

## Assessment of Violence among Primary School Children at Cairo Governorate

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**Abstract:** Almost all children in Africa are exposed to some form of physical, sexual and psychological abuse at home, at school and in the community. The aim of this research was to assess types of violence among primary school children at Cairo Governorate. A descriptive correlational design was adopted in this study. Three schools (two governmental and one experimental school) were selected randomly from south Cairo educational directorate. A samples of 216 students from 5th and 6th grade at the three schools were included in the study. Two tools were used to collect data pertinent to the study: 1) Structured interviewing questionnaire sheet to collect data about socio-demographic characteristics of the students as age, sex, gender, parental education, etc... 2) Violence assessment tool: it had 4 parts; a. School related violence, b. Physical abuse of students by their parents, c. Emotional abuse and negligence and d. Sexual abuse. Results revealed that, the most frequent type of violence was school-related violence, followed by physical abuse of students by their parents and the least type of violence found was emotional abuse. Regarding sexual abuse, it was found that (30%) of the students are exposed to some form of sexual abuse. A highly statistically significant difference was found between student's age and exposure to emotional and sexual abuse as well as school related violence. A statistically significant difference was found between number of family members and exposure to physical abuse by parents. Conclusion: It was obvious from the results that violence and child abuse is a significant public health problem among the studied sample. Students were exposed to different forms of violence at schools and also in their homes.

**Key words:** Violence • Primary school children • Parents

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### INTRODUCTION

School-age children, between the ages of 6 and 12 years, are experiencing a time of slow progressive physical growth, while their social and developmental growth accelerates and increases in complexity. The school serves as a means to transmit the values of society and to establish peer relationships [1]. Education has a unique potential to generate an environment where attitudes condoning violence can be changed and non-violent behavior can be learned. For children's early years, schools are well placed to break patterns of violence and provide skills to communicate, to negotiate and support peaceful solutions to conflicts. Since the middle of the 20th century, violence against children has increasingly been viewed as a violation of their fundamental

human rights, in particular of their right to physical safety and psychological security and well-being [2].

Nowadays violence has been recognized as a major health problem all over the world, requiring the efforts of health care professionals [3, 4]. School violence is any deliberate act that harms or threatens to harm a student, teacher or other school officials and interferes with the purpose of school [5]. For many children, however, the school environment represents a very different universe, where they may be exposed to violence and may also be taught violence. Playground fighting, verbal abuse, intimidation, humiliation, corporal punishment, sexual abuse, gang violence, or other forms of cruel and humiliating treatment at the hands of teachers and other school staff, are some common expressions of this phenomenon [6].

Victimization and exposure to violence among children and youth dramatically has increased [7]. Recent data from 37 countries showed that, 86% of children aged 2–14 years have ever experienced an episode of aggressive physical or emotional/ verbal discipline [8]. In almost all those countries, boys were slightly more likely to receive violent discipline than girls. In the Arab world, parents and educators may still be largely supportive of occasional use of physical punishment as a legitimate educational tool [9, 10].

A study conducted in 6 public schools in one city in Tunisia found that, 37% of the participating children reported being physically or verbally abused [11]. Also, a study conducted on a large sample of teachers in summer camps and school children in Morocco showed that abuse still persists in schools: 73% of teachers admitted abusing their students and 87% of the participating children reported having been hit with a ruler or a stick [12]. There are three million children themselves are victims of physical abuse by their parents in homes where domestic violence occurs, children are physically abused and neglected at a rate 15 times higher than the national average [13].

There are many factors which contribute to the onset of school violence and develop a violent attitude in children especially in Egypt. The lifestyle and standard of living is so sophisticated that parents have very little time for their children and most of the children are neglected by parents [14]. Circle of friends contributes greatly to violent behavior on a large extent. If the child spends most of his time with a gang of friends who are naughty, haughty and arrogant then he will develop that attitude. In the same way, the school atmosphere does have an impact in school violence. The teachers and the friends around do have their share of developing aggressive behavior in children [15]. Media is another misleading form of entertainment which develops violent behavior in children. The aggressive motions, blood and violence depicted in cinemas and TV shows are imprinted in the minds of children and they try to imitate such acts on their fellow students which are quite natural when adolescence is taken into consideration [16].

