

Causes of the problem of profanity among primary school pupils from the teachers' point of view

1- Dr. Ashwaq Saber Nasser

University of Mustansiriyah / College of Basic Education

ashwag.edbs@uomustansiriyah.edu.iq

2-Assist. Prof. Rafid Sabah al - Tamimi

University of Baghdad /College of Management and Economics

rafid0074@coadec.uobaghdad.edu.iq

ABSTRACT

This study aims to identify the causes of the profanity problem among primary school pupils. It examined primary school teachers working in elementary schools affiliated to the Third Al-Karkh Education Directorate of both genders (male / female) for the academic year 2019/2020. A questionnaire about the causes of the problem of profanity was prepared for this study. The questionnaire in its final form consisted of (32) fields the validity and consistency of which were checked.

The researchers used the weighted mean and percentage to extract the results. The results showed that environmental factors can be considered as some the most common causes of the emergence of the problem of profanity. These include factors with which the pupil lives, interacts as well as those causes which influence the pupil and vice versa. Of particular note here is the process of socialisation and the methods used by parents in dealing with children. These also include television programs, as well as mixing with peers, playing in the street, and family members using profanity as a form of interaction between them.

Keywords: problem, vocalization, profanity, teachers.

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1. Boundaries of the study

1.1 Problem discussed in the study

Swearing and profanity are known to be commonly used in males/females by both genders and even among different age groups. People tend to use profanity to vent their feelings in different situations, whether joy, sadness, anger, humour, or even surprise. Studies show that profanities have become a standard that appears in various conversations of young people. This is often linked to the influence of television, movies, games, and the internet that tend to use bad language or profanities for young people daily. Jay (1992) indicated that swearing is present in

all age groups. However, the highest percentage of swearing and verbal abuse can be found among adolescents. As they get older, their use of swearing decreases. Young people tend to spend most of their time talking, practicing slang, making jokes, and using profanity (Jay, 2008, p. 276). One study found that the use of profane language sheds light on the choice of profane words and the pattern of their use among adolescents and their peers. Besides, it also notes that the use of profanity, including swearing, cursing, and forbidden words (insulting religion) are considered inappropriate in normal social settings and in some situations unacceptable and often include sexual references, hatred words, racist and gender

insults or vulgar or slang words (Mabry, 2008, p. 114).

The interest in understanding the psychological roots of the use of profanity dates back to the early twentieth century. However, literature in this field is pervasive in various scientific fields with recent attempts to link findings in a unified framework only (Ashwindren *et al.*, 2018).

Profanity has become a serious issue that schools have to deal with. This is due in part to the pupils' hearing their parents use words that are not acceptable in school and consider them a model for what they do. Moreover, the entertainment industry, especially songs, movies and television popularise the use of profanity. Pupils use profanities at a very young age. Therefore, schools should have a strong policy to deter pupils from obscenities or profanities in the first place because they are often slow to control such behaviours, and using these types of profanity often leads to quarrels and fights with others.

The education of students and pupils is crucial to eliminating or reducing the problem. As is the case with almost any social problem, students and pupils should be taught that there are other alternatives to using obscenities and profanities while they are in school. They must be taught that school is the wrong time and the place to practice using bad language and some parents may allow their children to use

profanity at home, but they need to know that it will not be allowed in school (Thomas, 1991, p. 211).

The reasons for using profanity depend on the person and the situation in which he/she is present. Nevertheless, profanity is usually associated with the expression of feelings such as anger, frustration or surprise. The spontaneous use of profanity usually gives true expression to these emotions. The most extreme types of profanity are often used by people with Tourette's syndrome (Cavanna & Rickards, 2013, p. 1008). Also, speech that contains profane words has a stronger effect on people than ordinary speech and has a deeper effect on people's minds (Jay *et al.* 2008, p. 83).

Context is also important for understanding profanity. Bad language can sometimes be interpreted as antisocial, harmful, and offensive if it, for example, aims to hurt others or show aggression and hostility to them (Stone *et al.* 2015, p. 65). It is also if it violates the moral foundations, which form the common standard for speech, in anti-social behaviours that violate norms and morals. However, profanity can also be seen as positive if it does not harm others but relieves stress or pain of its users (Vingerhoets *et al.*, 2013, p. 287).

