

# Effectiveness of Violence Management Program on Primary School Teachers Knowledge and Attitudes

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## Abstract

**Background:** Nothing is more satisfying than witnessing a child in good health. Every child has the right to protection against all types of maltreatment, prejudice, and exploitation, and part of that protection is the right to live in a secure environment that upholds the child's wellbeing. **Aim:** The current study's objectives are to evaluate the impact of the teacher education program on their knowledge of and attitudes about school violence, as well as to explore how these factors relate to teachers' knowledge of and attitudes toward other demographic factors. **Methodology:** Pre- and post-program testing was applied for the study group from September 15, 2020, to May 10, 2022, as part of the current study's quasi-experimental methodology. To accomplish the goals of the study, the researcher designed the software and tools. To ensure that the statistics are reliable and representative, an intentionally non-probability sample of (80) elementary teachers was chosen. Eighty teachers made up the sample, divided into two groups. The chosen teachers were equally divided between the study and control groups, each with 40 participants. The online instructional program about school violence was shown throughout the research group. The control group never saw any of the software. The management program's efficacy is evaluated using a knowledge test that includes (31) items. (15) items knowledge regarding the causes of child violence, (16) items regarding signs that may alert that the child may be exposed to violence and the warning signs that a child might be exposed to violence was poor, but that knowledge had improved by the time of the post-test when it came to these topics as well as warning signs that a child might be exposed to violence. The study's findings showed that the study group had unfavorable attitudes concerning school violence, albeit these attitudes had changed by the time of the post-test following the implementation of the program. **Conclusion:** The violence Management Program aims to improve teachers' attitudes about the phenomena of school violence as well as their knowledge of the reasons for and warning signals that a child may have been exposed to violence. Following exposure to an educational program linked to the control of violence, instructors' attitudes and knowledge improved. In contrast, the control group did not demonstrate any improvement in pre- and post-test knowledge and attitudes regarding school violence. Age, marital status, and education level influenced teachers' views regarding school violence; high teachers' education levels had a beneficial effect on their knowledge.

**Keywords:** School Violence, Violence Management Program, Knowledge, Attitudes, Primary School Teachers.

## 1. Introduction

Nothing is more rewarding than witnessing a child flourish. Every child has the right to protection from all forms of exploitation, mistreatment, and prejudice. The right to protection is the ability to live in a setting that is risk-free and supportive of a child's wellbeing (1). Millions of children and adolescents lose their fundamental right to education as a result of school violence. According to a recent UNESCO assessment, more than 30% of the world's schoolchildren have been victims of violence, with severe effects for academic achievement, school dropout, and physical and mental health (2). School violence is also not confined to the student

population. At least once a month, 8% of teachers report they are threatened with violence on school grounds. Every year, 2% of people say they have been physically assaulted (3). Extremely violent incidents in schools raise awareness of programs aimed at preventing and reducing school violence. Although terrible, high-profile school shootings are fortunately uncommon. In the 1999-2000 school year, fewer than 1% of the over 2,000 school-aged child murders happened on school grounds. Additionally, victimization of school-aged children has reduced during the last decade, both in and out of the classroom. Nonetheless, antisocial behaviour is ubiquitous in classrooms. Seventy-one percent of public schools had a violent crime occur during the

1999-2000 school year, as reported by principals, and more than half of those schools implemented significant disciplinary measures against certain pupils (4). It is well-known in the academic community that there is a problem with school violence. Peer-to-peer connections are the focus of most studies on school violence. Researchers looked into the elements that influence a student's likelihood of bullying victimization and the risk factors linked with school violence. In those regards, teachers need to aware those risks factors of violence throughout conducted educational training (5). Schools around the country have experienced an increase in aggressive behavior in recent years, bringing school violence to focus. School district administrators may establish prevention efforts or evaluate current school violence rules and programs if they have a better understanding of the problem (6). When teachers interfere and bring a violent situation to an end, they send a message to students that violence is not acceptable, and as a result, pupils are less likely to excuse such behavior (7). Overall, increased teacher self-efficacy increases the likelihood of identifying and comprehending victims' pain (8). increases the effort teachers put into intervention activities, and increases the effectiveness of such efforts (9).

