

Effect of Psycho Educational Program on Reducing Violence among Preparatory School Students for Boys at Benha City

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Abstract

Background: Violence among schoolchildren becomes an issue that generates enormous public concern and has become a focus of prevention in nursing. **Aim of study:** Was to evaluate the effect of psycho educational program on reducing the violence among preparatory school students. **Design:** A quasi experimental design for one grope (pre – post). **Settings:** This study was conducted at Boys’ Preparatory Schools from Benha City, Qalubia Governorate (EL Emam Mohamed Metwaly Elshaarawe preparatory school for boys and Elmanshia preparatory school for boys). **subjects:** A Purposive sample of 110 students was chosen from 1st and 2nd grade preparatory schools. **Data collection tools: I.** Students Questionnaire sheet and **II.** Violence scale. **Results:** Less than one third (32.7%) of the studied students have satisfactory level of knowledge preprogram implementation which increased to less than two thirds (65.5%) post program implementation, while more than two thirds (67.3%) of them have unsatisfactory level of knowledge preprogram implementation which decrease to (more than one third (34.5%) post program implementation. Only 18.2% of the studied students have mild level of violence preprogram which increased to 60.0% pot program, while, 56.4% of them have severe level of violence preprogram implementation which decreased to 23.6% post program implementation. **Conclusion:** The psycho educational program had positive effect on reducing the violence among of preparatory school students and increasing their level of knowledge about violence. **Recommendations:** Educational programs toward violence should be implemented by the nurses, not just for students, but for the entire school community as teachers, staff and parents in order to eliminate the phenomenon of violence.

Keywords: Nursing, Preparatory school students, Psycho educational program, Violence.

Introduction

Violence against children is widespread in Egypt that disrupts learning and has a negative effect on students, schools and the broader community. Surveys demonstrate that the use of corporal punishment in schools may compromise the already very fragile learning process and, in

many cases, drive children out of school. Corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Mostly, that involves hitting children, either with hands or with an implement (Allison, et al., 2021).

School violence is any deliberate act that harms or threatens to harm a student and interferes with the purpose of school. The different types of physical violence were kick, beat, slap, pull cloths, use sticks or stones and sharp instruments among boys while the commonest forms of non-physical violence were verbal victimization or call name, stealing and spitting (**Hassey&Gormley, (2017)**).

Psycho educational program should be accompanied by strenuous efforts to promote social behavioral change among children through promote prevention, protection and awareness. Developing a school policy to deal with violence can help the school to agree on a shared vision and overall plan to tackle violence in schools. The policy should be based on existing data on violence and on evidence of what works to prevent and respond to violence. It should also be guided by the values and preferences of the whole school community, including students, teachers, administrative staff and parents, and who should be given the opportunity to contribute (**Sullivan, et al., 2017**).

This program aims to build students' resilience through improving their ability to create positive relationships and solve everyday problems in constructive ways. Life skills training can help reduce child behavioral problems, aggression and violence, increase social competence and the ability to manage emotions, and improve academic performance (**Edwards, et al., 2017**).

The ultimate goal of the nurse is the prevention of violence and the prioritization of safety for 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 (**Harding, et al., 2019**).

Nurses have the expertise to assist students to develop problem-solving and conflict resolution techniques, coping and anger management skills, and positive self-images. Nurses possess the knowledge to be active members of crisis intervention teams to address violent situations in the school setting. Nurses can be involved in curriculum committees that identify and implement evidence-based intervention and prevention programs (**National Association of School Nurses, 2018**).

Significance of the study:

Violence is the major cause of early mortality among adolescents despite a proliferation of prevention efforts. There is increasing recognition that a public health approach to violence prevention is necessary (**Aalsma, 2019**). 32% of school students were subjected to violence by their peers at least once a month. Also, 36% of school students participated in physical battles with other students, and 32.4 % of school students were subjected to physical attack at least once last year, and this in all countries of continents the world except Europe and North America (**UNESCO, 2019**).