From the above, our study seeks to answer the following question: What are the causes of the profanity problem from the point of view of primary school teachers

1.2 Significance of the study

Educators are responsible for what happens in their classrooms, and promoting civilized discourse should be among their top priorities. Not only must they be a model for civilized speech and behaviour, but they must also set clear boundaries for students. They must also create an atmosphere that nurtures pleasant exchange, and helps students build vocabulary that enables them to discuss issues without resorting to slang, profanity, and vulgarity. Consequently,

teachers are responsible for developing the sound language of students and pupils (Birnie, 2016, p. 52).

Language is an important aspect of an individual's culture and a form of communication between an individual's thoughts, emotions, and state of mind. Language is unique across cultures with varying degrees of expression in communication, which may be more central to one culture than another. One aspect that seems constant across cultural factors is that each language has its own form of profanity or

prohibited words that express emotions (Patrick, 1901, p. 113).

Language has dynamic properties. This means that it changes over time. In the modern era, the rule for using language is changing. Words that were considered taboo in ancient times are now considered in common use, and banned words are used extensively nowadays. People of different classes, regardless of marital status and age, use prohibited words and profanity during conversations, and from generation to generation, profanity is strictly prohibited for their use in society because they cause misunderstanding, conflict, or offense to others (Allan & Burrige, 2006, 35). It is difficult to define the criteria for what makes a particular word an expletive because words are subject to change, which makes it difficult to determine the context (Jay, 2009, 153).

Profanity is a topic that generally generates much discussion and in part due to the nature of the profanity itself, which is part of what is commonly called “bad language”. This fact strongly suggests the seriousness of this issue as bad language does not only include profanity but also other aspects of language such as colloquialisms, sexual and forbidden terms.

The use of profanity has increased dramatically since the 1960s. This increase is attributed to the increase in social familiarity and independence in Western society, the lack of religious significance, and the reduction of restrictions around the use of profanity in films and the media. It is estimated that American citizens use between 80 to 90 expletive words daily. However, research in this area is scarce, as previous studies focus on swearing as an expression of anger and frustration. However, it is interesting to note that profanities transcend all socioeconomic settings. Education levels (Jay, 2009, p. 153).

There are many assumptions about the use of profane words that are not based on research. For example, the media is supposed to play an influential role in exposing children to profanities. Although the implications of the harm caused by profanities by

media sources have not yet been proven, censorship has been imposed on these sources as a means of prevention. Without certainty about the implications of profanity and the source by which it is initially introduced to the child, prevention may not be sufficiently applied to the source from which the child is actually exposed to such stimuli (Jay & Janschewitz, 2012, p. 5). However, swearing is common in various television programs, occurring in 9 out of 10 shows at least once every five minutes. There is concern about the anti-social effects of media exposing teens to offensive language (Kaye *et al.*, 2009, p. 429).

The use of profane words among children and teens is often viewed as verbal aggression, and parents often fear that teens will repeat words in socially unacceptable ways (*ibid*). With these assumptions, exposure to profanity appears to be a critical factor in parental control in a Western culture (Jay & Janschewitz, 2012, p. 5).

It may seem common sense to assume that different forms of aggression and profane words are negatively related to a child’s development. However, there is no specific relationship between forms of aggression and the use of profane words (Jay, 2009, p. 154).

Lewis (1998) indicates that profanity and emotions each play a role in communicating specific messages and obtaining appropriate care. Although emotion helps get the message across, swearing and cursing serve a special purpose other than attracting attention (Lewis, 1998, p. 123). Pinker (2007) has defined these feelings as disgust, dread, revolt, fear, and contempt. In the past, the goal of these emotions is to survive. For example, it has been shown that disgust is a protection against disease and anger that serves the biological imperative for survival by generating aggression. Pinker (2007) links the emotions he identifies to five different types of curses, each of which serves a secondary purpose. Cursing portrays the subject in a provocative and intentional manner, as arbitrary insults are used for the sake of intimidation and terror. Some curses may express an attempt to arouse interest, and there are some profane

words expressing a severe emotional state and often a state of shock or pain. Also, cursing may be a circumstance that an individual experiences it according to the situation in which he/she is going through (Pinker, 2007, p. 57).

A study by Stevens (2011) showed that profanity can be a source of pain relief. Seventy-one undergraduate participants from Keele University participated in a pain relief study in which the participants immersed their hands in a temperature of five degrees Celsius for as long as possible. They had to repeat a neutral word in the first experiment until they gave up, or reached the five-minute limit. Then, they repeated the hand immersion test while they were able to curse in their spare time. The results show that participants can last longer and endure more pain when they are allowed to profanities, curses and swearing in the period between the two trials. It showed that 67 of 71 students reported less pain and endured 40 seconds longer on average, meaning that profanity can be used as a method of pain relief (Stephens & Umland, 2011, p. 1274).