Numerous studies demonstrate that when instructors believe they can contribute to the reduction of school violence, they intervene more frequently (10). When teachers have a lack of expertise in a subject area, they may be less likely to intervene and so increase the amount of bullying in schools. There is a belief in the literature that instructors who have dealt with bullying difficulties and actively participate in preventative initiatives are better able to cope with victimization concerns, have a more empathetic attitude toward victims and feel more secure working with families on these issues. These factors have been linked to a decrease in the occurrence (11).

## 2. Methodology

**The study design:** A quasi-experimental study

design was used. The study has been conducted on primary schools teachers to assess their knowledge and attitudes about violence and has been measured the effect of application of educational program (Pre-test & post-test approach ) for study and control groups from the period of (15 September 2020 to 10 May 2022).

**Sample of the study:** To ensure that the statistics are reliable and representative, a convenience non-probability sample of (80) elementary teachers was chosen. Eighty teachers made up the sample, divided into two groups. The chosen teachers were equally divided between the study and control groups, each with 40 participants.

### The Tools of the Study:

One method for assisting in the data collection necessary to produce the outcomes anticipated by the study is the questionnaire. The questionnaire's items constructed by the researcher depending on extensive review of related books and available literature. The researchers used two tools to collect data from study participants as following:

Part I: is the socio-demographic variables such as (age, gender, social status and monthly income). And occupational variables such as (educational attainment, years of experience and position.

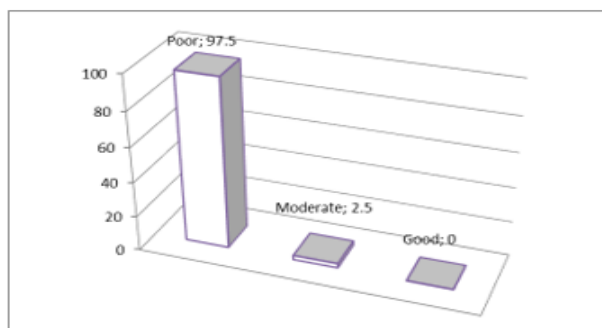
Part II: is the knowledge towards school violence, it was constructed by the researcher through review of literature, which are include:

a) Factors that expose children to violence: This section includes (15) items, each of which is scored on a 3-point scale (1-3). (irrelevant, do not know, always relevant)

b) Warning signs that could indicate to a teacher that a student may be exposed to violence, which include sixteen (16) items, each of which is measured on a scale of one to two points, such as (non-suggestive, sometimes suggestive, always suggestive).

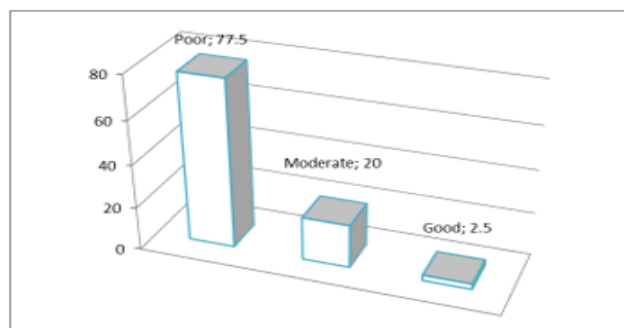
Part III: Teachers' attitudes towards child exposure to violence: Which composed of (18) items measured on 3-point 3,2,1 respectively (agree, neutral, disagree)

## 3. Results



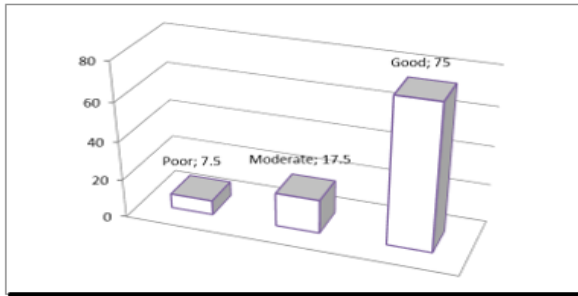
**Figure 1. Pre-test study group knowledge related to causes of child violence.**

Findings illustrated that the majority ( $n=39$ ; 97.5%) of study group had poor knowledge at pre-test related to causes of child violence ( $M \pm SD=19.52 \pm 3.186$ ).

