

Assessment of Students Knowledge of Violence in Primary Schools in El Maasara Distrtract

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Abstract:

Background: Violence in primary school students is a multidimensional phenomenon, as the exposure to violence still an international problem affecting the students well being.

Aim of the current study was to assess of student's knowledge of violence in primary schools in El Maasara district in Egypt. **Design:** A descriptive research design was adopted in this study.

Setting: Three schools were selected to conduct this study in El Maasara district.

Sample: a multi stage random sample of 160 primary school students included in the study.

Tools: Two tools were used to collect data relevant to the study: 1st- Structured interviewing questionnaire sheet to collect data about socio-demographic characteristics for the students and their parents. -Students knowledge about violence and it is effect on physical, psychological condition, effect of violence result of neglect ion and effect of violence on academic achievement level.2nd -Recent exposure to violence scale.

Results of the present study indicated that the mean age of primary school student's are 11.43 ± 0.50 years .Also the majority of primary school students about 78% had inadequate knowledge about violence, As well as the study showed that only 24 %of primary school students had adequate knowledge about effect of violence on physical condition .In addition to the current study revealed that 80 %of primary school students had in adequate knowledge about effect of violence on school achievement level. There were statistically significant relations observed between socio demographic characteristics of primary school student's and total knowledge related to violence. Finally the study founded that a significance statistical relationship between recent exposure to violence in the past year and total knowledge of primary school students related to violence.

Conclusion: A minority of studied students had adequate knowledge about violence and its effect on physical and psychological condition, effect of violence result of neglect ion and effect of violence on school achievement level.

Recommendations: There is a serious need for conducting health educational program for the primary school students about violence and follow up to improve their knowledge about violence.

Key words: Violence, primary school students, School violence.

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I. Introduction

School violence is defined as any activity that can create interruption in an educational organization. It includes verbal and physical altercations. It is also bullying through electronic means or social media, threats, weapon use, or gang activity. Primary school students are able to apply the power of their imaginations. In contrast to fantasy play, this is an imagination which happily ponders such ideas as 'what would life have been like. History consequently starts to take on importance. While Casa children are starting to project beyond the home environment, elementary children want to take on the universe. ^[1]

Violence is the use of physical force to injure people or property. Violence may cause physical pain to those who experience it directly, as well as emotional distress to those who either experience or witness it. Individuals, families, schools, workplaces, communities, society, and the environment all are harmed by violence ^[2]

Violence can be divided into three broad categories: Self-directed violence, which refers to violence where the perpetrator and the victim are the same person .Interpersonal violence, which refer to violence between individuals, the former includes child maltreatment, intimate partner violence and elder abuse. Collective violence, this violence is committed by larger groups of individuals or by states it is subdivided into social, political and economic violence. [3]

Direct violence refers to physical injury and the infliction of pain that is caused by a specific person. It may also take the form of verbal and psychological abuse, killing and beating in interpersonal situation are the obvious examples of direct violence .Indirect violence is much less obvious, through it can be as fatal or deadlier than direct violence .it is usually invisible not because it is rare or hidden but because it is so common and unremarkable that is be likely not to stand out^[4]

The world report on violence and health in American Academy of pediatrics discovered that nature of violence occur due to multiple factors such as personal history and biological factors . An example from these factors includes demographic characteristics such as age, gender, previous exposure to aggressive behavior, school environment and societal factors that may lead to encourage or inhibit violence.^[5]

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Emotional or psychological violence is a form of violence that include intentional behavior that conveys a bleak message to a child that he or she is valueless, unloved or unwanted . Physical violence is the intentional use of physical force against a child that results in physical harm to that child's health^[7]

Violence against children include sever impact such as personal impacts and the damage that they carry forward in to later childhood, adolescence and adult life. Violence that children practice in the context of home, family or school can lead to lifelong consequences for their health and development. They may drop the trust in other human beings essential to normal human development. Learning to trust from infancy gone through attachments in the family is an essential task of childhood. [8]

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School health nurse play an important role to through the following: support the efforts to provide and maintain security; to offer programs to parents that Support building skills in the areas of communication, problem solving, and monitoring of their children; and assist in the development of district and School discipline policy or code of Conduct documents. School nurses are able to serve on school Safety and curriculum committees, identifying, advocating and implementing prevention programs within the school community .[10]