Violence against children in Egypt, and the continued beliefs on its value as a form of discipline require a concerted national response; clear national measures, as well as positive alternative discipline. Early identification, intervention and continued follow up are valuable strategies to prevent or decrease the impact of exposure to violence; therefore, this study was done to determine the effect of psycho educational program on

Effect of Psycho Educational Program on Reducing Violence among Preparatory School Students for Boys at Benha City

reducing the violence among preparatory school students.

Aim of the study

This study aimed to determine the effect of psycho educational program on reducing the violence among preparatory school students.

Research Hypothesis:

The psycho educational program would have positive effect on reducing the violence among of preparatory school students.

Subjects and Methods

Research Design:

A quasi-experimental design for one group (pre – pot test) had been utilized to achieve the aim of the study.

Research Setting:

This study was conducted at boys' preparatory schools from Benha City, Qalubia Governorate, which is affiliated to The Ministry of Education. (EL Emam Mohamed Metwaly Elshaarawe preparatory school for boys and Elmanshia preparatory school for boys).

Research Subjects:

Sample size

A Purposive sample of 110 students was chosen from 1st and 2nd grade preparatory schools.

Inclusion criteria:

- ✓ The first and second stages of preparatory school students (this is because third grade students are not regularly attending school).
- ✓ Students who use violence to inter act with others in school.
- ✓ Accept to participate in the study.

Tools of the Study:

In order to fulfill the aim of the study, the data were collected using the following tools

Tool (1): Students Questionnaire sheet was developed by the researcher consisted of:

First part consists of personal data such as:

A- Socio-demographic data of students consisted of 4 items. **Socio-demographic data of students' parents**, consisted of 8 items.

B- Previous exposure of the students to violence, consisted of 7 items.

Second part: Knowledge of students about violence consisted of 20 items.

Scoring system:

Regarding the knowledge of the students, students' responses were checked with a key model answer. Answer's questions correct were scored by "two score", partially correct were scored "one". If the answer is irrelevant or incorrect, answers was scored "zero".

Accordingly, total scores were categorized into three levels:

- 60% and more considered satisfactory knowledge (12-20 degree).
- Less than 60 % considered unsatisfactory knowledge (0-11 degree).

Tool (2): Violence scale (Mobarka and Abdel Kareem 2018): this scale consisted of 67 items; it was divided into four subscales as follows:

- The first subscale is used to assess aggressive motor behavior is consist of 15 items.
- The second subscale is used to assess aggressive verbal behavior is consist of 13 items.
- The third subscale is used to assess hostility aggressive is consist of 25 items.

- The fourth subscale is used to assess anger and consists of 14 items.

Scoring system:

The scoring system used three points ranging from 1 to 3 respectively as: (3) always, (2) sometimes and (1) never. The score of items was summed and the total divided by number of the items, giving a mean score of the part, these scores converted into a percent score classified as the following:

Scoring system of violence scale:

- Mild from 67 - 88
- Moderate from 89 - 144
- Sever from 145 - 201

Content Validity:

To achieve the criteria of trustworthiness of the tool of data collection in the study, the tools were tested and evaluated for their face and content validity, by a jury group consists of five experts, from Faculty members of Benha and Ain Shams University in Psychiatric Nursing. To ascertain relevance, clarity, and completeness of the tool, experts' elicited responses that were either agree or disagree for the face and content validity. Accordingly no modification was done.

Reliability of the tool:

The reliability coefficient for the study tool was calculated using the correlation coefficient Cronbach's alpha test as:

Tool	No of questions	Cronbach's Alpha
Knowledge	20	0.97
Violence scale	67	0.92

Ethical Consideration:

Before conducting the study, the participants were assured about confidentiality and anonymity of their obtained information throughout the study. They were informed about their right to refuse to participate in the study and the right to withdraw from the study at any time. Acceptance of participants who agreed to participate in the study was taken from the participants through an oral consent filled by students or students' parents.

