LEVELS OF SELF-ACTUALİZATİON WİTH MANİFESTATİONS OF VİOLENCE İN STUDENTS STUDY OF THE RELATİONSHİP BETWEEN

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Abstract: It is devoted to the study of the relationship between the manifestations of violence and the levels of self-actualization in students. In the study, the methodology of studying the effects of violence and Shostrom's SAT methodology and the questionnaire prepared by the author were used. The study included 140 undergraduate students. It was determined that there is a negative correlation between the level of self-actualization of demands and the violence suffered. It became clear that the relationship between the primitive level of self-actualization and the verbal and non-verbal types of violence is bidirectional. At the same time, the relationship between different types of enjoyment and self-actualization is two-way. It can be concluded that as the levels of self-actualization increase, the likelihood of being bullied decreases. It was found that the relationship between the adequate level of self-actualization and the types of violence is positive. The research showed that the phenomenon of verbal and non-verbal violence in childhood causes quite a variety of psychological effects, such as trauma, trust problems, loss of personal self-confidence, self-loathing and the formation of a fearful/ anxious personality, and it is very important to eliminate them. It can be concluded that students in order to eliminate the manifestations of violence, it is necessary to increase the personality qualities, including the opportunities for self-realization, and to create a favorable educational environment for this.

Keywords: verbal and non-verbal violence, students, levels of self-actualization, conducive learning environment

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Introduction

The increasing dynamism of violent behavior in modern times calls for deeper attention to this problem. Undoubtedly, violent behavior is an extremely diffuse phenomenon, and thus operationalizing its definition is complex. Concepts of what is behaviorally acceptable and unacceptable and what constitutes harm are culturally influenced and constantly changing as values and social norms evolve. [Krug, et al. 2002.].

At present, the phenomenon of violence has begun to attract the attention of both society and specialists of various fields of knowledge more and more. Although various researches are conducted on violence, articles, books, and dissertations are written, paradoxically, the question of what is violence still remains unresolved. This term is used so widely that sometimes the researcher questions whether what has already been said is violence or some other phenomenon.

The analysis of conducted studies shows that the diversity of moral codes around the world makes the issue of violence one of the most difficult and politically sensitive issues to address. However, in our rapidly changing world, while efforts are being made to reach consensus and define universal standards of behavior based on human rights to protect human life and dignity, it is difficult to say that this has yet been fully achieved.

To find a global consensus that would allow comparisons between countries, the World Report on Violence and Health defined violence as the presence or actual intentional use of physical force, such as the use of physical force against oneself, another person, or a group or community. Events that result in or are likely to result in injury, death, psychological harm, poor development, or deprivation are manifestations of violence [Krug, et al. 2002.]. Psychologists define violence as the intentional use of physical force or power against a person or social situation. A group or society that harms a person and causes negative consequences is a violent society. It should be noted that from the legal point of view violent behavior is "deliberate (non-accidental)". If someone carelessly elbows a bystander, this cannot be considered as an act of violence. Because there is a prior intention to commit

it The person did not have a premeditated or planned intention to harm others. This is reflected in the legal and legal plan. From a psychological point of view, this issue is different Several aspects can be noted here. First, the consequences of violence come into focus. Second, violence has a negative impact on the personality. Third, violence affects the psychological state of the personality Among other things, it is an event that has a negative impact on his sense of personal dignity, and because of its influence, the personality cannot reconstruct its possibilities for a long time.

In a number of studies, the question of the consequences of violence has not been fundamentally addressed, but its forced nature is emphasized. However, both definitions are not contradictory, on the contrary, they complement each other. Therefore, it is advisable to combine them and violence can be defined as the intentional and forced physical or psychological impact of one person (group, society) on another person (group, society). The main purpose of violence is to make a person feel something (for example, feel, humiliate, intimidate) or to do an action or action against his wishes [Aptikiyeva, 2020]. In addition to all this, we should note that although various psychological characteristics of victims of violent behavior have been studied, their self-realization directions have not been thoroughly studied. The main purpose of this article is to determine the relationship between levels of self-actualization in people who experience violent behavior.

Literature review

Based on psychological literature, researchers have developed explanatory models of psychological correlates of violent activity in general [Lerner, JS,¬Li, Y, Valdesolo, P, et al. 2015; Ridde-rinkhof, 2017; Crick, 1996; Anderson and Bushman, 2002; Finkel and Hall, 2018; Huesmann, 2018]. Based on aspects of these models relevant to clinical assessment, an act of violence can be divided into the following elements: (a) trigger, (b) focus, (c) meaning, (d) preparation, (e) appraisal, (f) inhibition/activation, and (g)) activity. The reality of subjective experience here is that there are no defined episodes with clear boundaries separating them from other episodes of experience. However,

for practical evaluation purposes, it may be useful to conceptualize key snapshots of experience.