1.1 Significance of the study

Exposure to violence can harm a student's emotional, psychological and even physical development. Children exposed to violence are more likely to have difficulty in school, abuse drugs or alcohol, act aggressively, suffer from depression or other mental health problems and engage in criminal behavior as adults. [11]

The Egyptian Foundation for Advancement of the Childhood Condition (EFACC) revealed in its monthly report that March 2017 saw the highest rates of child abuse in Egyptian schools over the last five years. In March alone, at least 1,121 children were subjected to several forms abuse including murder, kidnapping, rape, drowning and other cases. [12]

Violence in Egypt resulted in the deaths of an estimated 1.28 million student in 2015 up from 1.13 million in 1990. Of the deaths in 2015, roughly 842,000 were attributed to self-harm 405,000 to interpersonal violence and 31,000 to collective violence and legal intervention. [13]

1.2. Aim of the study

The aim of the current study was to assess the students knowledge about violence in primary schools in el maasara distracts through:

- Assess the knowledge of primary school students about violence.
- Assess the knowledge of primary school students about effect of violence on physical, psychological condition, violence result of neglection and school achievement level.
- Assess the recent exposure to violence.

1.3. Research question:

Are primary school students having adequate knowledge about violence?

Is a primary school student having adequate knowledge about e affect on physical, psychological condition, violence result of neglection and effect of violence on school achievement level?

Is primary school students exposed to violence in the recent year?

II. Subjects and methods

2.1. Research design:

A descriptive research design was adopted in this study.

2.2. Research setting:

The study was conducted in three mixed primary schools were selected randomly out of (11) schools in El Maasara district. The three mixed schools were (Abo Bakr El Sedek School -Ammar Ebn Yasser School-Ans Ebn Malek School).

2.3. Subjects:

The subjects of the existing study were 160 students who were randomly selected according to the following criteria following criteria: their age from (11 to 12) years – Acceptance from students and parents to participate in the study. A multi stage random sample technique was used for selection of primary school students.

2.4 Sampling technique:

A multi stage random sample technique was used for selection of primary school students through:

First stag: the total number of government primary schools in El maasara distract is 11 schools, three schools were being chosen randomly for this study.

Second stage: one class of the six primary grades from each school will be chosen.

Third stage: all students in the selected three class room were taken. The total number of students Stated as (160) students

2.5 Tools of data collection

Tool 1: (Appendix 1)-A structural interviewing questionnaire:

Was designed by investigator after reviewing the related current and previous literature to collect data which concert the aim of the study consisted of three parts as following:

First part: Concerned with student's socio demographic characteristics related to variables such as age, sex, student rank, number of family members, and number of home rooms, living condition and level of school achievement in the previous year. Second part: Concern with parent's socio demographic characteristics related to variables such as age, educational level, occupation and family income. Third part: Concerned with assessment of primary school student's regarding their knowledge of violence such as meaning, causes, most vulnerable to violence, sings of violence, risk factors, complications and prevention from violence, this part also concern with students knowledge about effect of violence on physical, psychological condition, effect of violence result of neglect ion and effect of violence on school achievement level.

Scoring System:

For the total knowledge of primary school students of violence, were classified as satisfactory or unsatisfactory. Scoring used for the students knowledge about effect of violence on physical, psychological condition, effect of violence result of neglect ion and effect of violence on school achievement level were classified as yes or no and total knowledge were classified as satisfactory or un satisfactory.

Satisfactory knowledge =>60%

Unsatisfactory knowledge = < 40%.

Tool 2: Recent exposure to violence scale which is a child –adolescence self report scale developed by (singer et al., 1995) [14]. The scale measuring the specific acts of violence physical violence, psychological violence and sexual violence with 2 subscale measuring 1-witness in neighborhood, at school and at home. 2 -victimized in neighborhood, at school and at home. (Q23-25)

Scoring system: used for recent exposure to violence scale was applied by also likert scale with three levels, always, sometimes and never. Each question has 3 levels of answers: always (3) = good knowledge, sometimes (2) = average knowledge, never (1) = poor knowledge. They were evaluated as follows Physical and psychological domain:- Good knowledge = from 15 to 21 grade. Average knowledge = from 8 to 14 grade. Poor knowledge = from 1 to 7 grade. Sexual domain:- Good knowledge = from 13 to 18 grade. Average knowledge = from 7 to 12 grade. Poor knowledge = from 1 to 6 grades.