Being exposed to violence may impair a child's capacity for partnering and parenting later in life, continuing the cycle of violence into the next generation [7, 17, 18]. School violence has an impact on the social, psychological and physical wellbeing of both students and staff and disrupts the teaching-learning process through fear, absenteeism [19, 20]. Early identification, intervention and continued follow-up are valuable strategies to prevent or decrease the impact of exposure

to violence [21]. Research findings showed that, teachers are ignorant of their roles in preventing violence [22 - 25]. If teachers lack awareness of their responsibility in preventing violence, it will be difficult for them to accept that it is their responsibility to do so [26]. It is essential that teachers, students, parents and school nurses take the necessary measures to restrain this violent attitude in children which will negatively affect their future [27].

The ultimate goal of the school nurse is the prevention of violence and the prioritization of safety of the students, staff and the school community as a whole. This involves providing education to the school community in problem solving and conflict resolution skills, recognizing early warning signs that lead to violence and identifying factors outside of the school setting that might predispose a child to violent behavior or threaten student's safety. When violence occurs, school nurses are positioned to intervene, working collaboratively to change the dynamics of the crisis situation [28]. School nurses are able, individually and through their national association, to assess and address violent behavior [29].

Since the middle of the 20th century, violence against children has increasingly been viewed as a violation of their fundamental human rights, in particular of their right to physical safety and psychological security and well-being. Violence in developed countries was estimated to be from 4.6-11.3 million, with estimates of 40.7-88 million in South Asia, 34.9-38.2 million in Sub-Saharan Africa and 11.3-25.5 million in Latin America and the Caribbean. Exposure to form of parent-to-child physical aggression was estimated at 26% of children in Egypt, 36% of children in rural areas of India and 21% of children in the Philippines [7].

Egypt was reported to be one of the most violent countries in the world. A study done by Ez-Elarab *et al.* [5] to assess the extent and the risk factors of both physical and verbal abuse committed by Egyptian schoolchildren showed that, more children were abused by teachers. Therefore, in the implementation of effective violence prevention strategies, it is important to obtain the support from teachers as well as parents. Yet, the teachers have the potential to affect the students during the violent events between students and to divert them during these occurrences [30]. The present study aimed at assessing types of violence among primary school children at Cairo Governorate. Results of this study answered the following questions: 1. What are the different types of violence among primary school children? 2. What are the risk factors of violence among primary school children at Cairo Governorate?

## MATERIALS AND METHODS

**Research Design:** A descriptive correlational research design was utilized in this study.

**Setting:** Three primary schools (two governmental schools and one experimental school) out of 36 schools were selected from a list of schools at South Cairo educational directorate using simple random sample technique. The selected schools were El Mouneara experimental school, Kasr El-Nile and El-Shaheed abed –El Hafeez governmental schools.

**Sample:** All students from 5<sup>th</sup> and 6<sup>th</sup> grade at the three schools were included in the study. There were two classes from each grade; each class had around 30 students. Due to dropping out and absence of some students at the time of data collection, the actual sample size was 216 students.

**Tools for Data Collection:** 1. *Structured interviewing sheet* was used to collect data about socio-demographic characteristics of the student: as age, sex, gender, parental education, parental job, home structure crowding index (HCI) (defined as “the total number of co-residents per household, excluding the newborn infant divided by the total number of rooms, excluding the kitchen and bathrooms”, categorized as: 1) < 1, 2) 1-2 & 3) >2 [31]. 2. *Violence assessment tool:* This tool was developed by the researchers after reviewing the related literature. This tool contains four parts: *a.* School-related violence: composed of 8 questions including all types of violence that student may be exposed to at schools from their peers or teachers; as beating students, deal aggressively with them, call them with bad names etc..... Other questions included peers at school, carrying weapons, destructive behaviors, watching aggressive TV shows, etc.....*b.* Physical abuse by parents & teachers: composed of 5 questions about history of being beaten, hit by an object (stick, rope, belt, etc...), kicked, burnt etc.....*c.* Emotional abuse and negligence: composed of 8 questions about history of being insulted or criticized, not loved by anybody, being rejected or being sad and isolated.

Scoring system: The answers of questions related to school violence, physical abuse and emotional abuse ranged between always, sometimes and never with scoring of 3, 2, 1 respectively. The total number of questions equal 24; classified into three categories always exposed to abuse (18-24), sometimes exposed to violence (12-18) and never exposed to violence (less than 12). *d.*

Sexual abuse: composed of 10 questions about the incidence of exposure to inappropriate sexual behavior by abusers during childhood, as being fondled (private parts) by an offender, watching sexual films, talking about sexual issues with peers or parents etc..... Scoring system: questions were answered by yes or no, by scoring 1 or 0 respectively.

