

# School Violence and its Effects on Children's Attitudes towards Education and their Academic Achievement: Research Study

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## Abstract

The purpose of this study is to determine the level of violence against school children in the Gaza Strip, and to understand its causes and its impact on the children's level of anxiety and attitudes towards learning. Stratified random sample was taken. The sample consisted of 300 students in the ninth grade from Nuseirat refugee camp, and the number of valid questions was 247. The researchers used three tools to identify the level of school violence against children, their level of anxiety, their attitudes towards learning, and their academic achievement.

The results of the study show that the children studied here were subject to a high degree of physical and psychological violence from their teachers who practiced violence on them as a form of punishment. The results also show that there were statistically significant differences in the level of violence against children between students in governmental schools, private schools and UNRWA schools for the favor of UNRWA students. In addition, there were statistically significant differences based on gender for the favor of female teachers. Moreover, the results show that there were statistically significant differences in the degree of anxiety of children between students exposed to low-level of violence and students exposed to high level of violence in favor of students exposed to high level of violence. Furthermore, the results show that there were statistically significant differences in the degree of children's attitudes towards learning between students exposed to low-level of violence and students exposed to high level of violence in favor of students exposed to low level of violence. The results also show that there were statistically significant differences in the degree of the academic achievement of children between students exposed to low-level of violence and students exposed to high level of violence in favor of students exposed to low level of violence.

**Key words:** violence, anxiety, attitudes towards learning, academic achievement.

## 1. Introduction and literature review

The various forms of school violence are sometimes considered a continuation of domestic violence in specific and community violence in general. A school discipline survey was mailed to 324 principals in 18 randomly selected states . Results indicate widespread use of corporal punishment with students at every grade level in virtually all regions of the US (Hart 2013).

The children come to school having experiences of violence. More than half of the cases of physical violence against children in the American environment are made by parents to their children, especially males, as well as older children (Craig 1996). This is supported by Dennis study which found that fathers tend to punish their children more than mothers(Dennis 1994). Many of the violent and aggressive children are at risk for developing psychological problems. (Prino et. al. 1994). One third (n= 462) of the school sample reported levels of maltreatment above the cutoff score on the Childhood Trauma Questionnaire. Girls with a history of maltreatment had a higher risk of emotional distress compared to girls without such histories (e.g. anger, depression, anxiety, and posttraumatic stress). They were also at greater risk of violent and nonviolent delinquency and carrying hidden weapons. Boys with a history of maltreatment were 2.5 to 3.5 times more likely to report clinical levels of depression, posttraumatic stress, and overt dissociation than boys without a maltreatment history. They also had a significantly greater risk of practicing threatening behavior or physical abuse against their peers.

Anxiety has a major role in school life in all its dimensions. For example, hard concentration occupies the first place among the problems caused by school anxiety (Wolfe et.al. 2001). On the

other hand, anxiety experienced by students comes in the first class of problems addressed by educational counselors. Given that anxiety is related to the level of violence, the current study will address violence and its relationship to anxiety and children's attitudes towards learning and academic achievement.