2.5Filed work

The actual process of data collection for this study was carried out in the period from (October to December 2017). The investigator attended the schools 2 days per week (Sunday and Monday) nearly 3 hours by day. Each interview lasted for 30-45 minutes, depending on the response of the students. First, the

investigator introduced her to the student in a school and the investigator explained the aim and objectives of study to the participants were taken 5 minutes, students and parents socio demographic characteristics were taken 10 minutes. Assess knowledge of student about violence/and it is effect on physical, psychological condition and effect of violence result of neglect ion and effect of violence on school achievement level were taken 15 minutes. Finally, the investigator starts to fill scale to assess recent exposure to violence in the past year 15 minutes.

2.6. Ethical considerations:

An official permission obtained from faculty of ethical committee for conducting the study, as well as, an official permission was obtained from the selected schools administrators to conduct the study. Each participant informed about the purpose of the study and its significance. They were informed as well, that participation in the study is completely voluntary, as well as they have the right to withdraw from the study at any point without any penalty. Additionally, all participants were assured that their anonymity and confidentiality secured through coding the data. Moreover, participants were informed that the data not reused for any research purposes without their permission.

2.7. Content validity

Study tool that were designed submitted to a panel of five reviewers and experts. Each one of the experts on the panel was asked to examine the instrument for content coverage, clarity, wording, length; format and overall appearance .Modifications of tool were done according to panel judgment.

2.8. Content reliability

Reliability was applied by investigator for testing the internal consistency of the tool , by administration of the same subjects under similar conditions two times 15 day apart .Answer from the repeated testing were compared test –re-test reliability was 0.82 and cronbach's Alpha reliability was 0.890.

2.9 Statistical design

The collected data were coded and entered in special format to be suitable for computer feeding. Following data entry, checking and verification process were carried out in order to avoid any errors. Data were analyzed using the statistical package for social science SPSS. The following statistical analysis measures were used: Descriptive statistical measure which included: numbers, percentages, and averages (Arithmetic mean (\bar{X}), Standard deviation (SD). Statistical analysis tests, which included T, test. Graphical presentation included: Bar and pie graphs were done for data visualization.

III. Results

Regarding to distribution of primary school students according to their socio demographic characteristics, **Table 1** shows that, concerning age, 56.8 % of students their aged ranged from $11 \leq 12$ years, with the mean age 11.43 ± 0.50 years. Regarding the number of family members, 40.6% of them ranked from 3-4 members. Concerning the birth order, it was found that 51.8 % of the students were the 4th or more children in their families. Regarding the student live 50.0% of them live with both parents.

As for distribution of primary school students regarding their age Figure 1 Illustrated that 57% of primary school student's age ranged between $11 \leq 12$ years. This is could be explained as young children exposed to violence more than adult children's

Concerning to distribution of primary school students according to their knowledge about violence. Table 2 shows that 75.0% of primary school students had unsatisfactory knowledge about meaning and causes of violence .The same table shows that 79.4% of primary school students had unsatisfactory knowledge about the most vulnerable to violence. Also the same table revealed that 72.5% o primary school f students had unsatisfactory knowledge about sings of violence. Additionally, the same table shows that 82.5% of primary school students had unsatisfactory knowledge about complication of exposure to violence. Finally the same table shows that 86.3% of primary school students had unsatisfactory knowledge about prevention of violence.

As for distribution of primary school students according to their knowledge about effect of violence on physical condition Table 3 shows that, 6.2% of the students have body injury. Also, 56.3 % of the students feel deformity in the body. The same table also revealed that students were reported that , 2.4 % of the students always have body fractures , 31.2 % of the students have sings of biting effects on body , 25.0% never feel presence of sings of traces of iron on the body , 31.2% feel Presence of bruising effects on the body , 37.6% feel Changes on skin color and 3.1% Presence of burning effects on the body.