Hence the importance of the research is gleaned from the following points:

1. The importance of identifying the causes of the profanity problem among primary school pupils, since profanity is a form of linguistic activity that pupils may use badly.
2. It may be useful to identify the causes of the profanity problem of primary school students in developing effective mechanisms to solve this problem.
3. The current study is a qualitative addition to the educational library, as it will be the nucleus of further research. This is because to the best of our knowledge, there is no Arab or Iraqi study to identify the causes of the problem of profanity among primary school pupils.

Research objectives: The current research aims to know the causes of the profanity problem among elementary school students from the teachers' point of view.

1.2 Defining the research community

In this study, the target community is primary school teachers (both males and females) working in primary schools affiliated to the Third Al-Karkh Education Directorate for the 2019-2020 academic year.

1.3 Defining terms

1.3.1 profanity

There are several definitions for profanity, including a definition by (Vingerhoets *et al.*, 2013) "Profanity is a series of words, utterances, and phrases with strong social, cultural, and emotional connotations." It has also been defined as a linguistic form "used to express emotions, particularly anger and frustration, due to the connotative nature of profane words" (Jay & Janschewitz, 2012).

We define profanity theoretically as a form of bad language activity in which a group of words outside social norms and considered socially unacceptable are used by individuals to express pain, anger and frustration.

1.3.2 Causes of the problem of profanity

We define the causes of the profanity problem theoretically as (a group of psychological, emotional, social and ethical reasons that lead to the use of profanity by individuals. Social and emotional pressures affect the way individuals use profanity. A person's age and gender also determine socially acceptable profanity and also how, when, and why individuals use profanity.

Profanity can also be defined procedurally as: (the total score that the respondent obtains on the questionnaire of the causes of the profanity problem of primary school pupils prepared for the current study).

2. Theoretical framework and previous studies

Below is a rundown of the theories that interpret profanity.

2.1 Theories on Profanity

2.1.1 Physiological theory

According to Swedish psychologist Nils-Åke Hillarp, founder of the Remente mental health and self-development platform, swear words are associated with older parts of the brain. Hillarp noted that most of the elements of language are in the cerebral cortex, and that there are specific linguistic areas in the left hemisphere. In light of this, Hillarp believes that “people who suffer from aphasia (loss of the ability to speak), or who suffer from a stroke, or other damage to the parts of the brain that deal with control of language, can utter bad words and profanity fluently, and sometimes they can sing with foolish words. This is due to the complete separation between the ordinary language and the language of insults”. According to his scientific field research: “People with mental health syndromes, such as Tourette’s syndrome, develop involuntary nerve spasms accompanied by insults and swear words, suggesting that they are linked to an underlying brain structure called the basal nuclei.”

“Bad words show emotion and allow feelings and emotions to shine through what we say,” Hillarp notes. “I don’t recommend using bad words often, but when you do that, you have to use light, non-harsh descriptive words, so that” it does not end up offending anyone”. According to Hillarp, “profanity sometimes allows us to talk about forbidden topics, such as gender and religion, and without these words, we wouldn’t be able to discuss them in a comfortable way.” This is consistent with what was indicated by (Van Lancker and Cummings, 1999) ... that insulting behaviours related to production and perception occur primarily in the right hemisphere even though the majority of language occurs in the left hemisphere. Therefore, the right hemisphere is a major reason for the use of profanity due to the abundance of neurons responsible for emotions in the right hemisphere. Moreover, when a stroke occurs in the left hemisphere and the language is impaired in general, the use of profanity remains intact (Van Lancker & Cummings, 1999).

The amygdala, which is a collection of cells in the limbic system, is particularly responsible for the production of profanity due to the production and regulation of emotions, which is the amygdala function, as well as the emotional nature of profanity (Jay, 2009).

2.2. Sociolinguistics theory

Sociolinguistics is concerned with studying the natural human language as a communicative tool within society, within a network of communicative relationships in which the individual engages spontaneously and voluntarily with the people around him/her, in different levels and situations. In this sense, language becomes a social communication tool, as it is the science that studies language in its relations with society. It organizes all aspects of the language’s structure and methods of use that are related to its social functions. And the function of sociolinguistics is to research the modalities by which language interacts with society, it looks at the changes that affect the structure of language in response to its various social functions, with the identification of these functions. The advent of sociolinguistics was to take another look at speech or utterance, thus opening the way for a variety of structures given the main sources indicating that diversity, namely: geographical location, age, gender and social origin and the contexts of language use.