Pilot Study:

Before starting collecting data, a pilot study was conducted to assess the clarity and applicability of the study tools, and identify the time needed to fill each tool. It was carried out on 10% of the subjects (11 students), who were included from the main study sample. According to the result of the pilot study necessary modification was done as follow: Arabic form for violence scale to give the right meaning of the phrase.

Field work:

Designing phase:

This phase aimed at designing for the psycho educational program through setting objectives, preparing the psycho educational program and designing the methodology and media.

Development of psycho educational students' program: -

The psycho educational program was developed by the researcher after a thorough review of the related literatures and after making of the pilot study.

The psycho educational program aimed to reduce violence among preparatory school students.

This program has a set of general objectives, and specific objectives for each

Effect of Psycho Educational Program on Reducing Violence among Preparatory School Students for Boys at Benha City

session. The number of program's sessions was 12 sessions divided into as follows two sessions one of them is acquaintance which including the pre-test and the other is concluding which include the post test on other hand , the program included 10 psycho educational sessions of 10.30 hours, including 3.30 theoretical hours and 7 practical hours .and Based on the results obtained from the assessment tools and review of literature, the program content was developed by the researcher in the form of a booklet, which was revised and approved by the supervisors, after that the final booklet was distributed for school students who use the violence to interact with the other.

Implementation Phase:

This phase was beginning by data collection then implementation of Psycho educational program for student's school that use the violence to interact with the other.

1- Data collection (Pre-test):

Data collection of this study was carried out at 1st and 2nd grade preparatory schools' students from Benha.

The data collection was done on studied students group (pretest) in first session (acquaintance session) after explaining the purpose of the program, describing schedule of the program (number of sessions, time and duration of each session) and enumerating the content and steps of the program.

2- Implementation of the Program:

- Total time of program 10.30 hours 3,30 hours is theoretical and 7 hours are practical.
 - The researcher collected data, two days / week from 9 AM – 12 PM on Sunday and Thursday.
 - Researcher work with (5group, each group has 22 students 2days/week) two groups together and three groups together.
 - Each group received one session/day /week which lasted for about 45-60 minute and 10 minutes for break.
 - Researcher worked with 3 groups received one session/day (Sunday) and another 2 group (Thursday) for three months.
 - The program sessions were conducted in an unoccupied classroom inside the school that contains an appropriate number of seats.
 - To ensure that the students understand the program contents, each session was started with a summary about what was given through the previous session, and the objectives of the new session were mentioned taking into consideration using simple language to suit all students.
 - During the session, the researcher used demonstration, and modeling by the researcher and one student to practice skills in psycho educational program.
 - After that, the researcher used re-demonstration of the skill by each student to master the skill. After finishing, the researcher thanked the students for participation and encouraged students for asking about any unclear points.
 - Moreover, the researcher made a summary at the end of the session and
- Data collection of this study was carried out in the period from the beginning of October 2021 to the end of December 2021.

told the students about the time of the next session.

5- Evaluation Phase (post-test).

This phase aimed to determine the effect of psycho educational program on overcoming violence through improvement psychological adjustment and reduce anxiety on students

After the conduction of the psycho educational program sessions for the study group a post-test was done for study group using the pervious assessment tool for data collection (tool two for data collection) to compare the effect of the program pre-post intervention.

Statistical analysis:

The collected data were organized, analyzed using appropriate statistically significant tests. The data were collected and coded using the Computer Statistical Package for Social Science (SPSS), version 20, and was also used to do the statistical analysis of data, also Microsoft office Excel was used for data handling and graphical presentation. Quantitative data were expressed as mean± standard deviation (SD). Qualitative data were expressed as frequency and percentage. Chi-square, Pearson and (t) tests were used to compare frequencies and r-Pearson tests for Correlation.

The confidence interval was set to 95% and the margin of error accepted was set to 5%. So, the p-value was considered significant as the following:

- Probability (P-value)
 - P-value <0.05 was considered significant.
 - P-value <0.001 was considered as highly significant.
 - P-value >0.05 was considered insignificant.