Regarding to distribution of primary school students according to their knowledge regarding effect of violence result of neglecting. Table 4 shows that, 25.0% of the students try to escape from home, 25.0% feel presence of sings of malnutrition, 31.2% feel neglecting in child appearance, 25.0% feel lack of sense of

security at home, 6.2% feel loss of self confidence, 43.7% feel lack of ability to accomplish task and 25.0% feel neglected from parents.

Concerning to distribution of primary school students regarding to effect of violence on school achievement level Table 5 Shows that 25.0% of students had lack of commitment go to school regularly every day. 25.0% of students escape from school. 18.7% of students there is no an incentive to help success in the study. The same table show also, 12.5% of students feel lack of teachers love, 18.7% Afraid from school and teachers, 38.2% of students sleep during school class, 28.1% lack of ability for concentration during the course. 12.5% of students refrain from participate in school activity and 5% of them had previous school failure. As for distribution of primary school students according to their exposure to violence in the past year Table 6 revealed that 68.8% were exposed to violence in the past year, 77.3 % of them exposed victims to direct violence during the last year. 22.7 %of students were exposed to witnessing indirect violence. Concerning the direct violence (52.9 %, 29.4 %) of them were victim to physical, psychological violence respectively, small percentage 17.7 %of students exposed to sexual violence victimization. Concerning exposure to indirect violence 40 % of them were witness to physical , psychological violence and also 20 % exposed to sexual violence witnessing .As regarding the context of direct violence exposure , 35.3 % of them were abused at home , 47.1 %were exposed by teachers and beers in schools and approximately 17.6 %of them were victimized at neighborhood . The table also revealed that school was reported as the main context of indirect violence exposure as reported by, 44% of the students. Another context of indirect violence exposure as reported by the students were homes and neighborhood (36%, 20%) respectively. This result could be explained as primary school students exposed to different forms of violence physical, psychological or sexual in different places home, school or neighborhood.

As regarded correlation between primary school student's socio demographic characteristics and total students knowledge of primary school student related to violence. Table 7 shows that there were a satisfactory significance relation between age and total students knowledge with p value = .0001 (Significant statistically relation). The same table reveal also that that there were a satisfactory significance relation between family income and total students knowledge with p value = <0.9 (Significant statistically relation). As regard previous year school achievement. This table reveals that there were a satisfactory significance relation between previous year school achievement and total students knowledge with p value = 0.003(Significant statistically relation). It was observed from the table that there were a no significance relation between father and mother education and total students knowledge with p value = >0.05.

IV. Discussion

Schools should be free from violence, and it should be places for nurturing and learning. Sadly, some children's consider going to school is not a positive experience when school environment contain violent behaviors. The children suffering from fear when attending school because violence which is experienced by their teachers, peers or school personnel [15]

Schools are exclusively placed to break the patterns of violence by giving children, their parents and communities the knowledge and skills to communicate, talk and solving conflicts in more positive ways. Ensuring access to quality education for all children is essential to the Millennium Development Goals, to do this; schools must provide a safe and friendly environment for girls and boys, which is free of the threat of violence [16]

Socio-demographic characteristics of the present study indicate that more than half of students were from 11 to 12 years , The study in the same line with study conducted by lamia [17] Who assess violence in Primary Schools in Alexandria and founded that, near half of the school students aged from 10-12 with a mean age 11.56 ± 0.778 years. This from the investigator point of view could be due to younger children's remember periods when they exposed to violence , this episodes still in their memory for long time than older children's who unable to report episodes of violence, younger children's as there are growing they need to make their own life, own personality and have own decision, the parents unable to understanding that their children's grow up and punching the children's when they make anything rather than the parents said.

The results of this study revealed that, more than half of the primary school students were males, Male students were more susceptible for violence than female students. This results had the same portray with the study done by Heba et al [18] which study violence among primary schools in Cairo governorate founded that (53.2%) of the students were males. predispose to violence and abuse. This from the investigator point of view could be due to male children's are more active than females this reason can lead to punishing them either in the family by their parents or in the school by their teachers.