The etiology of violent or aggressive behavior has been the focus of several studies. The main issue here is to investigate the psychological causes of aggressive behavior and violent behavior and to describe its course. It should be noted that the explanations of the perpetrators of violent events often begin with a description of something that caused a change in the person's consciousness that led to aggression. It can be an environmental event (such as another person's action) and, depending on the model or context, it can be a stimulus, cue, trigger, or provocation event.

From a subjective point of view, a violent episode actually begins with drawing attention to the event and then giving it meaning. However, in this process, it is necessary to take into account the objective characteristics of environmental phenomena [Fin¬kel and Hall, 2018]. Although the aggressor may refer to a single event, there are often a number of proximal events that have a similar effect on them.

Events occurring inside a person can also create conditions for him to show violent or aggressive behavior. In this regard, internal events can lead to an aggressive state of mind. In the case of post-traumatic stress disorder associated with violence, a reexperiencing phenomenon (eg, a memory or flashback) can lead to a change in subjective experience, which can lead to aggression or violent behavior [Silva, Derecho, Leong, et al. 2001]

Other examples of internal triggers include auditory hallucinations that promote violence or persecutory delusions associated with feelings of hostility or imminent danger. [Lamsma, 2015].

Whether the identified stimulus is an environmental event, a memory, or a psychotic experience, it is the change in the offender's state that is important in influencing the likelihood of an aggressive response. In some cases, the effect change may occur spontaneously. For example, affective instability in borderline personality disorder implies a sudden and dramatic transition to a state of negative affect, and in some individuals this state is associated with aggressive calls.

Studies have confirmed that where an aggressive mental state is triggered, the subjective phase begins with focusing on the event. Indeed, in any situation, focusing attention on a certain

object can act as a motivating factor for that time. Attention to potential triggers varies both between individuals and within the same individual depending on other contextual factors [Banks et.al, 2018].

The study of the role of attention in the mental processes that cause aggression mainly focuses on the events to which the aggressor reacts, that is, the stimuli related to the threat [Salum, et al, 2016]. However, some situations activate attention in ways that lead to aggression because they represent opportunities. For example, a lonely woman in a secluded area may attract the attention of a person with sexually sadistic desires, or a store without customers may be of interest to a person looking for an opportunity to commit an armed robbery. These cases can also be sought to commit an intentional act of aggression. In these scenarios, there may be an existing readiness to use violence, but the victim's resistance may lead to an angry aggressive response. Showing overlap between resistance, reactive, and instrumental constructs, instrumental preparation acts as a trigger for reactive violence [Nathan and Wilson, 2020].

An event has the potential to be provocative because of the meaning given to it. Such incidents may include the actions of others, such as adopting a threatening posture or uttering verbal abuse. However, some aggressive individuals may attribute threats to postures or comments that most would not consider threatening, especially when there is some ambiguity in intent. The tendency to attribute hostile intent to another's actions is associated with the likelihood of aggression [Dodge et al. 2015].

Side with threat Other types of meanings that can be attributed to actions that will lead to violence include challenge, rejection, abandonment, criticism, subjugation, disrespect, humiliation, and injustice. The tendency to attribute malice is a characteristic of paranoia. In paranoid psychosis, beliefs about the malice of others do not always require an inciting event. In paranoid personality disorder, an event usually occurs that causes the paranoid meaning to be assigned. A persistent tendency to hold grudges can cause a considerable delay between the identified incident and the act of violence. Paranoid reactions to the actions of others that pass quickly are a feature of borderline personality disorder.

It should be taken into account that the psychological well-being and health of the personality

is inextricably linked with self-actualization, especially during youth. Essentially, both phenomena in the socio-cultural environment are the same process of personality completeness and integrity. In the existentialist context, self-actualization is viewed as a sign of human mental health or a function of existence. In the ontological sense, self-realization is considered as a natural and legitimate way of human existence, in other words, as a creative and self-exploring healthy person (Shutenko, 2018; Dubrovina 2010; Vodayakha, 2012). From this point of view, the impact of stress on the learning process, learning, self-actualization and self-evaluation of students is unfathomable [Jabbarov et al., 2020].

In general, the situation of bullying cannot be limited only to its impact on the student's self-actualization. It should be noted that positive emotions create a positive emotional state, which plays an important role in the formation of whole behavior. In modern times, attention is being paid to the unique functions of positive emotions (Desmet and Pohlmeyer 2013, Calvo and Peters 2014). There is strong evidence that positive emotions play a critical role in perception, thinking, behavior, and subsequent well-being [Kamila et.al., 2021;Tugade, Shiota, and Kirby et al., 2014; Jabbarov, 2017]. In this regard, in order to eliminate violence in demands, it is required to increase their self-realization opportunities.

Methodology

The main goal of the article was to determine the relationship between the level of self-actualization of the victims of violence. For this purpose, quantitative and qualitative samples were used. 140 students of various specialties took part in the study. 95.60% of regularly attending students of both genders participated in the classes. The following methods were used in the research:

- "Inventory of Personal Orientations" (POI) (Shostrom, 1999).

- Diagnosis of the child's thoughts about violence. "Incomplete sentences" test (Volkova E.N., 2008).