**Tools Validity:** Tools were submitted to a panel of five experts in the field of community health nursing to test the content validity. Modification was carried out according to the panel's judgment on clarity of sentences and appropriateness of content.

**Ethical Consideration:** An official permission was obtained from the Ministry of Education, the Central Agency for Public Mobilization and Statistics, Cairo Educational Directorate and the Educational Department at Cairo Governorate to conduct the study. An official permissions was obtained from the directors of the three selected schools. The researchers introduced themselves to the students. The purpose and nature of the study were explained to the education departments as well as to school directors. A written consent was obtained from the student's parents before enrolling the student in the study. The consent form was sent in the student's bag and received back to ensure parent's agreement. Student's participation was voluntary after parents and teachers' agreement. All events that occurred during data collection were considered confidential.

**Pilot Study:** It was carried out on 10 % of the total sample to test the applicability, clarify and the feasibility of the study tools and to estimate the needed time to complete the tools. Pilot sample was excluded from the research.

**Procedures:** Data was collected from February 2012 till May 2012, two days per week from 9 am till 1 pm. After obtaining the approval from the student's parents, the researchers started to collect the needed data through meeting every student. Data collected through personal interview to collect the needed data. Interviewing the students took about 20-30 minutes for each one.

**Statistical Analysis:** Collected data were coded and tabulated using a personal computer. Statistical package for social science (SPSS) version 11 was used. As descriptive as well as Inferential statistics were used to answer research questions. Statistical significance was considered at p-value <0.05.

**RESULTS**

The study results were presented in two main parts: 1) socio-demographic characteristics of the sample and 2) the different types of violence. Part 3: Risk factors of violence.

**Part 1: Sociodemographic Characteristics of the Sample:**

Results revealed that, (53.2%) of the students were males. As for the student's age, more than half (52.3%) of the student's age were 10 years, (32.4%) were 11 years and only (15.3%) were 12 years with a mean age  $10.63 \pm 0.73$  years. Regarding number of the student's family, (44%) of the student was living in families composed of 5-8 members, while (39%) had more than 8 members and only (17%) were living in families composed of 2-4 members. Regarding to the child rank, more than half (57.4%) of the students were the 1<sup>st</sup> or 2<sup>nd</sup> rank in their families, while (32.6%) were 3<sup>rd</sup> or 4<sup>th</sup> rank and only (10%) were the 5<sup>th</sup> rank. Regarding student's father's age, (48.6%) aged from 31 to 40 years, (31.5%) aged from 41 to 50 years, (14.3%) were over 50 years and only (5.6%) were under 30 years old. As for the mother's age, more than half (56%) of the student's mothers were 31 to 40 years, while (25.5%) aged less than 30 years old, (12%) aged from 41 to 50 years and only (6.5%) were over 50 years.

Regarding father's education, it was found that (74%) had basic education, (13%) could not read and write and only (13%) were university graduates. Concerning mother's education, (69.5%) had basic education, (21.2%) could not read and write and only (9.3%) were university graduates. Regarding parent's work, results revealed that (94.4%) of the student's fathers were working and (61.6%) of the mothers were housewives. Results showed that,

(21.8%) of the students were living in high crowded places (>2 persons), (28.7%) were living in moderately crowded places (1-2 persons) and only (28.7%) of them were living in normal sized places (<1).

**Part 2: Different types of violence:** Results indicated that students are exposed to different forms of violence at schools and also in their homes. The most common type of violence was school related violence ( $1.73 \pm 0.339$ ), more than half (57.4%) of the students indicated that, sometimes they are beaten by their teachers, more than one third (39.8%) identified that sometimes they are assaulted by their teachers, (45.8%) of the students sometimes made destructions at school and (44.9%) sometimes were beaten by their peers (Figure 1). In relation to physical abuse by student's parents, more than two third (72.2%) of the students were sometimes beaten by their parents, (42%) were sometimes slapped by their parents, more than one quarter was sometimes hitting with objects that leave marks on their bodies (Figure 2). As for emotional abuse, more than half (54.5%) of the students were sometimes dealt with aggressiveness from their parents, (41.7%) of them were sometimes neglected by their parents and (24%) were underestimated by their parents sometimes (Figure 3). Regarding sexual abuse, Figure (4) reveals that, (30%) of the students were exposed to sexual abuse in the form of talking about sexual issues with the parents (16.2%), talking with friends (15.7%), showed sexual photos by older adults (7.9%), exposed to sexual abuse when they were younger (4.6%), exposed to sexual harassment by close people and (4.2%) had forced contact sexual assault (Figure 4) (research question were answered).