As for family members, less than half of primary school students had from 3 to more than 5 family member , this results was supported by share et al [19] who assess violence among Primary School children at Cairo Governorate and founded that(40.2%) of students were live with family from 3-5 members . This from the investigator point of view could be due to when the number of family increase lead to lack of interaction

between family members, and also parents can feel as there is no time to spend with their children due to large number of family, large family numbers had bad effect both on parents as they feel loss of control in children's and lack of supervision on children's and also for children's as they feel great neglect ion from parents. This is could reflect the direct relation between increasing number of children's in family and increasing their demands as well as increasing load on parents which make parents practice violent behaviors with their children's

Regarding number of home rooms this study revealed that more than two fifth of primary school students had high rate crowding index as they live in one room, The results of this study were in the same line with Bor [20] Who study violence and Aggression between Australian students and founded that people living in high crowded places tend to be more violent and abusive. And those living in high crowded places were the first predictors for almost all types of violence. This from the investigator point of view could be due to when crowding index increase, lead to increase levels of violence among families .and also when more children's lives in the same room this lead to increase stress level and conflict between them which finally lead to increase violence levels as a best method from parents to deal with increase number of children's and decrease the space at home.

Regarding to primary school students knowledge about effect of violence on physical condition, the current study revealed that the minority of primary school students had adequate knowledge about effects of violence in physical condition such as injury to body, fractures, and biting effects trace effects, bruising effects, changes in skin color and burning effects. In the same track findings done by Mansour et al [22] , who study effect of violence on physical and psychological condition in Egypt and founded that Egyptian students reported 30 % of students suffering from effect of violence on their physical condition in forms of hitting, beating and fracture on their physical condition such as biting and fractures. This from the investigator point of view could be due to violence has a negative effect on the children health either short term or long term. The effects of violence range from mild, moderate to severe and may lead to hospitalization sometimes. Effects as a result of exposure to physical violence can lead to destroy their live and leave affects continue with them in the future.

As for primary school students knowledge about violence result from neglect ion, this study revealed that the less than half of students had adequate knowledge that violence result from neglect ion lead to feel loss of self confidence, half of students try to escape from home, had sings of malnutrition, more than half feel neglect in their appearance, had deterioration in health condition, try to escape from home and feel lack of security ,This results in the agreement with the study done Ez-Elarab, [23] who study Knowledge of Elementary school children's about consequences of exposure to Violence in Cairo, which founded that (26.9%) of primary school students had adequate knowledge about effects of violence result from neglect ion in form of malnourished and have a big impact on how the brain of their develop. This from the investigator point of view could be due to Neglect ion can be damaging a child's experiences and can change their thought processes, a child suffering from neglecting has a poor relationship, attachment or little interaction with a parent and increase chance of children to escaping from homes and tend to loss of security and confidence .

Concerning to effect of violence on primary school students school achievement level, this study revealed that the minority of students had adequate knowledge about effect of violence on school achievement level as feel lack of teachers love, refrain from participation in school activity, afraid from school and teachers, had no an incentive for success, escape from school, lack of commitment to go to school and lack of ability to concentrate and more than half of students not having previous school failure in the past . This results in agreement with WHO [24], which study knowledge of South Asia students about violence and it is consequences on school achievement level and founded that A small number of studies children's in South Asia had knowledge that violence at schools, leads to students dropping out of school, loss of interest in studies, and a drop in academic performance. This from the investigator point of view could be due to violence had an serious impact on school achievement level for primary school students as it lead to high rates of students absenteeism ,escape from school and prevent students from participation in school activates.

Regarding to exposure of primary school students to violence, as either victim or witness across multiple contexts in home, school or in neighborhood in the past year, this study revealed that, Regarding to physical abuse this study revealed that the minority of students exposed to physical violence as a indirect violence (witness for violence) in home, school and neighborhood. This results matching with study done by Haj-Yahia [25] , who study exposure of primary school students for physical violence among Arab school children's and found that, 26% of Arab children's living in Israel are slapped, pushed, or kicked by a parent in the previous 12 months as witness or victimized.

Regarding to exposure of primary school students to psychological violence, this study found that a minority of primary school students exposed to psychological violence either as direct violence victim for violence in home, school and neighborhood or indirect violence. (Witness for violence) in home, school and neighborhood, in home, school and neighborhood. In the same track with Walsh [26], who studied the Impact of physical, psychological and sexual violence on school children in India and revealed that children in the state of

India revealed that, (20.9%) has experienced psychological violence both as victim or witness either in home, neighborhood or school.