As for the school achievement, it is determined by a large number of health, mental, emotional and social factors. For a long time, interest was focused on the role of mental factors in predicting success at school. A lot of research efforts were made to link the academic achievement to several variables such as intelligence, motivation towards achievement, learning patterns, recall habits and attitudes towards school, personality traits, learning skills, and practical capabilities. Among these factors, which have a major and clear contribution to academic achievement, were recall habits and attitudes towards learning because of their significant role in the individual's success and progress in the learning situations, and achieving his aspiration and ambition levels, as they reflect on the various ways and methods used by the students in their dealings with school courses during the learning process (Thompson, & Trice-Black 2012). 83% of female university students who suffer from depression were from students who were exposed to violence (Woolfolk 1998). Children who are exposed to violence by teachers are more troubled in controlling their emotions and behavior, and tend to be less sociable. (Shields et al,1994). The victim children have trouble in their relationship with their peers, and they show more withdrawal, and less popularity, emergence of negative reactions to anger, and they develop anxiety disorders resulting from emotional trauma after violence (post –traumatic stress disorder PTSD), and excessive tension and separation (Maggiolo 1998). Students participating in school activities in general have better ability to obtain success and academic achievement than others. They are more positive with their peers and teachers, and they enjoy normal social interaction, perseverance and seriousness. They also tend to have new confident experiences accompanied with creativity. (Brickman et al 1997; Brighthouse & woods 2000).Edward's study confirmed that students who spend their leisure time in free directive activities, achieve higher than others and they are the top in their classes (Edward 1994). Jomah studied the psychological stressors for general and technical secondary education students, and their relations to school atmosphere. He used a sample of 300 students. The results supported that the approach taken by the school administration in leading work was of the most important variables which affected school atmosphere (Jomah 2010). An individual's attitude towards performing a particular behavior is likely to be positive if that person perceives that there are positive outcomes resulting from that behavior. Using a deductive logic and a favorable attitude are likely to increase a person's intention to participate in a given behavior. A review of literature shows that attitude has been consistently correlated positively with intention and they are a good predictor of intention. Most studies in the physical activity have reported strong relationships between attitude construct and behavioral intention (Rhodes, Jones and Courneya 2002). The following protective factors are significantly associated with lower levels of violence: a withdrawal-oriented temperament, empathy, religious beliefs, and high self-esteem (Shillinglaw 1999).

## **2.The study**

### **2.1. Study problem**

The study problem is stated in the following main question: Is there a relationship between school violence and the level of anxiety and the attitudes towards learning and academic achievement for school children?

The main question can be subdivided into the following questions:

1. What is the level of violence against children in schools?
2. Are there significant differences at ( $\alpha \leq 0.05$ ) in the level of violence against children that can be attributed to the supervisory authority in the school?
3. Are there significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the level of violence against children due to the teacher's gender?
4. Are there significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the degree of anxiety in children due to the degree of violence?

5. Are there significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the children's attitudes towards learning due to the degree of violence?
6. Are there significant differences at the level of significance ( $\alpha \leq 0.05$ ) in children's academic achievement due to the degree of violence?

**2.2. Importance of study:** The importance of the study lies in attracting the attention of teachers, educational supervisors, and school counselors not to use violence against children, but instead to use positive and negative reinforcement, and school counseling to modify school children's behavior.

**2.3. Study limitation:** This study focuses on the negative effects of violence against children from their teachers. However, children may be exposed to violence from other people like classmates, family members, and peer groups. In this study, we will address the violence coming from teachers only.

### 3. Study Methodology

In this study, the researchers follow descriptive analytical approach whose aim does not suffice with describing the phenomenon or problem, but goes beyond that to interpret analyze, develop and compare them to other phenomena or problems in order to draw conclusions which contribute to the understanding of reality, hence dealing with the study of events and phenomena, variables and practices as they are and interacting with the description and analysis without interference (Al Aga 1997).

#### 3.1. The study population

The study population consists of all students in the ninth grade in El Nusseirat's district, about (3759) students according to statistics of the Ministry of Education and Higher Education in Gaza for the academic year 2012/2013.

#### 3.2. Study sample

A stratified random sample of (300) students enrolled in the ninth grade in El Nasseirat's district. The net number of valid retained questionnaires was (247) questionnaire that represents (77%) of the study. The following table describes the study sample:

Table (1): The distribution of the sample by gender and supervisory authority

Supervisory authority	Male		Female		Total	
	Number	%	Number	%	Number	%
Government	25	10.1%	48	19.4%	73	29.6%
UNRWA	49	19.8%	44	17.8%	93	37.7%
Private	56	22.7%	25	10.1%	81	32.8%
<b>Total</b>	130	52.6%	117	47.4%	247	100.0%

### 4- Study results

#### 4.1. Results related to the first study question:

The first research questions is concerned with the level of violence that was experienced against children at schools. For this end, the means, standard deviations and the relative weights were calculated of the items of each field as illustrated below:

Table (2): Means, standard deviations and the relative weights of the responses on the scale of violence against children

Item Number	Mean	Standard Deviation	Relative Weight	Order
1	1.84	0.76	61.4%	8
2	1.26	0.57	42.1%	20
3	1.69	0.84	56.4%	12
4	1.67	0.85	55.6%	14
5	1.44	0.77	47.9%	18
6	2.14	0.90	71.3%	3
7	2.13	0.81	71.1%	4
8	1.65	0.72	55.1%	15
9	1.73	0.79	57.8%	10
10	1.71	0.81	57.0%	11
11	1.58	0.74	52.6%	16
12	1.78	0.82	59.4%	9
13	1.68	0.84	56.1%	13
14	1.40	0.67	46.8%	19
15	2.01	0.82	66.9%	5
16	1.49	0.67	49.8%	17
17	1.85	0.89	61.8%	7
18	1.91	0.87	63.6%	6
19	2.54	0.65	84.8%	1
20	2.23	0.83	74.5%	2
Total	1.79	0.44	59.6%	

It is clear from the table above that the children in the study sample were subject to a high degree of physical and psychological violence by their teachers as a form of punishment. The use of psychological violence recorded highest score. It includes multiple forms of humiliation like standing next to the blackboard (84.8%), moving the student from one place to another (74.5%), rebuke and scolding (71.3%), isolating the student by expelling him/her outside the classroom (61.8%), and neglect (56.1%)

The most common types of physical violence used by teachers were beatings with a stick (61.4%), pinching skin in any place of the body (55.6%), pulling the hair (47.9%), and kicking by foot (42.1%).

The results also show high levels of use of negative reinforcement such as taking some marks out (71.1%), students deprivation of playing in the P.E class (57.0%), preventing the student from participating in school trips (49.8%), and preventing them from participating in classroom activities (46.8%).

#### 4.2. Results related to the second question of the study

The second question was "Are there any significant differences at ( $\alpha \leq 0.05$ ) in the level of violence against children related to the supervisory authority of the school? To answer this question, the

researchers used a One Way ANOVA test to identify any significant differences in the level of violence against children according to the supervisory authority:

Table (3): One Way ANOVA test for the differences in the level of violence attributed to the supervisory authority

Source of Variance	Sum of Squares	df	Mean Squares	F-Value	Level of F Significance
Among groups	1,791	2	895.5	4,700	$(\alpha \leq 0.05)$
Within groups	46,473	244	190.4		
Total	48,264	246			

As shown in Table (3), there are statistically significant differences at  $(\alpha \leq 0.05)$  in the degree of violence against children attributed to the supervising authority of the school (government, UNRWA, private). To identify the differences within the levels of supervisory authority variable, Scheffee Post Hoc test was used:

Table (4): Scheffee Post Hoc test for the level of supervisory authority variable

Supervising authority (1)	Supervising authority (2)	Means differences	level of significance
government	UNRWA	-0.17	$(\alpha \leq 0.05)$
government	private	0.01	0.2314
UNRWA	private	0.18	$(\alpha \leq 0.05)$

The table shows that there were statistically significant differences at  $(\alpha \leq 0.05)$  in the level of violence against children between the students in governmental schools and students in UNRWA schools for the favor of UNRWA students. There were also statistically significant differences at  $(\alpha \leq 0.05)$  in the level of violence against children between the students of private schools and students UNRWA schools for the favor of UNRWA students. Finally, there was no statistically significant differences at  $(\alpha \leq 0.05)$  in the level of violence against children between private school students and students in government schools.

#### 4.3. Results of the study third question

The third question sought to answer "Are there significant differences at  $(\alpha \leq 0.05)$  in the level of violence against children due to teacher's gender?"

And to answer to this question, the researchers used T-test for two Independent Samples to identify the significant differences between students attributed to the gender of the teacher as shown in the following table:

Table (5): Differences in the level of violence attributed to the teacher's gender.