Results:

Table (1): Shows that more than half (56.4%) of the studied students their age ranged from 15-16 years with **Mean ±SD = (14.69±1.098)**, less than two thirds (61.8 %) of them were in second year. Also, nearly two thirds (65.5%) of the studied students were lived in nuclear family.

Table (2): Shows that, more than half (57.3%) of the studied students watch films which contain violence shot, more than half (54.5%) of them exposure to previous violence, less than two thirds (61.7%) of the violence are verbal violence, 48.3% of them exposure to violence at streets.

Figure (1): Shows that, less than one third (32.7%) of the studied students have satisfactory level of knowledge preprogram implementation which increased to less than two thirds (65.5%) post program implementation, while more than two thirds (67.3%) of them have unsatisfactory level of knowledge preprogram implementation which decrease to (more than one third (34.5%) post program implementation.

Figure (2): Shows that, only 18.2% of the studied students have mild level of violence preprogram which increased to 60.0% pot program, while, 56.4% of them have severe level of violence preprogram implementation which decreased to 23.6% post program implementation.

Table (3): Shows that, there was a highly statistically significant correlation between the studied students' total knowledge scores and their total violence level at pre and post program implementation (**p≤0.001****)

Effect of Psycho Educational Program on Reducing Violence among Preparatory School Students for Boys at Benha City

Table (1): Percentage distribution of socio- demographic characteristics of the studied students (n=110).

Socio- demographic characteristics	N	%
1. Student age		
- 13<14	48	43.6
- 14≥16 years	62	56.4
Mean ±SD	14.69±1.098	
2. Student grade		
- First year	42	38.2
- Second year	68	61.8
3. Student order in the family		
- The first	34	30.9
- The second	44	40
- The third	20	18.2
- The last	12	10.9
4. Type of the family		
- Nuclear family	72	65.5
- Extended family	38	34.5
5. Father age		
- <30 years	4	3.6
- 30<50 years	86	78.2
- 50 years or more	20	18.2
• Mean ±SD	37.73±7.014	
6. Father work		
- Working	108	98.2
- Not working	2	1.8
7. Mother age		
- <30 years	1	0.9
- 30<50 years	104	94.6
- 50 years or more	5	4.5
• Mean ±SD	35.68±3.702	
8. Mother work		
- Working	65	59.1
- Not working	45	40.9

Table (2): Percentage distribution of the studied students' past exposure to violence (n=110).

Past exposure to violence	N	%
Watching films which contain violence shot		
- Yes	63	57.3
- No	47	42.7
Previous exposure to violence		
- Yes	60	54.5
- No	50	45.5
Type of violence you have been exposed(n=60)		
- Physical violence	12	20.0
- Verbal violence	37	61.7
- psychological violence	11	18.3
Number of exposures to violence (n=60)		
- 5 times or less	54	90
- More than 5 times	6	10.0
Place of exposure to violence(n=60)		
- Street	29	48.3
- School	7	11.7
- Home	24	40.0
who perpetrated violence against students		
- Friends	20	33.3
- Teachers	2	3.3
- Strangers	25	41.8
- Family members	13	21.6
- Persons violated by student		
Teachers	10	9.1
- Friends	14	12.7
- Strangers	63	57.3
- Family members	23	20.9

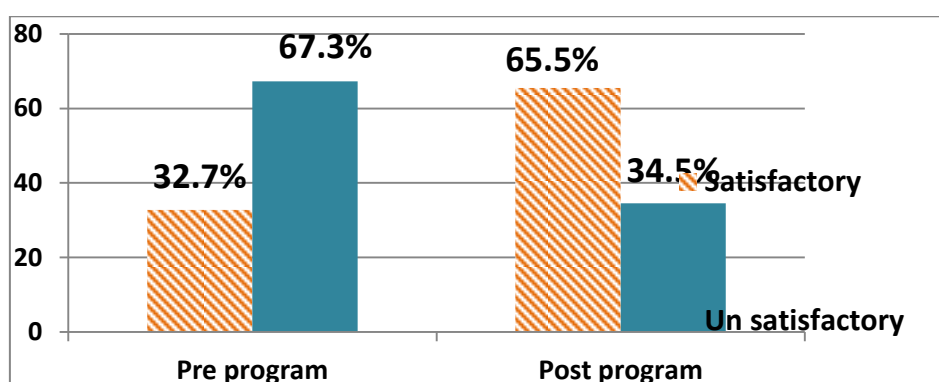


Figure (1): Percentage distribution of the studied students according to their total knowledge at pre and post program implementation (n=110).