As for exposure of primary school students to sexual violence as victim or witness, A minority of students exposed to sexual violence as a direct violence (victim for violence) in home, school and neighborhood, In agreement with the study done by Ibrahim et al [27] on exposure of school students to sexual violence revealed that 12.9% of students reported being forced to view the offenders unprotected body and 8.0 % forced to touch abusers private parts in the past year. This is could be explained as primary school students exposed to different kinds of violence either direct or indirect in any place either in home, school or neighborhood.

As for the impact of parents age on primary school students knowledge related to violence. The current study found that parent's age had a positive effect on student's knowledge related to violence ,This is in the same line with the study done by Hamza [28] , Who study violence among primary school students in Alexandria , Which examine the relation between parent age and children maltreatment, The results were revealed that exposure to maltreatment was higher among those pupils whose ‘ mothers age less than 45 years and fathers age less than 50 years (exposure to maltreatment was less among younger parents compared to older parents) . This may be due to as the age of parents increase, they understand the needs of their children's and become more able to cope with their children needs, when parents spending more time with their children's they understanding their children's feeling, demands, their requirement, the most appropriate methods in children's punishment, had more knowledge about violence and suitable method to deal with their children's.

The study done by Jonson et al[29] who study relationship between child maltreatment and special education eligibility among poor children in turkey and founded that exposure to violence have been related to more negative outcomes on academic achievement , Children with exposure to child abuse and neglect have twice the rate of referral for special education , in the same line with the results of the current study which shows that previous academic years score had strong relation with primary school students knowledge related to violence. This may be due to different causes can lead to make students repeat schools years as teacher violence and when the student repeat years in school he learn more about violence and have adequate knowledge about violence . Violence is associated with lower school engagement and lower academic achievement score. School violence can lead to worse school performance.

As for impact of parent's education on primary school student's knowledge related to violence, the current result found that education of parents had important link with the primary school student's knowledge related to violence .this is in agreement with El Bcheraoui et al [30] Who study abuse among school children in Lebanon and revealed that lower parental educational had strong relation with exposure to violence. This is may be due to as the parents pass with different stages in educational process this lead to improving their way of thinking and rise their awareness about violence and learn them searching for effective methods rather than punching their children's ,compared with less educated mothers which find violence as the easiest method to deal with their children's .

V. Conclusion

The current study shows that the mean \pm SD age of students is 11.43 ± 0.50 years. A minority of studied students had adequate knowledge about violence and it is effect on physical and psychological condition, effect of violence result of neglect ion and effect of violence on school achievement level .Adding to that the current study found that a significance statistical relationship between socio demographic characteristics of primary school student's and total knowledge related to violence. Finally the current study found that a significance statistical relationship between recent exposure to violence in the past year and total knowledge of primary school students related to violence.

IV. Recommendations

In the light of finding of the study the following recommendations were suggested: There is a serious need for conducting health education program for the primary school students ,their families , school health nurse and teachers about violence and follow up to improve their knowledge about violence. Open communication between home and school is critical to the safety and well-being of the students.

Table (1): percentage distribution of the primary school Students' according to their socio-demographic characteristic. (n=160)

Item	No	%
Age (Years)		
11 \leq 12	91	56.8
More than \geq 12	69	43.2
Mean \pm S.D. 11.43 \pm 0.50		
Sex		
Male	99	61.8

Female	61	38.2
No. of family members		
1-≤ 2	30	18.8
3-4	65	40.6
≥ 5 or more	65	40.6
Birth order		
1 st	30	18.8
2 nd	22	13.8
3 rd	25	15.6
4 th or more	83	51.8
Number of room:		
1	70	43.7
2	45	28.2
3 and more	45	28.1