Teacher's Gender	Number	Mean	df	T-Value	Level of F Significance
male	74	1.70	0.49	2.116*	$(\alpha \leq 0.05)$
female	173	1.83	0.42		

There were statistically significant differences at the level of significance at  $(\alpha \leq 0.05)$  in the level of violence against children due to teacher's gender. for the favor of female teachers.

#### 4.4. Results of the study fourth question

The fourth question is "Are there any significant differences at  $(\alpha \leq 0.05)$  in the degree of anxiety of children attributed to the degree of violence?"

And to answer to this question, the researchers used One Way ANOVA test. The results are displayed in Table (6).

Table (6): ANOVA test to identify significant differences in the level of anxiety attributed to the level of violence

Source of Variance	Sum of Squares	df	Mean Squares	F-value	Level of F Significance
Among	2,913	2	10456	**10,15	$(\alpha \leq 0.05)$
Within groups	35,009	244	11430		
Total	37,992	246			

According to the table, there were statistically significant differences at  $(\alpha \leq 0.05)$  in the degree of anxiety of children attributed to the degree of violence they have been exposed to. A Scheffee Post Hoc test for dimensional comparisons was used, to identify differences in viewing the levels of variable violence against children:

Table (7): Scheffee Post Hoc test for dimensional comparisons of the variable levels of violence against children

Level of violence (1)	Level of violence (2)	Means differences	level significance
low	moderate	-0.111	Not Significant
low	high	-0.331**	$(\alpha \leq 0.05)$
moderate	high	-0.220*	$(\alpha \leq 0.05)$

The table shows that: There were statistically significant differences at  $(\alpha \leq 0.05)$  in the degree of anxiety of children between students exposed to low-level of violence and students exposed to high level of violence in favor of students exposed to high level of violence.. In addition, there were statistically significant differences at  $(\alpha \leq 0.05)$  in the degree of anxiety of children between students exposed to moderate level of violence and students exposed to high level of violence in favor of students exposed to high level of violence. However, there was no statistically significant differences at  $(\alpha \leq 0.05)$  in the degree of anxiety of children between students exposed to moderate level of violence and students exposed to low level of violence.

#### 4.5. Results of the study fifth question

"Are there any significant differences at  $(\alpha \leq 0.05)$  in the children's attitudes towards learning attributed to the degree of violence they have been exposed to?"

And to answer to this question, the researchers used One Way ANOVA analysis of variance test in order to identify any significant differences in the children's attitudes towards learning according to the level of violence:

Table (8): ANOVA test for significant differences in the children's attitudes towards learning attributed to the level of violence

Source of variance	sum of squares	df	Mean of squares	F-value	level of F significance
Among groups	2,931	2	10456	**10,15	$(\alpha \leq 0.05)$
Within groups	35,009	244	11430		
Total	37,992	246			

The table provides evidence that there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the children's attitudes towards learning attributed to the degree of violence they have been exposed to. In order to identify differences in viewing of the levels of variable violence against children, Scheffee Post Hoc test for dimensional comparisons was used as shown below:

Table (9): Scheffee Post Hoc test for dimensional comparisons of violence against children variable levels according to their attitudes towards learning

Level of violence (1)	Level of violence (2)	Means differences	level of significance
low	moderate	0.131*	( $\alpha \leq 0.05$ )
low	high	0.359**	( $\alpha \leq 0.05$ )
moderate	high	0.228**	( $\alpha \leq 0.05$ )

The table shows that:

1. There were statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of children's attitudes towards learning between students exposed to low-level of violence and those exposed to high level of violence in favor of students exposed to low level of violence.
- 2-There were statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of children's attitudes towards learning between students exposed to moderate level of violence and students exposed to high level of violence in favor of students exposed to moderate level of violence .
- 3- There were statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of children's attitudes towards learning between students exposed to moderate level of violence and students exposed to low level of violence in favor of students exposed to low level of violence.