The speaker’s choice to use profane words is affected by those sources. These words are easily identifiable from their tongue and perceptions of taboo and perceived rudeness. However, these may also be identified by socio-demographic linguistic background. Factors such as gender, age, social class, education, and parents, may have a small or large influence on the use of profane words by an individual, and these factors may not only affect their general use of language, but may also affect their vocabulary choices (Thomas, 1991, p. 9).

The components of profanity differ radically from country to country. For example, there are vocabulary for anger language in the Philippines, in which the

words contain alternative words to indicate the same thing, but they mean that you are very angry when you use them.

In Brazil, “OK” means something very rude, not as it does in the US, Britain, Europe and other countries. Using “OK” in Brazil is like “raising your middle finger” in someone’s face, or even worse than that. Also, sociolinguistic factors may have an effect on Dutch speakers’ choices of profanity and vocabulary and their consideration in relation to insults and profanity in general. However, we must bear in mind that these speakers are not simple combinations of social factors. A person is not just a female or male, a child or an adult, an employer or a worker, so that the use of profanity is focused accordingly (Bonvillain, 1993, p. 4).

The concept of contexts of language use used in sociolinguistics as one of the main sources indicating diversity in the use of language. It is divided into verbal context and social context. According to Mercer (2002), context is defined from a sociocultural perspective as socially constructed frames of reference. People use them in their daily lives as contexts to communicate effectively and without offending others in society.

Verbal context refers to words, sentences, conversations, verbs of speech, and dirty speech, which influence the way spoken meanings can be understood. However, the social context is defined in terms of social variables such as: class, race, and gender (Mercer, 2002, p. 123).

Russell (2011) suggests that context is a tool in a network of sociocultural interactions and meanings that are an integral part of learning. Also, the social context shapes the thoughts and feelings of the human being. Hence, gender, race and speaker status influence the language used in terms of context. Therefore, the profane words are used according to the social context, as profanity helps us more in expressing ourselves, and also in relieving the pain resulting from psychological pressure, and physical effort such as lifting weight. “the use of foul language

gives the human being the ability to express better what is on his/her mind than to use disciplinary language (Russell, 2011, p. 89).

The use of profanity can be notorious, especially in formal situations such as job interviews – for example – which creates an unprofessional impression about the speaker. However, we use this language daily and sometimes extensively. Research has indicated that the average person uses at least 10 profane words per day, and that children begin to use this type of language at the age of six, or less in some cases.

According to recent scientific research conducted by the British psychologist Richard Stephens, the use of ugly words may be a sign of a high IQ, and it also helps us deal better with things such as lifting weights, as well as in dealing with physical and psychological pain (Nicolau, 2016, p. 117).

2.2 Previous studies

A study by Chu & Baker (2015) which aims to focus on analysing the effects of self-modelling video on four high school students with behavioural disorders across a variety of behaviours, including laughing violently, using profanity, and asking for help. The results showed that the four participants showed an immediate and significant improvement when implementing the self-modelling video intervention. The implications of this study showed that video self-modelling may represent a positive intervention in changing behaviour for high school students who suffer from various disorders, including profanity (Chu & Baker, 2015, pp. 207-2016).

There is also a study by Parris et al (2015) which aimed to investigate the effect of implementing confidence-based intervention in a secondary school on students at risk of behavioural disorders. This intervention has been used individually with success with families, home groups, summer camps and, most recently, school settings. By applying the trust-based intervention, school staff have created the conditions to help students succeed in behavioural aspects through strategies grouped into three evidence-based

principles: (a) empowerment, (b) communication, and (c) correction. After implementing the trust-based intervention, the results showed that students were more likely to discuss their problems with counsellors, used less profanity, were less likely to complain, and had fewer behavioural problems (such as physical and verbal aggression and disruptive behaviour). In addition, school staff reported improved school culture including positive overall mood and standing among staff and students (Parris *et al.*, 2015, pp. 157-164).