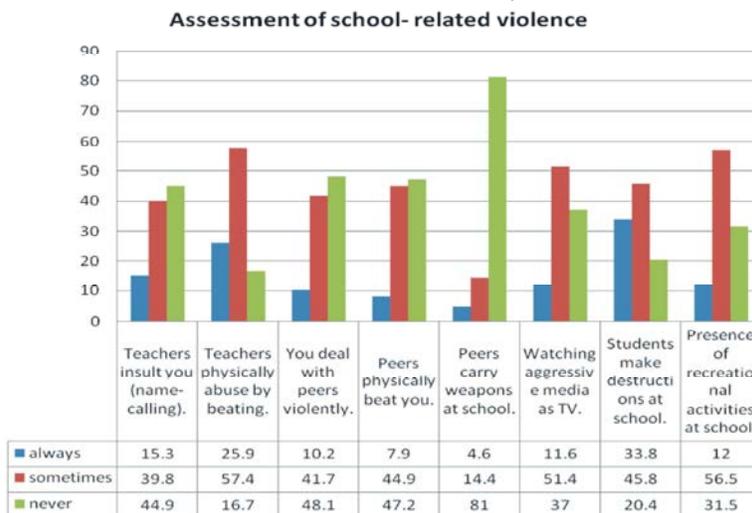


Fig. 1: Frequency distribution of school-related violence among the studied subjects (n=216)

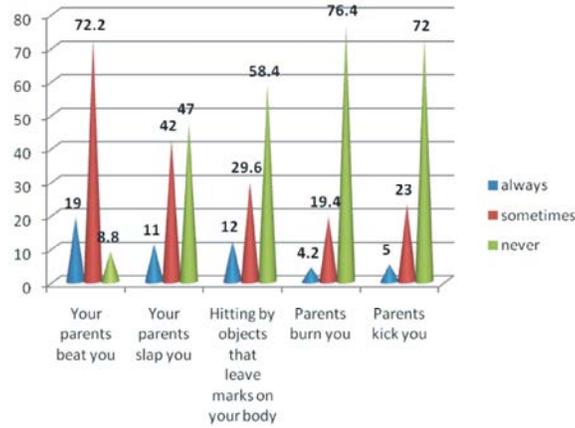


Fig. 2: Frequency distribution of physical abuse of students by their parents among the studied subjects (n=216)

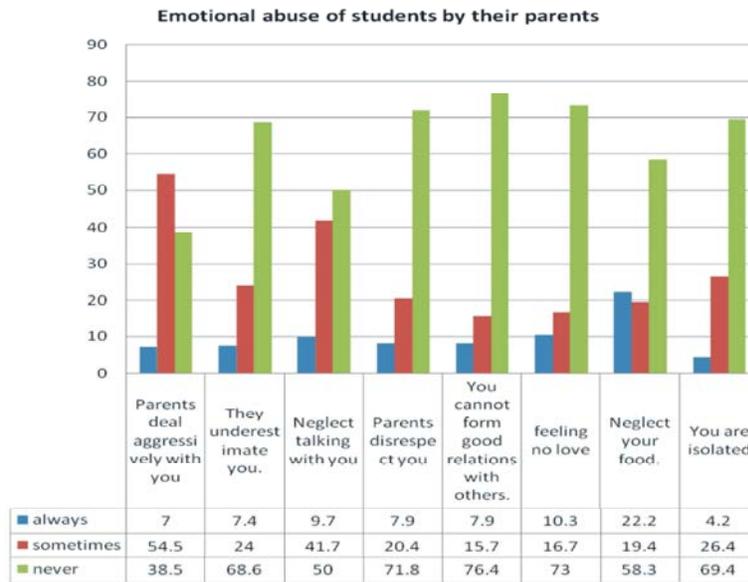


Fig. 3: Frequency distribution of emotional abuse by student's parents among the studied subjects (n=216)