#### 4.6. Results of the study sixth question

"Are there any significant differences at ( $\alpha \leq 0.05$ ) in the children's academic achievement attributed to the degree of violence they have been exposed to?" The researchers used One Way ANOVA in order to identify any significant differences in the children's academic achievement according to the level of violence. Table (10) lists the results:

Table (10): ANOVA test for significant differences in the children's attitudes towards learning attributed to the level of violence

Source of variance	sum of squares	df	Mean squares	F-value	level of significance
Among	14730.813	2	7365.406	**17.46	( $\alpha \leq 0.05$ )
Within	102931.649	244	421.851		
Total	117662.462	246			

It is clear from the table above that:

1. There were statistically significant differences at ( $\alpha \leq 0.05$ ) in the children's academic achievement attributed to the degree violence they have been exposed to. In order to identify differences in viewing of the levels of variable violence against children, Scheffee Post Hoc test for dimensional comparisons was used:



Table (11): Scheffee Post Hoc test for dimensional comparisons of violence against children variable levels according to academic achievement of children

Level of violence (1)	Level of violence (2)	Means differences	level significance
low	moderate	14.43**	( $\alpha \leq 0.05$ )
low	high	14.18**	( $\alpha \leq 0.05$ )
moderate	high	0.370	Not Significant

The previous table shows that:

- 1- There were statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of the children's academic achievement between students exposed to low-level of violence and students exposed to high level of violence in favor of students exposed to low level of violence.
- 2- There were statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of children's academic achievement between students exposed to low level of violence and students exposed to moderate level of violence in favor of students exposed to low level of violence .
- 3- There were no statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree children's academic achievement between students exposed to moderate level of violence and students exposed to high level of violence.

## 5. Discussion

The study show that children were exposed to high levels of violence. For instance, one of the psychological violence, which was recurrently used, was asking the student to stand next to the blackboard . This percentage of using this form of violence was 84.8%. In addition, the most common types of physical violence used by teachers was beating by stick where the relative weight was 61.4%. This percentage is much higher than the percentage of violence suffered by the school children in of (Sibnath & Kerrann 2012) study which did not exceed 22%. This indicates that the violence suffered by school children in Gaza reached high levels compared to their peers in India. This can be accounted for by the fact that the social Palestinian environment is not stable because of the Israeli occupation, insecurity, economic and living conditions problems, coupled with murder, destruction and deportation. These all formed continuous stressors on Palestinian people, so Palestinian teachers can no longer continue to repress such stressors. As a result, the form of violence has been inflicted on school children as they are the weakest chain, whether by the teacher as shown by the results of this study, or by parents, which was shown by other studies.

This study clarified several aspects that can be used to explain the differences in the levels of violence suffered by school children.

### 5.1 Difference of the supervisory authority of the school

The results show that there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of violence against children between students of private and public schools and students of UNRWA schools for favor of UNRWA students. By contrast, there were no statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of violence in children between the students of private schools and public schools students. This may be due to the fact that most of UNRWA students and teachers live a hard life in refugee camps, and therefore they have a great deal of conflicts and unfulfilled desires, but expressed through violence. On the other hand, most private and public schools students live in cities in which life conditions are better and where there are less stressors. Therefore, the level of violence decreases. Besides, classrooms and school environment in UNRWA schools suffer from severe overcrowding, so some students are studying in temporary caravans, unlike private schools where there is no overcrowding and where learning environment is. comfortable.



Our findings are consistent with (Huang et al. 2012) study which explained that the difference in the classroom was linked with the difference in the level of violence among students. Also, our study confirms the study of Slimah which indicated that disparity in the treatment pursued by the school community (school administration, teacher) leads to violent behavior. (Slimah 2005).

## 5.2 Teacher's gender

The results show statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of violence against children attributed to the teacher's gender in favor of female teachers. This may be due to the fact that the female teachers are more susceptible to emotional vulnerability by school stressors and burdens, as well as their ability to use defense mechanisms to repress these feelings less than male teachers. As a result, when the repressed emotions become accumulated, female teachers use displacement to transfer these emotions to the weak chain in the school (students) who become the target of liberated emotional energy in the form of aggression.