Turton *et al.* (2017) tried to determine the effect of a function-based intervention for an adolescent who suffers from emotional and behavioural disorders (a case study). The study was conducted on a sixteen-year-old girl in Bermuda, who enrolled in a special alternative secondary program for students with serious behavioural problems. She was receiving special education for her behavioural problems from the age of five. The girl regularly used profanity in response to teachers' directions, especially in the social studies class. A functional behavioural evaluation determined that profanity served a dual function for the girl in that it attracted the attention of others and enabled her to avoid performing the tasks of separation. The intervention decision model developed by Lane *et al.* (2007) was used to develop a function-based intervention. The results of the sessions showed that the implementation of the intervention significantly reduced the girl's use of profanity and increased her use of alternative behaviour (indicating "yes" or "no" verbally or with a gesture) (Turton *et al.*, 2017, pp. 23-32).

Hendrix *et al.* (2019) aimed to identify perceptions about behavioural problems among a sample of transport officials in school buses and the prevalence of the seven types of behavioural problems (aggression, bullying, drug abuse, sexual harassment, sexual behaviours, profanity, and grammar violations). From the point of view of transport officials in school buses, their number reached (595). Using multiple regression, the results showed that violations of basic rules (for example, moving in

seats), profanity, and bullying are the most common problems in school buses. It also correlated with gender, race, and district characteristics. For example, the percentage of special education students was statistically related to perceptions of misconduct, the number of disciplinary reports filed in the previous school year, or the frequency of reporting (Hendrix *et al.*, 2019, pp. 455-4672).

3. Research Procedures

3.1 Research community:

The research community under scrutiny in this study is determined as primary school teachers working in elementary schools affiliated to the Third Al-Karkh Education Directorate for the academic year 2019-2020. The number of registered teachers in this directorate is (9647) with (2524) of which are males while the number of female teachers formed (7123) distributed over (357) schools.

3.2 Research Sample

The research sample consisted of (200) equally divided between male and female teachers. These were randomly selected from four primary schools located on the Karkh side.

3.3 Research instrument

In order to identify the causes of the profanity problem among primary school pupils from the teachers' point of view, we prepared a questionnaire that includes questions about the causes leading to the problem of profanity among pupils. The counting process went through a series of the following stages:

1. The prompts: these were formulated to examine the reasons leading to the problem of profanity among pupils. We extracted a set of items based on previous literature. The questionnaire included (34) items.
2. The validity of the items: The items of the questionnaire of the reasons leading to the problem of profanity in its initial form (Appendix 1) were presented to a group of experts specialized in educational and

psychological sciences. Their number reached (10) experts for the purpose of determining the appropriateness or lack thereof of the items of the questionnaire. Also, they checked the appropriate amendment to the items and the suitability of the alternative answers to them. the percentage of agreement of 80% or more was adopted on each item in order to be considered valid and to be retained in the scale. In light of the opinions of the experts, all the items were retained as they obtained an agreement of more than 80% with an amendment in the wording of some of the items of the questionnaire. Thus, the questionnaire in its initial form consisted of (34) items.

3.4 Correcting the scale

The scale of the causes of the profanity problem consisted of (34) items in front of each of which three alternatives were placed (1. constitute a problem in a large percentage, 2. constitute a problem in a moderate rate, 3. do not constitute a problem) and correcting takes the weights (1,2,3) for the items.

3.5 Statistical Analysis of the scale paragraphs:

We analysed the items statistically for the purpose of excluding any invalid items keeping the valid ones in the scale. For conducting statistical analysis for the scaled items, the scale was applied to the discrimination sample of (250) teachers, after applying the scale to the sample of statistical analysis. For the purpose of preserving the discriminated items. The analysis was conducted using a - the two extremes method by determining the total score for each of the (250) forms, and arranging the forms from the highest grade to the lowest. In light of the arrangement, 27% of the upper grades and 27% of the lower grades were chosen. Thus, the number of individuals in each group became (67) forms, and thus the number of forms that were subjected to analysis reached (134) forms. A (*t*-test) was conducted for two independent samples to test the significance of the differences between the upper and lower groups on each item. The T-value was considered an indicator to distinguish each item by comparing it with the tabular value of (1.960) at a level of significance of (0.05) and with a degree of freedom (132). In light of this, two items of the scale were deleted, namely (1 and 6), and as shown in Table (1).

Table (1): The discriminatory power of items of the reasoning Scale for the profanity problem.