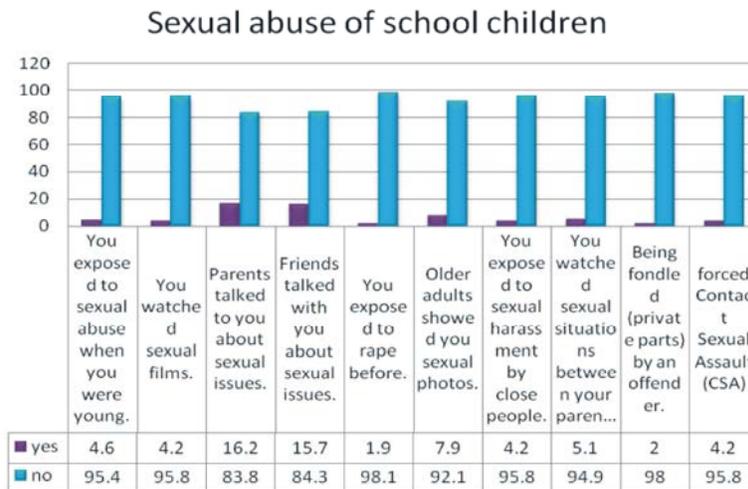


Fig. 4: Frequency distribution of sexual abuse among the studied subjects (n=216)

Table 1: The relation between gender of students and exposure to violence among the studied subjects (n=216)

Variables	Student gender	Mean	STD	T-test	P-value
1-Physical abuse	Male	1.5	0.353	1.625	0.10
	Female	1.4	0.353		
2-Emotional abuse	Male	1.3	0.279	1.91	0.84
	Female	1.4	0.267		
3-Sexual abuse	Male	0.30	0.45	0.336	0.73
	Female	0.32	0.46		
4- School-related violence	Male	1.7	0.34	1.82	0.06
	Female	1.6	0.33		

Table 2: The relation between the student's age and exposure to violence among the studied subjects (n=216)

Variables	Student age	Mean	STD	F	P-value
1-Physical abuse	10	1.42	.33	1.67	0.118
	11	1.45	.34		
	12	1.54	.42		
2-Emotional abuse	10	1.32	.26	8.50	0.001*
	11	1.31	.24		
	12	1.52	.28		
3- Sexual abuse	10	.25	.43	7.10	0.001*
	11	.27	.44		
	12	.58	.50		
4-School-related violence	10	1.67	.32	7.37	0.001*
	11	1.75	.32		
	12	1.91	.35		

Table 3: The relation between number of family members of the students and exposure to violence among the studied subjects (n=216)

Variables	Number of Family members	Mean	STD	F	P-value
1-Physical abuse	2-4 members	1.50	.35	3.15	0.01*
	5-8 members	1.44	.37		
	+8 members	1.87	.25		
2-Emotional abuse	2-4 members	1.43	.37	1.58	.209
	5-8 members	1.33	.25		
	+8 members	1.46	.33		
3- Sexual abuse	2-4 members	.32	.47	.771	.465
	5-8 members	.34	.47		
	+8 members	.00	.00		
4-School related violence	2-4 members	1.78	.39	0.339	0.713
	5-8 members	1.72	.32		
	+8 members	1.77	.40		

Table 4: The relation between parental age and exposure to violence among the studied subjects (n=216)

Variables	Parental age	Mean	STD	F	P-value
1-Physical abuse	Less than 30	1.58	.41	1.09	.35
	31-40	1.41	.34		
	41-50 members	1.47	.35		
	+50	1.38	.33		
2-Emotional abuse	Less than 30	1.40	.37	2.47	0.05*
	31-40	1.29	.23		
	41-50	1.38	.29		
	+50	1.42	.23		
3-Sexual abuse	Less than 30	.17	.38	.857	.464
	31-40	.34	.47		
	41-50	.32	.47		
	+50	.21	.41		
2-School related violence	Less than 30	1.72	.32	1.989	0.117
	31-40	1.67	.33		
	41-50	1.75	.36		
	+50	1.87	.24		

Table 5: The relation between parental education and exposure to violence among the studied subjects (n=216)