Effect of Psycho Educational Program on Reducing Violence among Preparatory School Students for Boys at Benha City

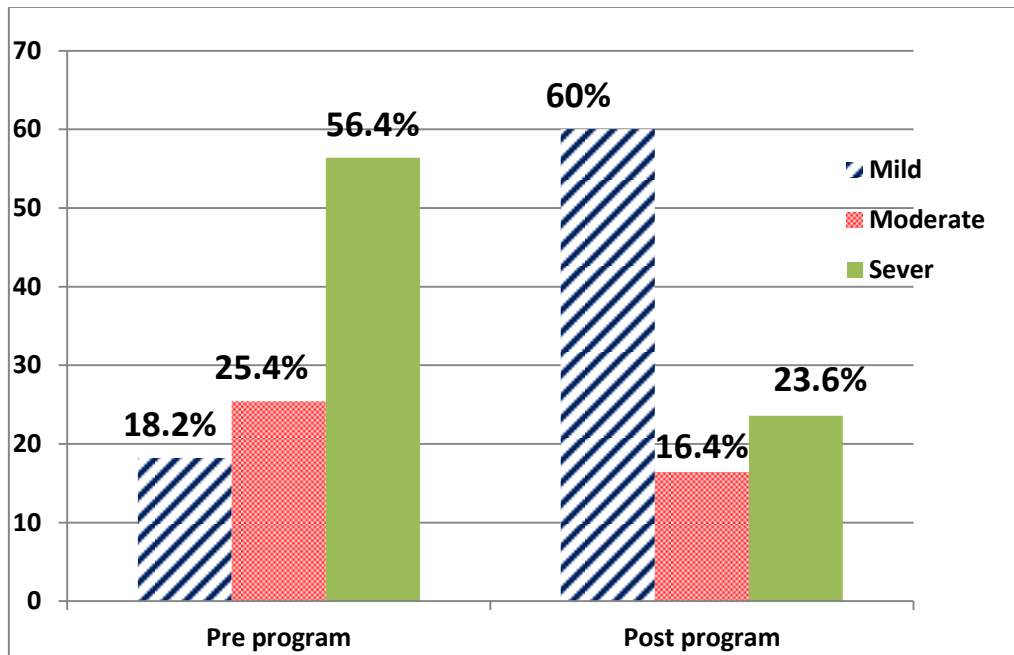


Figure (2): Percentage distribution of the studied students according to their total level of violence knowledge at pre and post program implementation (n=110).

Table (5): Correlation between students’ total knowledge and their violence level at pre and post program implementation (n=110).

Total violence level	Total Knowledge			
	Pre program		Post program	
	r	p-value	r	p-value
Pre program	0.557	0.000**	0.852	0.000**
Post program	0.903	0.000**	0.551	0.000**

A highly statistical significance differences ($p \leq 0.001$ ** r- Pearson Correlation Coefficient

Discussion

Concerning the age of the studied students, the results of the current study showed that nearly half of students had ages ranged from 15-16 years with mean age **14.69±1.098**. From the researcher point of view, this could be related to that the age of students in preparatory school in Egypt ranged from 13-16 years old which considered the adolescent stage, most age group in adolescent stage exposed to violence

related to physical and emotional changes in their personality that leads to internal conflict and attempting to life independently.