Calculated T-value	Lowest Group %27		%27 High Group			Calculated T-value	Lowest Group %27		High Group %27		
	SD	Mean	SD	Mean			SD	Mean	SD	Mean	
.6540*	0.28769	2.9104	0.23872	2.9403	1	6.5649	0.46739	2.3134	0.39844	2.8060	18
2.577	0.40963	2.7910	0.23872	2.9403	2	8.7354	0.45414	2.2836	0.32671	2.8806	19
2.060	0.35903	2.8507	0.20837	2.9552	3	7.3303	0.43843	2.2537	0.40963	2.7910	20
2.534	0.39844	2.8060	0.27152	2.9552	4	6.8176	0.46106	2.2985	0.39844	2.8060	21
2.663	0.42957	2.7612	0.26477	2.9254	5	12.2827	0.42957	2.2388	0.20837	2.9552	22

*The item does not function at the level (0.05) and the degree of freedom (132), noting that the tabular value (1.960)

*1.236	0.38633	2.8209	0.30819	2.8955	6	11.039	0.4199 9	2.223 9	0.2876 9	2.910 4	23
3.059	0.44661	2.7313	0.26477	2.9254	7	11.822	0.3732 3	2.164 2	0.3267 1	2.880 6	24
2.011	0.43843	2.7463	0.32671	2.8806	8	9.644	0.4096 3	2.209 0	0.3590 3	2.850 7	25
3.245	0.47316	2.6716	0.30819	2.8955	9	8.191	0.4546 4	2.223 9	0.3863 3	2.820 9	26
2.842	0.48309	2.6418	0.35903	2.8507	10	11.127	0.4683 6	2.194 0	0.2647 7	2.925 4	27
4.599	0.49099	2.6119	0.26477	2.9254	11	9.602	0.4546 4	2.223 9	0.3267 1	2.880 6	28
4.300	0.49921	2.5672	0.32671	2.8806	12	9.044	0.4798 0	2.164 2	0.3732 3	2.835 8	29
4.348	0.50327	2.5224	0.35903	2.8507	13	12.419	0.4964 8	2.104 5	0.2387 2	2.940 3	30
4.880	0.50237	2.4627	0.37323	2.8358	14	10.919	0.4798 0	2.164 2	0.2876 9	2.910 4	31
4.540	0.49921	2.4328	0.40963	2.7910	15	4.148	0.4683 6	2.194 0	0.7142 7	2.626 9	32
4.890	0.48729	2.3731	0.42957	2.7612	16	6.842	0.4798 0	2.164 2	0.4541 4	2.716 4	33
7.260	0.47839	2.3433	0.34358	2.8657	17	9.638	0.4964 8	2.104 5	0.3732 3	2.835 8	34

1- The relationship of the item to the total of the scale (the validity of the items):

The two researchers approved the statistical analysis sample that consisted of (250) forms. The correlation coefficient was found by (Berson) method between the sample scores on each item and their total scores on the scale. According to the (Ebel) criterion, an item

is discriminated if its discriminatory strength is greater than (0.19). Therefore, two paragraphs were excluded from the scale of the causes of the profanity problem because it did not reach the value referred to in the above, which had previously been shown to be not discriminated in the style of the two extremes. Table (2) illustrates this.

Table (2): The relationship of the item to the total of the scale of the causes of the profanity problem.

	correlation coefficient	correlation coefficient		correlation coefficient		correlation coefficient	
1	0.0916	0.5248	10	0.3235	19	0.6099	28
2	0.3515	0.3765	11	0.5998	20	0.5248	29
3	0.2916	0.4720	12	0.3991	21	0.5953	30
4	0.5004	0.3235	13	0.6099	22	0.4197	31
5	0.2546	0.5456	14	0.4386	23	0.5844	32
6	0.1386	0.3991	15	0.6148	24	0.4868	33
7	0.3317	0.5356	16	0.4560	25	0.5710	34

8	0.4868	0.3765	17	0.6137	26		
9	0.3235	0.5781	18	0.5004	27		

The tabular T-value of the correlation coefficients at the level of significance (0.05) and the degree of freedom (248) equals (0.194). The items the analysis of which achieved statistical significance in both of the previous two methods together were approved. The, items (T (1) and (6)) of the scale of the causes of the profanity problem were thus omitted. The scale consisted in its final form of (32) items.

2- Indicator of validity of the scale:

One of the methods of extracting the validity of the scale is the apparent validity, which is the presentation of the scale to a group of experts (arbitrators) to judge its validity in measuring the characteristic to be measured. This type of validity was achieved in the scale of the causes of the profanity problem, when the items of the scale were presented to a group of experts to evaluate them and to judge the validity of the alternatives.