Variables	Parental education	Mean	STD	F	P-value
1-Physical abuse	Cannot read and write	1.59	.33	5.68	0.001*
	Basic	1.83	.35		
	University	1.31	.30		
2-Emotional abuse	Cannot read and write	1.43	.22	5.49	0.001*
	Basic	1.62	.31		
	University	1.30	.37		
3-Sexual abuse	Cannot read and write	.29	.46	.514	.673
	Basic	.34	.47		
	University	.20	.41		
4-School-related violence	Cannot read and write	1.78	.34	2.143	0.09
	Basic	1.75	.33		
	University	1.60	.35		

Table 6: The relation between crowding index and exposure to violence among the studied subjects (n=216)

Variables	Crowding Index	Mean	STD	F	P-value
1-Physical abuse	< 1	1.43	.36	2.82	0.04*
	1-2	1.44	.33		
	>2	1.52	.35		
2-Emotional abuse	< 1	1.34	.28	2.61	0.04*
	1-2	1.31	.23		
	>2	1.37	.24		
3-Sexual abuse	< 1	.27	.40	4.17	0.05*
	1-2	.35	.48		
	>2	.34	.49		
4-School-related violence	< 1	1.74	.33	4.75	0.05*
	1-2	1.71	.331		
	>2	1.78	.43		

**Part 3: Risk Factors of Violence:** Table 1 shows no statistically significant difference between student's gender and the different forms of abuse. Table 2 indicates a statistically significant difference between student's age and exposure to emotional ( $p < 0.001$ ) and sexual abuse ( $p = 0.001$ ) as well as school related violence ( $p < 0.001$ ). Table (3) reveals a statistically significant difference between the student's family numbers and exposure to physical abuse by their parents ( $p < 0.01$ ). Regarding exposure to violence and parent's age, results reveals a statistically significant difference between parental age and abusing their children emotionally ( $p < 0.05$ ) while no statistically significant difference was detected with other types of violence (Table 4).

Table 5 shows a statistically significant difference between parental education and abusing their children physical and emotional ( $p < 0.001$ ) respectively. While no statistically significant difference was found between parental level of education and student's exposure to sexual abuse or school related violence. Table (6) indicates a statistically significant difference between living in a high crowded place and exposure to physical abuse ( $p < 0.04$ ), emotional abuse ( $p < 0.04$ ), sexual abuse ( $p < 0.05$ ) and school related violence ( $p < 0.05$ ).

## DISCUSSION

Violence against children in school is a feature of the 'everyday violence' that violates children's human rights and causes them to suffer [32]. Violence includes physical, emotional and sexual forms. The aim of the current study was to assess types of violence among primary school children at Cairo governorate.

The results of the current study revealed that, more than half of the students were males. Although no statistically significant difference was found between the student's gender and the different forms of abuse, yet male students were more susceptible to abuse than female students. In agreement with the study results, Newman- Carlson and Horne [33] found that, over (50%) of the parents smacked their children for disobedience once a week and 8% did it daily and more boys than girls were punished in this way. According to Zahn *et al.* [34], males reported experiencing significantly higher levels of physical abuse, emotional abuse, emotional neglect and sexual abuse than females. However, violence involving females has increased significantly. Also, the study done by Mansour *et al.* [35] on 963 students, from three different colleges of Zagazig University revealed

that, male participants have had significantly higher scores regarding physical abuse, sexual abuse, emotional abuse and the emotional neglect. On the same track, Kaya *et al.* [36] who studied the contributing factors to aggressive behaviors in high school students in turkey found male students are at a higher risk of violent incidents resulting in death and non-fatal injuries. Also, Walsh [37] who studied the impact of physical, psychological and sexual violence on social adjustment among school children in India indicated that, boys are more often victims of physical and psychological violence while girls are more often victims of sexual abuse.

In contrast to the study findings, Sudano and Baker [38] who studied the prevalence of intra-familial violence among Mexican and Egyptian youth found that, intra-familial violence is more than twice among male Mexican youth than among female youth, while Egyptian females are at slightly greater risk than their male counterparts, which indicate that gender difference is a factor predispose to violence and abuse. They concluded that, the contradiction may be due to the socioeconomic factor that Egyptian families complain of nowadays that give no attention to child sex and make both genders have the chance of being abused or exposed to aggression and violence at schools and homes. Also, Ibrahim *et al.* [18] who studied the prevalence, types, main predictors and outcome of child abuse reported by female university students in Jeddah indicated that, female students has higher rates of childhood victimization where nearly two-thirds of them are exposed to some form of maltreatment and (13.2%) reported experiencing physical, emotional and sexual abuse. This result is slightly difficult to understand as boys within the Egyptian culture are precious to their parents but this could be related to boy's hyperactivity that might predispose them to physical punishment either from their parents or teachers. Also Egyptian families tend to be more protective towards girls than boys and less protective to boys outside the home which can increase risks of some types of abuse including sexual abuse away from parents' supervision.