This result was in agreement with **Kovalenko, et al., (2020)** who conducted a study entitled “What works in violence prevention among young people” and found that majority of their studied sample aged from 15-16 years. Conversely the study was in accordance with **Duru& Balkis, (2018)** whose study entitled “Exposure to school

violence at school and mental health of victimized adolescents: The mediation role of social support” and illustrated that the students’ ages ranged from 14 to 18 years with a mean of 16.11 ± 0.91 for total sample.

Regarding the family type, the results of the present study revealed that nearly two thirds of studied students had a nuclear family, from the researcher point of view, this could be related to the preference of Egyptian families to live their own life independently, the study was consistent with **Alkot et al., (2021)** whose study entitled “Impact of Domestic Violence on Conduct Disorder Among an Adolescents Sample.”, they revealed that nearly three quarters of studied sample had a nuclear family. Conversely, this result disagreed with **Tolera, et al., (2019)** who conducted a study entitled “Risky sexual behaviors and associated factors among high and preparatory school youth” who found that more than half of studied students lived in family house.

In addition, the results of the present study revealed that more than half of studied students were watching films that contain violence actions, from the researcher point of view, this could be related to suspense and attraction that found in action films or also they imitate their school peers to accommodate with them the study was in accordance with **Rostad et al., (2019)** whose study entitled “The association between exposure to violent pornography and teen dating violence in grade 10 high school students”, they illustrated that more than two thirds of their studied students were watching violence movies. The study was also, agreed with **Pontes & Pontes. (2021)**, whose study entitled “Additive interactions between school bullying victimization and gender on weapon carrying among US high school students: Youth Risk Behavior Survey 2009 to 2015.”, they illustrated that more than two

thirds of their studied sample were watching violence media and playing violence games such as Bubgi.

The result of the current study indicated that more than half of the studied students previously exposed to violence and less than two thirds them exposed to verbal violence, the study was agreed by **Liebschutz et al., (2018)** whose study entitled “Childhood Trauma Questionnaire (CTQ) correlations with prospective violence assessment in a longitudinal cohort”, they illustrated that more than half of their studied sample were previously exposed to verbal violence.

Conversely, the study was inconsistent with **Golshiri et al., (2018)** whose study entitled “Youth violence and related risk factors: a cross-sectional study in 2800 adolescents”, they illustrated that nearly half of their studied sample exposed to verbal violence and nearly one third of them exposed to physical violence. Also, the study was inconsistent with **Han et al., (2020)** whose study entitled “Unintentional injuries and violence among adolescents aged 12–15 years in 68 low-income and middle-income countries: a secondary analysis of data from the Global School-Based Student Health Survey” they illustrated that nearly half of their studied students were exposed to physical violence in the form of fighting that sometimes leads to injuries and fracture.

Concerning the place of violence, the results of the present study illustrated that, nearly half of studied students exposed to violence at the street and more than two fifth if them violated by the stranger, from the researcher point of view this could be related to the high violence percentage among peers which may be related to family problems, academic achievement stress or watching films that contain violence and beginning to intimate it. The study was consistent with

Bano., (2019) whose study entitled “A study of violent behavior among students: its causes and correlates”, they clarified that they exposed to violence by unknown people at the school, street and elsewhere.

This result was also agreed with **Afkinich, & Klumpner, (2018)** who conducted a study entitled “Violence prevention strategies and school safety” and found that more than two thirds of students had previous exposure to violence in street, in school and from stranger persons. Conversely, the study was disagreed by **Ssenyonga, et al., (2018)** who conducted a study entitled “Reducing violence against students by implementing the preventative intervention Interaction Competencies with Students for Teachers” and found that one third of students exposed to violence in school from their teachers and peers.