The study also illustrated anxiety as one of the negative psychological effects of the violence suffered by school children. The results showed that there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of anxiety among students exposed to low, moderate and high levels of violence in favor of students exposed to high level of violence. There was, however, a lack of statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of anxiety between students exposed to moderate level of violence and students exposed to low level of violence. This may be due to the social environment of the Palestinian community because of the occupation, insecurity, economic as well as living conditions coupled with mass murder, destruction and deportation. As a result, Palestinian children became more receptive to the moderate level of violence, compared to their suffering from the severe and systematic violence sustained by the Israeli occupation forces. What psychologists classify as moderate violence, Palestinian children see as simple because of their resilience. Therefore, their exposure to mild or moderate level of violence did not significantly change their anxiety response.

This result is consistent with the results of a crumming study which pointed to the emergence of negative reactions and anger on the victim children. Eventually, they develop anxiety disorders resulting from emotional trauma after violence as post-traumatic stress disorder (Maggiolo 1998).

The negative effects of violence and the consequent anxiety shown by the study cause victims of violence to have low attitudes towards learning. The results of the study showed a statistically significant difference at ( $\alpha \leq 0.05$ ) in the degree of the attitudes towards learning among students exposed to low, middle or high level of violence in favor of low level exposure to violence, followed by students exposed to moderate level of violence compared with students who are exposed to high level of violence.

This may be due to the psychological effects of violence and especially poor concentration and attention resulting from the increased anxiety level caused by exposure to violence. Moreover, victims of violence thinking of illusions and fantasy and they are dissociated from the painful reality. All of these reduce the desire to learn and increase violence and anxiety symptoms. Our findings are consistent with Jeffrey Wood's study which showed that the decline in the severity of anxiety were associated with improved academic achievement and social performance during the intervention period (Wood, 2007).

One of the other negative consequences resulting from violence and consequent anxiety is that attitudes towards learning decrease the level of academic achievement. The study results also showed there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of academic achievement among students exposed to low level of violence compared to students exposed to moderate or high level of violence for the favor of students with low level of violence. The study, however, did not show statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of academic achievement between students exposed to moderate level of violence and students exposed to high level of violence. As a consequence, victims of violence limit their ability and concentrate and understand less during the educational process. The greater the level of violence, the lesser motivation of student to learn and the lesser their ability to understand, comprehend, and store information. Thus their academic achievement decline until it reaches the lowest level. It seems that the students in the study sample

arrived at the lowest level of academic achievement at the moderate level of violence since it did not show statistically significant differences in the level of academic achievement between students exposed to moderate level of violence and students exposed to high level of violence .

This result was consistent with the study of Strom and his colleagues, which showed that at the individual level, both violence and sexual assault to which students were exposed lower their academic achievement. At The school level, analysis showed that students at schools with high levels of bullying perform worse at school; each unit of increase in the level of bullying incurred an average decrease of 0.98 from the grade in marks of pupils. (strom,I.,F., et al,2013).However, the study result was inconsistent with Sandra Eddy's study, which showed that there was no link between anxiety and performance in the secondary school transitional exams (Eddy 1999).

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## 7. Appendices

### 7.1. Appendix A: School violence questionnaire

Dear students: the researcher studies school violence against children and its relationship to anxiety and their attitudes towards learning and academic achievement. So your researcher hopes to answer on the questionnaire questions truthfully and objectively where the information will be used for the purpose of scientific research only, thank you.

Please fill out the following personal data about the student:

Grade: ..... Degree Midterm Exam ..... Teacher Gender: Male ..... Female.....

School type: Government ..... UNRWA ..... Private.....

