, the consequences of which will also affect other people in the community. It is suggested for school officials and Education

Departments not to only consider and emphasis on students' scores, and to control the homework load in schools through different ways.

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