Regarding the students total knowledge regarding violence, the results of the present study revealed that there was statistically significant difference between students’ knowledge regarding violence pre and post psycho educational program implementation as only less than one third of the studied students have satisfactory level of knowledge preprogram implementation which increased to about two thirds post program implementation, while more than two thirds of them have unsatisfactory level of knowledge preprogram implementation which decrease to more than one third post program implementation, From the researcher point of view, this might be related to the valuable instructions, clear, comprehensive and concise booklet and also may be related to the child interest in gaining information about the phenomena. The study was supported by **Maquibar et al., (2018)** whose study entitled “Nursing students' discourses on gender-based violence and their training for a comprehensive healthcare response”, they

illustrated that participants who perceived training has increased their knowledge regarding violence and self-confidence.

Concerning total level of violence knowledge at pre and post program implementation, the current study revealed that there was a highly statistically significant decrease in total violence level post compared to pre-program implementation, more than half of studied students had a severe level of violence preprogram implementation which decreased to less than one quarter post program implementation. From the researcher point of view, this could be related to the value and attractiveness-based programs. The reasonable solutions, monitoring of children’s behaviors and firmness by teachers and parents regarding the application of the program.

The study was consistent with **Bano., (2019)** who studied “A study of violent behavior among students: its causes and correlates” and illustrated that violence score was significantly low post program and there is significant difference between mean violence score. Hence it is inferred that the violent behavior is reduced after the counseling. The study was also agreed by **Kim & Kim., (2018)** whose study entitled “Effect of an instrument performance program on emotional intelligence, anxiety, and aggression in Korean elementary school children”, they concluded that there was statistically significant difference in violence and aggressive behaviors post compared with pre-program implementation.

Concerning the correlation between students’ total knowledge and their violence level at pre and post program implementation, the results of the present study revealed that there was a highly statistically significant correlation between the studied students’ total knowledge scores and their total violence level at pre and post program implementation.

From the researcher point of view, this could be interpreted that students' database, information and knowledge about violence's precipitating factors, causes, consequences and its negative effects results in demonstrating and reacting well with it which results in total violence level reduction.

The study was agreed with **Edwards et al., (2018)** whose study entitled "Evaluation of a bystander-focused interpersonal violence prevention program with high school students.", they illustrated that there was statistically significant correlation between studied students' total knowledge regarding violence and their total violence behaviors.

Conclusion

The psycho educational program had a positive effect on reducing the violence among of preparatory school students and increase their level of knowledge about violence. The study revealed that more than half of studied students had severe level of violence which decreased by the implementation of psycho educational program.

Recommendation:

Recommendations for nurses:

- Nurses must work to increase awareness and develop the skills of both teachers and parents, to use alternatives other than the corporal punishment.

Recommendations for students:

- Encourage students to take responsibility for their part in maintaining safe school environments, including student participation in safety planning.

Recommendations for community:

- Review communication systems within the school district and with community responders. This should also address how and where parents will be informed in the event of an emergency.

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تأثير برنامج تعليمي نفسي لتقليل العنف بين طلاب المدارس الإعدادية بنين في مدينة بنها

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أصبح العنف بين طلاب المدارس قضية هامه تثير قلقا هائلا وأصبح الوقايه منه محط إهتمام التمريض لذلك هدفت هذه الدراسه إلى تقييم تأثير برنامج تعليمي نفسي على الحد من العنف بين طلاب المدارس الإعداديه. تم استخدام تصميم شبه تجريبي لإجراء هذه الدراسه باستخدام نهج الإختبار القبلي والبعدي لتحقيق هدف الدراسه. أجريت هذه الدراسه في بعض المدارس الإعداديه بمدينة بنها، محافظة القليوبية، مصر. تم تطبيق هذه الدراسه علي (١١٠) طالب بالصف الأول والثاني الإعدادي. حيث كشفت النتائج أن تنفيذ البرنامج التعليمي أثبتت فعاليته بشكل كبير في خفض مستوى العنف بين طلاب المدارس الاعداديه المقام عليها الدراسه، مما يدعم فرضيات الدراسه. كما أوصت الدراسه تنفيذ برامج تنفيذه تجاه العنف من قبل الممرضيين ليس فقط للطلاب ولكن للمجتمع المدرسي بأكمله كمعلمين وموظفين وأولياء أمور للحد من ظاهرة العنف.