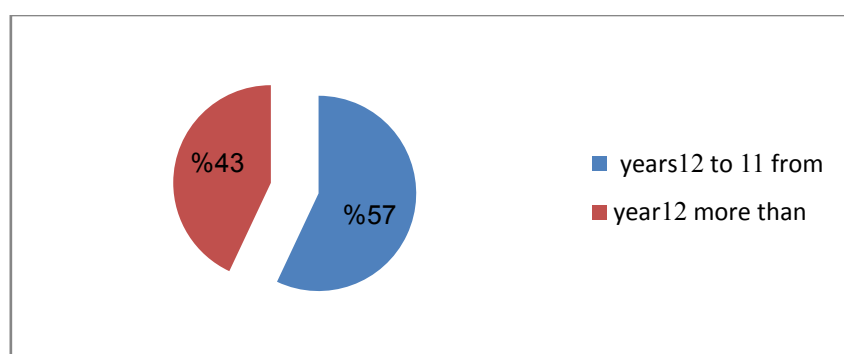


Figure (1): Percent of the primary school Students' according to their age. (n=160)

Table (2): Percentage distribution of primary school students' according to their satisfactory knowledge about violence (n =160).

*Knowledge related to violence	Satisfactory		Unsatisfactory	
	No.	%	No.	%
Meaning of violence	40	25.0	120	75.0
Causes of violence	40	25.0	120	75.0
The most vulnerable to violence	33	20.6	127	79.4
Sings of violence	44	27.5	116	72.5
Complication of exposure to violence	28	17.5	132	82.5
Prevention of violence	32	13.7	128	86.3

Table (3): Distribution of primary school students' knowledge regarding effect of violence on physical condition (n =160)

Effect of violence on Physical condition	Yes		No	
	NO	%	NO	%
Injury to body.	10	6.2	150	93.8
Deformity in the body.	90	56.3	70	43.7
Fractures in body.	4	2.4	156	97.6
Presence of biting effects on body.	50	31.2	110	68.8
Presence of traces of iron by the body.	40	25.0	120	75.0
Presence of bruising effects on the body.	50	31.2	110	68.8
Changes on skin color	60	37.6	110	62.4
Presence of burning effects on the body.	5	3.1	155	96.9

Table (4): Distribution of primary school students' knowledge regarding effect of violence result of neglecting (n = 160)

Effect of violence result of neglect ion	Yes		No	
	NO	%	NO	%
Try to escape from home.	40	25.0	120	75.0
Deterioration of health condition	50	31.5	110	66.8
Presence of sings of Malnutrition.	40	25.0	120	75.0
Neglecting of child appearance.	50	31.2	110	66.8
Lack of sense of security.	40	25.0	120	75.0
Loss of self confidence.	10	6.2	150	93.8
Lack of ability to accomplish tasks.	70	43.7	90	56.3
Feel neglected from parents	40	25.0	120	75.0

Table (5): Distribution of primary school students' regarding to effect of violence on school achievement level (n =160).

Effect of violence on school achievement	Yes		No	
	No.	%	No.	%
Lack of commitment to go to school regularly every day.	40	25.0	120	75.0
Escape from school.	40	25.0	120	75.0
There is no an incentive to help success in the study.	30	18.7	130	81.3
Feel lack of teachers love.	20	12.5	140	87.5
Afraid from school and teachers.	30	18.7	130	81.3
Sleep during school class.	61	38.2	99	61.8
Lack of ability for concentration during the course.	45	28.1	115	71.9
Refrain from Participating in school activates.	20	12.5	140	87.5
Previous school failure.	5	3.1	155	96.9

Table (6): Assess the primary school students through using recent exposure to violence scale regarding physical, psychological and sexual violence (n= 160)

Item	No	%
Students exposure to violence in past year (N = 160)		
-Yes	110	68.8
-No	50	31.2
Nature of violence exposure (N = 110)		
-Direct violence (Victimization)	85	77.3
-Indirect violence (Witnessing)	25	22.7
Direct violence act (N = 85)		
Physical	45	52.9
Psychological	25	29.4
Sexual	15	17.7
Indirect violence act (N = 25)		
Physical	10	40
Psychological	10	40
Sexual	5	20
Context of victimization (N = 85)		
Home	40	35.3
School	30	47.1
Neighborhood	15	17.6
Context of witnessing (N = 25)		
Home	9	36
School	11	44
Neighborhood	5	40

Table (7): Relation between primary school student's socio demographic characteristics and total knowledge related to violence.

Socio-demographic items	Total Knowledge related to violence	
	R	P value
Parents Age	.85	.0001
Family income	.21	<0.9
Students Previous year school achievement	.81	0.003
Father education	.83	.002
Mother education	.31	0.08

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