No.	Item	Mild	Moderate	Severe
	Teacher uses beating by a stick for a student error.			
1.	Teacher uses kicking by feet for a student error.			
2.	Teacher uses slapping on face or neck for student error			
3.	Teacher uses Pinching skin in any place of the body for a student error.			
4.	Teacher uses pulling the hair for a student in error			
5.	Teacher uses rebuke and humiliation method as punishment			
6.	Teacher Deducts part of the student marks as a punishment.			
7.	Teacher uses disgust to the student as a punishment			
8.	Teacher uses insulting words as punishment			
9.	Teacher deprives students of play in the sport's class as punishment.			
10.	Teacher prevents the student to participate in answering questions as a punishment			
11.	Teacher assigns additional duties for student as a punishment			
12.	Teacher neglects the student as a punishment.			
13.	Teacher deprives student from participation in classroom activities as punishment.			
14.	Teacher calls the student's care giver to punish him.			
15.	Prevents the student to participate in school trips to punish him.			
16.	Teacher expels the student from the classroom during class as a punishment.			

17.	Teacher describes the Student by embarrassing qualities in front of his colleagues.			
18.	Teacher asks the student to stand next to the blackboard when he makes a mistake as a punishment.			
19.	Teacher transfers student from one place to another inside the classroom as punishment for him			

## 7.2. Appendix B: The state of anxiety scale

**Instructions:** Below are a number of phrases that are used by individuals to describe themselves. Read all the words, mark (×) in the appropriate box in front of a phrase that refers to what you feel at this moment, there is no right or wrong answers, do not take a long time in one phrase, remember to choose the answer that describes how you feel at this moment .

No.	Item	Absolutely	Rarely	Sometimes	Mostly
1.	I feel calm.				
2.	I feel safe (away from danger).				
3.	I feel that my nerves is tense.				
4.	I feel sorry.				
5.	I feel relieved.				
6.	I feel imbalanced.				
7.	I feel upset now about possibility of a disaster.				
8.	I feel comfortable.				
9.	I feel anxious.				
10.	I feel ecstatic.				
11.	I feel with self-confidence.				
12.	I feel nervous.				
13.	I feel agitated.				
14.	I feel excessively irritable.				
15.	I feel relaxed.				
16.	I feel satisfied.				
17.	I feel disturbed.				
18.	I feel so excited to the extent of boiling.				
19.	I feel with intense happiness.				
20.	I feel to give pleasure to others.				

## 7.3. Appendix C: The attitude towards learning scale

Dear Student:

The questionnaire items determine your attitude and your personal opinion of some of the key issues related to education, so be sure to read all the paragraphs carefully, and answer them to the degree which refers to acceptance or refusal of each paragraph. Note that the information will be treated with the utmost confidentiality and will be used only for the purposes of scientific research.

No.	Item	Mild	Moderate	Severe
1.	Teacher gives us assistance required for implementation of educational tasks.			
2.	Teacher constantly tries to bind teaching with our daily lives.			
3.	Teacher arouses our thinking by posing problems.			
4.	I love our teacher and feel comfortable in his lesson.			
5.	Teacher helps us understand our problems.			
6.	the study at school is interesting.			
7.	I would like to spend more time to study at school.			
8.	I feel happy when solving scientific problems.			
9.	I feel with benefit and joy during my study.			
10.	Extra-curricular activities are pleasant and helpful.			
11.	I feel happy when I'm in the lab and exercise the experiments.			
12.	I feel that the laboratory work and scientific activities benefit us in life.			
13.	I feel comfortable when discovering scientific concepts through experiments.			
14.	I think that the students who conduct experiments will be researchers in the future.			
15.	I love reading scientific stories which raises my motivations towards learning.			
16.	I keep on watching scientific movies related to daily life.			
17.	I like to read science books that are related to the school curriculum.			
18.	I am interest in reading scientific stories related to natural phenomena.			
19.	I Enjoy with my colleagues in our discussion of a scientific book about natural phenomena.			
20.	The study helps us to raise our standard of living.			
21.	I believe in the benefit of learning in everyday life.			
22.	My study helps me to get a job when I finish school.			
23.	I take advantage of my study in solving life problems that I face.			
24.	The life linked study develop my life skills.			