3. Stability index of the scale:

The stability was verified by the method of retesting. To obtain the stability in this way, we re-applied the scale on a sample of research 60 respondents (30) males and (30) females. The time period between the first application and the second was 10 days. Then, the Pearson coefficient was calculated between the scores of the individuals in the two applications and it reached (0.88). To verify the stability of the S scale by the half-segmentation method, the Pearson correlation coefficient was applied between the two

Recall that this study aimed to identify the causes of the problem of profanity among primary school pupils from the teachers' point of view. To achieve this goal, we applied the questionnaire to the research sample of (200) male and female teachers and after correcting the forms, these data were processed by determining the items of high statistical significance in order to show them and indicate their strength, interpretation and treatment. The items were also

halves of the test and was equal to (0,86). And when corrected with (Spearman correlation), the stability coefficient was (0.92). It can be said that the current scale has a high degree of stability. The stability coefficient by re-testing indicates the stability of individuals. At the same time, it is called external consistency and the non-fluctuation of their responses between one application and another. It also indicates the accuracy of the scale.

4. Final application

After we completed the preparation of the criterion for the causes of the profanity problem (Appendix 3) in its final form, it was applied to the randomly selected research sample of 200 teachers.

5. Statistical methods

To deal with the data of this research, the following statistical methods were used:

- T-test for two independent samples.
- Pearson correlation coefficient: to calculate the reliability coefficient by the re-test method.
- Weighted mean.
- Weight Percentage: to indicate the value of each item of the questionnaire and its role in interpreting the results.

4. Results of the study

4.1. Presentation and discussion of the results.

reordered from the highest to the lowest according to their statistical value in their weighted mean and their percentage weight and their original arrangement in the questionnaire and the new order that it obtained. Table (3) of the items shows the components of the questionnaire and their weighted mean and percentage weights on the responses of the study sample individuals arranged in descending order from

the highest weighted mean and percentage weight to the lowest and as follows:

Table (3) The items of the questionnaire of the causes of the profanity problem arranged in descending order according to their weighted means and percentage weights.

Item order in questionnaire	New order	Items	Percentage Weight	Weighted Mean
22	1	Profanity is nothing but a behavior that the pupil learned from the environment and therefore practiced it	99.933	2,998
27	2	If a pupil has one or both parents using profanity, he is more likely to .use profanity.	99.833	2,995
15	3	Excessive cruelty from one or both parents, which results in the desire for revenge. The pupil resorts to .using profanity.	99.800	2 ,994
19	4	Too much tolerance of children for everything often leads to the use of profanity.	99.666	2 ,990
11	5	The pupil uses profanity in compliance with the peer group.	99.600	2 ,988
24	6	Punishment increases the use of profanity by pupils.	99.333	2 ,980
20	7	The pupil uses profanity to match his/her peers.	99.300	2 ,979
7	8	Frequent family problems lead him/her to use profanity.	99.100	2 ,973
21	9	Cultures that glorify violence and favour competition influence support for profanity-use behavior .in children.	99.000	2 ,970
23	10	Some TV shows and videos on YouTube do not adhere to any moral or religious teachings, and the child is a recipient who does not distinguish the right from the wrong, so he/she may acquire some .profanity.	98.833	2 ,965

29	11	Playing on the street is a major reason for learning and using profanity	98.733	2 ,962
30	12	The use of profanity is a way to express various emotions.	98.500	2 ,955
25	13	The pupil uses some profanity as a societal norm.	98.433	2 ,953
12	14	The pupil sometimes uses profanity to express humor.	98.366	2 ,951
1	15	The pupil uses profanity to express his anger.	98.233	2 ,947
	16	The pupil uses profanity because those words are reinforced by the parents.	98.100	2 ,943
14	17	Neglect leads to the increased use of profanity by pupils.	97.966	2 ,939
26	18	The pupil uses profanity in response to attacks by others	97.500	2 ,925
3	19	The pupil uses profanity when he feels rejected by his/her peers and society.	97.233	2.917
6	20	Failure to study, especially if someone rebukes him/her for that, so he/she should resort to swearing and cursing	96.966	2 ,909
9	21	Depriving children of acquiring new experiences by playing, decoding, synthesizing, etc., this leads them to use profanity to vent their repression.	96.600	2 ,898
28	22	The pupil feels pleasure when he/she is the focus of others' attention because of his use of profanity	96.500	2 ,895
13	23	The pupil uses profanity in response to frustration.	96.100	2 ,883
10	24	The pupil uses profanity in response to the ridicule of others.	95.833	2 ,875
	25	The presence of some psychological and neurological diseases can lead to the use of profanity by the pupil.	95.566	2 ,867
17	26	The pupil uses profanity to attain and recover certain things.	95.133	2 ,854