As for the student's age, more than half of the students were 10 years, one third were 11 years and only fifteen point three percent were 12 years. Results indicated a statistically significant difference between student's age and abuse, where older students were more exposed to emotional and sexual abuse as well as school related violence. Almost the same results were found by Ibrahim *et al.* [18] who found the commonest age of exposure to physical abuse to be 8-<10 years and about one third of exposed students experienced the

occurrence of emotional abuse at different varieties during more than one period of their childhood. On the other hand, most of exposures to sexual abuse occurred at younger ages (the most vulnerable age groups were 4-<8 & 8-<10 years). Also, Poipoi *et al.* [39] who studied home factors contributing to violent behavior among secondary school students in Kenya found that, higher age is associated with violence. In contrast to the study results, El Bcheraoui *et al.* [40] who studied physical and verbal/emotional abuse among 1177 schoolchildren in Lebanon during 2009 found that, abuse decreases with age. They explained that, younger children still living episodes of abuse that are more vivid and therefore remember them more frequently than older children while older students are less likely to report being slapped around or emotionally abused and it may be that memories of earlier abuse are not reinforced and end up fading away. The difference between the two studies could be related to the number of the sample. Also as the children grow up, they tend to have their own mind and want to have a separate personality and have their own decisions, while their parents do not realize that their children have grown up so they punish them whenever they say or do anything other than what have been said by the parents.

Regarding family number, forty four of the students were living in families composed of 5-8 members while more than one third had more than 8 members of their families. A statistically significant difference was found between the increase number of family members and exposure to physical abuse by their parents. In agreement with the study results, El Bcheraoui *et al.* [40] found that, school children in Lebanon who experienced physical abuse come from relatively larger families (3 siblings) with lower socioeconomic status. As the number of children increase, parents tend to lose control over them so they beat one or two children so the other children will fear of punishment. Also, increasing the children number in the family will increase the load on the mother so she tends to be violent with them.

Regarding father's age, nearly half of the fathers aged from 31 to 40 years, one third of them aged 41 to 50 years and fourteen percent were over 50 years. As for the mother's age, more than half of the student's mothers aged 31 to 40 years and one quarter aged less than 30 years old. Results revealed a statistically significant difference between parental age and emotional abuse of their children, while no statistically significant relation was detected with other types of violence. As the parents grow older they will not have patience for their children so they become more abusive.

Regarding father's education, almost three quarters of the student's fathers had basic education. As for the mother's education, more than two thirds had basic education and about one quarter could not read and write. A highly statistically significant difference was found between parental education (low educational level) and abusing their children physically and emotionally. While no statistically significant difference was found between the parents' level of education and student's exposure to sexual abuse or school related violence. In agreement with the study results, Briere and Elliott [41] found a significant relation between parental education and perpetrating physical and emotional abuse to their children, where maternal education was found to be a significant predictor for most types of child abuse. The study done by Ibrahim *et al.* [18] revealed that, mother's education has an effect on the majority of child maltreatment risk where there was an association between mother's educational level (less than university) and child to exposure to all forms of abuse together, followed by sexual abuse and physical abuse. Also, Poipoi *et al.* [39] revealed that, higher parental education in Cape Town is protected against all types of violence. The same results were obtained from El Bcheraoui *et al.* [40] who revealed that, those who has often experienced physical abuse had lower parental educational attainment. With lower educational level parents are unaware about how to raise their children properly so they tend to punish them physically.

Results showed that, almost one quarter of the students were living in high crowded places and slightly more than one quarter were living in moderately crowded places and normal sized places. A statistically significant difference was found between living in a high crowded place and exposure to physical abuse, emotional abuse, sexual abuse and school related violence. According to Bor, [42] and Ibrahim *et al.* [18] 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 and child abuse, including emotional abuse. The study done by Briere and Elliott [41] in China showed that, family atmosphere including living in crowded homes are the risk factors of emotional abuse.