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An adapted version of Everett Shostrom's (2010) POI questionnaire (Personal Orientations Inventory) was used in the study. The test contains 126 questions and 14 scales, each of which corresponds to a specific characteristic of self-actualizing personality (Shostrom, 2010). In addition, we applied the test of incomplete sentences for the study of speech. We tried to clarify the indicators of violence through informal methods such as observation and conversation of the students. For the statistical processing of the results of the empirical research, the methods of mathematical statistics such as the r-Spearman correlation coefficient were used. Quantitative data processing SPSS Statistics 22 was performed using calculation software.

Results

Modern students prioritize the need for self-actualization, self-affirmation activities above all else. In addition, the development of professional qualities in students who have been subjected to violence in the educational system is not enough for adaptation to modern conditions. Factors that have a negative impact on students' self-realization - including the factor of violence and aggression, traumas, etc. - create obstacles to the creation of conditions that create a foundation for students' successful self-realization, adequate self-affirmation. Prevents. Taking this into account, we conducted an experimental-psychological study to find out the degree of influence of these factors on students. In this study, Pearson's correlation test was conducted to evaluate the correlation between self-actualization and bullying in students. The results of the Pearson correlation test are shown in Table 1.

Table 1. Between self-actualization and violence in students relationship indicators

Methodologies	Pearson (r)	Sig.
Selfrealization	-.399**	.000
Violence	-.486**	.000

**. Correlation is significant at the 0.01 level (2-sided)

Table 1 shows the results of the correlation test between the self-actualization variable and the violence dimension variable, as well as the self-actualization variable and the characteristic violence dimension variable. The results of the correlation test between self-actualization and state anxiety show a correlation coefficient of -.399 with a p-value significance of 0.000, which means $p < 0.05$. Thus, it can be interpreted that there is a negative relationship between self-actualization and violence dimension. Correlation test between self-actualization and trait violence measure shows a correlation coefficient value of -0.486 with a p-value significance of 0.000 meaning $p < 0.05$. This means that there is a negative relationship between self-actualization and measures of trait violence. It can be concluded that there is a significant negative relationship between self-actualization and both dimensions of violence, i.e. verbal and non-verbal types.

Table 2. Between levels of self-actualization and types of violence in students relationship indicators

Self-actualization	Verbal violence (R)	Non-verbal violence (R)	P
Primitive level	-.268**	-.190**	.000
Adequate level of self-actualization	.496**	.320**	.000
Level of social adjustment	-.540**	-.569**	.000

According to Table 2, the results of the correlation test between the levels of self-actualization and the types of violence are interpreted. The results of the correlation test between verbal and non-verbal types of violence at the primitive level of self-actualization show a correlation coefficient of

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-0.268 and -0.198 with a p-value of 0.000, which means p <0.05. Thus, it can be interpreted that there is a negative relationship between the primitive level of self-actualization and the types of violence. At an adequate level of self-actualization, there is a positive correlation between both types of violence, which means that the more adequate the self-actualization, the lower the violence. Also, there is a negative relationship between the level of social adjustment of self-actualization and the types of violence (p <0.05, r=-.540**; r=-, -.569**). The results of the study once again showed that there is a significant relationship between the level of self-actualization of students and the verbal and non-verbal types of bullying.

Discussion and Conclusion

The results of this study indicate a significant negative relationship between self-actualization and violence. This is indicated by the results of data processing, i.e., correlation coefficient value of -0.486 and p-value significance value of 0.000, pago, and most of the participants reported that it never happened again. This is because verbal and non-verbal violence has the effect of making people feel constantly anxious and threatened (Setiawan et al., 2023).

Research participants chose that the effects of verbal and non-verbal abuse were the emergence of trauma and trust issues for perpetrators. In this study, the perpetrators of childhood violence of the participants are mostly their parents, that is, father and mother. It was also found that most of the participants still live with the perpetrators, mainly their parents. Even today, when they grow up with a bad childhood experience caused by someone living with them, they have the fear or worry that the abuse could happen again at any moment. Along with feeling traumatized, many participants felt a loss of self-confidence. They realize themselves either at the primitive level or at the level of adaptation. The participants in this study had low or below average levels of self-actualization. This is supported by the data that the effect felt by the participants so far is a loss of self-confidence. As previously discussed, self-actualization is self-actualization or maturation, which involves realizing

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one's full potential by maximizing one's abilities and becoming one's most complete self (Maslow, 1970). Of course, you need to believe in yourself to maximize your abilities and be yourself. Lack of self-confidence in participants can be an obstacle to maximizing their potential.

The results of the study support the hypothesis that childhood verbal and nonverbal abuse have a significant negative relationship between self-actualization in early adulthood. This confirms that the higher the level of anxiety, the lower the level of self-realization. This study also found that exposure to verbal and non-verbal abuse in childhood causes a wide variety of psychological effects, such as trauma, loss of personal self-confidence, self-loathing, and the development of a fearful-anxious personality, and their elimination is extremely important.

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