4	27	Suppressing children and failure to satisfying their desires can lead to the pupil's use of profanity	95.033	2 ,851
8	28	The pupil's feeling of inferiority and belittling leads him to use profanity	94.966	2 ,849
16	29	The pupil's feeling that he/she is not being treated fairly makes him/her utter obscene words.	94.366	2 ,831
5	30	The pupil uses profanity to attract the attention of others.	94.266	2 ,828
2	31	Using profanity makes the pupil feel strong and in control.	93.966	2 ,819
18	32	The pupil uses profanity to feel self-confident.	93.833	2,815

4.2 Interpretation of the results

After reviewing the weighted means and the percentage weights, all the items appeared to be at the significant level, which means that they constitute the main causes. In view of the first ten paragraphs as a whole, they constitute a set of environmental factors that affect the pupil and vice versa. In addition, there are factors with which the pupil lives and interacts especially the process of socialisation and the methods used by parents in dealing with their children. The child is born with an instinct for loving the good and has a willingness to do it and turn to it. Children are also born with a willingness to learn to do bad things and here comes the role of the environment in which the child is raised. This environment contributes greatly to determining the characteristics of the child's personality, whether normal or abnormal. Some studies indicate that the proportion of a child's learning of profanity is affected by the type of environment in which the individual is raised, whether it is a rural or urban environment, rich or poor. This is in addition to the differences between parents or the inequality between them culturally, socially, or religiously. Also, neglect, lack of care, excessive protection, pampering, bullying and cruelty are all factors that lead to the use of profanity.

The various media, including television and the videos shown on YouTube also have a great impact on morals and mental and behavioural disorders in children. These also form one of the main reasons that lead to the child learning profanity as some programs do not adhere to any moral or religious teachings. The child is a recipient and does not distinguish the right from the wrong. So, it is possible that children may acquire some immoral characteristics if the parents do not carefully monitor what they are seeing. Also, most of these programs and videos are not without scenes of violence and harm to others, which teach the child that violence is the only way to act and solve problems. So, we end up having a violent generation that does not refrain from hurting colleagues and brothers and damaging their humility whether physically or verbally.

The street has a great place in the psyche of the child as a favourite place in comparison to the school or home. This is mainly due to the strong authority it imposes as an institution that has its rules and regulations in violation of the rest of the institutions that the child is accustomed to. In the street, the child finds a kind of absolute freedom thanks to which he feels himself and his role in life. The child feels that s/he is living her/his natural childhood. Therefore, the street, as an institution that the child accepts, has an

influence on him/her and his/her family. This influence may result in a negative or positive character as it is among the main reasons a child learns profanity.

Also noteworthy here is the emotion, which affects the occurrence of mental disorders, as many mental illnesses come from emotions, the first of which may be extreme emotions that exhaust the child's nerves. There is also the attempt to strictly suppress innate health emotions, which leads to transforming these emotions into anxiety, distress, depression, pessimism and introversion, and this may end up as a curse. It may be a response to frustration or suppression and unsatisfied desires of the child. Psychological and neurological disorders such as Tourette's disorder may also lead to the use of profanity.

4.3 Recommendations

In light of the findings of the current study, we recommend the following:

1- Pupils who use profanity should not be isolated from their peers. This is because it will make them feel inferior and reduce their self-esteem as it will

deprive them of social interaction with normal pupils and learning from the positive behaviours of their peers.

2- Establishing a good relationship with pupil who use profane words. This can be done by respecting his/her problems and weaknesses in front of his/her peers. Also, negative criticism from the child's former teachers should be treated with some indifference and he/she must know from them his/her strengths and work on developing them and showing them to his/her peers in the classroom. This is do that he/she develops self-confidence, and identifies weaknesses and works to amend them.

3. Engaging pupils who use profanity in various activities, especially sports and artistic ones as these relieve pent-up energy in the form of socially acceptable behaviour, and artistic activities that develop the ability to focus.

4. To protect children from the negative impact of YouTube and television programs, it is necessary to supervise the content of the programs that the child watches, and encourage him/her to watch programs with positive rather than violent content including animations.

4.4 The proposals

In light of the research results, we can suggest the following:

1- Conducting a similar study on profanity among secondary school students and its relationship to parental treatment methods.

2. Conducting a study on the relationship of profanity to some variables such as feeling of adequacy, behavioural disorders and nervousness.

3. Conducting a study on the role of various media in children acquiring profanity.

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