Results also indicated that, the most common type of violence was school related violence; more than half of the students revealed that sometimes they are beaten by their teachers, more than one third of them identified that sometimes they are assaulted by teachers, slightly less than half identified that sometimes they make destructions

at school and sometimes they are beaten by their peers. In agreement with the study findings, Ez-Elarab *et al.* [5] made a study on the prevalence of violence, risk factors and different forms of abuse among elementary school children in Cairo found that, public school students show higher prevalence of violence with physical violence being the most common form. It was noticed that calling with bad names or verbal aggression and spitting were more initiated by students, which could reflect neglect or lack of role models at homes. This is supported by Fahmy and El-Safy [43] who studied violence among preparatory and secondary school in Zagazig city, Egypt and revealed a significant association between aggressive behavior and those who prefer watching aggressive media. In the same context, the study done by Mule *et al.* [44] revealed that, 20% of the students carry weapons to school and 80% of them fight and make destructions at school. The same results were revealed from El Bcheraoui *et al.* [40] who found that, the most frequently mentioned acts of physical abuse is getting hit with a ruler (43% of the children). Unfortunately our schools in Egypt especially governmental schools are considering a place that increases violence tendency and aggression among students. Corporal punishment is a widespread phenomenon in Egyptian schools despite of the rules of the ministry of education. In addition to that, older students at secondary level both boys and girls, are bad models in their behavior for younger students.

In relation to physical abuse by student's parents, more than two third of the students were sometimes beaten by their parents, more than one third were slapped by their parents and more than one quarter was hitting with objects that leave marks on their bodies. In agreement with the study results, Haj-Yahia and Ben-Arieh [45] found that, 26% of Arab adolescents living in Israel are slapped, pushed, or kicked by a parent in the previous 12 months. A higher prevalence of being hit by parents has also been reported in Santiago, with higher rates found among youth [46]. Also, a study conducted in Alexandria, Egypt, found that, 37.5% of elementary and junior high school students had been beaten by their parents [47]. The study done by Ez-Elarab *et al.* [5] on the prevalence of physical violence revealed that, 69, 82.8 & 29% are victims of violence and concluded that, physical punishment is very common among Egyptian families as a way of changing the child's behaviors. Also, it was found by Mansour *et al.* [35] that, Egyptian students reported suffering from physical neglect (44%) and physical abuse (6%).

As for emotional abuse, more than half of the students were sometimes dealt with aggressiveness from their parents, more than one third was sometimes neglected by their parents and almost one quarter were underestimated by their parents sometimes. The same results were identified by Mansour *et al.* [35]. Egyptian students reported suffering from emotional neglect (19%), emotional abuse (8.9%). Also, Walsh [37] who studied the impact of physical, psychological and sexual violence on the social adjustment of school children in the state of Tripura, India revealed that, (20.9%) has experienced psychological violence at home.

Regarding sexual abuse, about one third of the students was exposed to sexual abuse in the form of talking about sexual issues with the parents, talking with friends, showed sexual photos by older adults, exposed to sexual abuse when they were young, exposed to sexual harassment by close people and had been forced on sexual contact. In the same line, the study done by Ibrahim *et al.* [18] on forms of sexual abuse revealed that, 12.9% of students reported being forced to view the offender's naked body, 8.0% forced to fondle abuser's private parts and (0.9%) forced to photograph in mud while (2.9%) of young adults reported exposure to sexual assault during childhood. These rates are much lower than those reported by the Indian study by Quicker *et al.* [48] where the rates of abuse were 16.97, 14.5 & 4.46%, respectively. According to Mansour *et al.* [35] who studied sexual abuse among Egyptian students found that, 13% reported having suffered from sexual abuse. The study done by Walsh [37] in India, revealed that (18.1%) of the students experienced sexual violence at home. Sexual abuse in Egypt started to appear as any other form of violence that recently has increased in Egypt after the revolution of 25 of January 2011 and it is not only directed to school children but to all Egyptian population.

It is obvious from the results that violence and child abuse is a significant public health problem among the study sample. Students were exposed to different forms of violence at schools and also in their homes, where school related violence was the most common form of abuse, followed by physical abuse by their parents, emotional abuse and sexual abuse.

Based on the findings of this research the following are recommended:

- Training program should be designed for families & newly couples on sound parenting skills.

- Training program is needed for teachers on ways for disciplining their students other than physical and emotional abuse.
- Victims of violence should to be counseled by school nurse and referred to psychiatrists or school counselors.
- Program on child and student's rights needs to be initiated to decrease sexual violence or harassment.

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