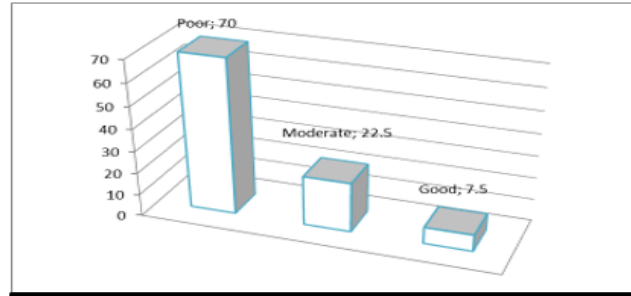


**Figure 2. Post-test study group knowledge related to causes of child violence**

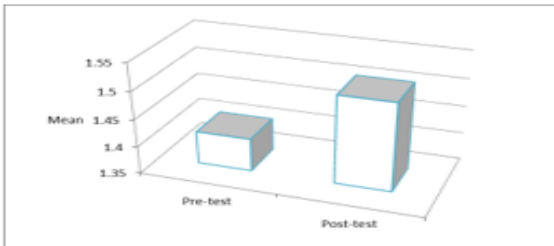
The results showed that the teachers' replies ( $n=30$ ; 75% of the study group) at the post-test about the causes of child violence were good knowledge ( $M \pm SD=38.12 \pm 6.000$ ).



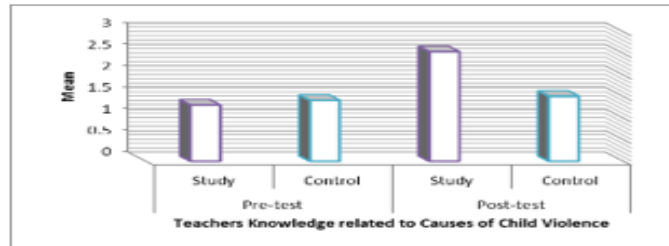
**Figure 3. Pre-test control group knowledge related to causes of child violence**  
 Findings illustrated that the teachers responses ( $n=31$ ; 77.5%) in the control group have poor knowledge at the pre-test related to causes of child violence ( $M \pm SD=21.17 \pm 4.754$ ).



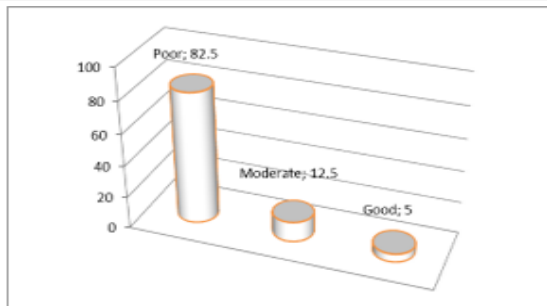
**Figure 4. Post-test control group knowledge related to causes of child Violence**  
 The results showed that the teachers' responses ( $n=28$ ; 70%) in the control group were poorly informed on the causes of child violence at the post-test ( $M \pm SD=22.67 \pm 6.236$ ).



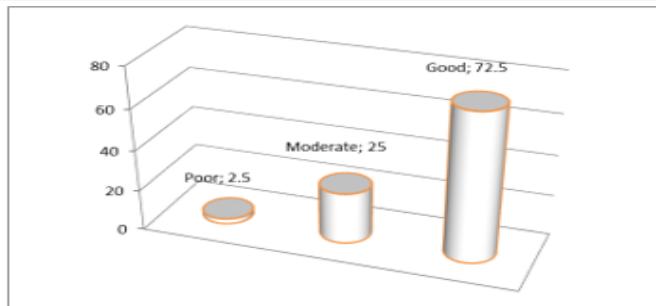
**Figure 5. Comparison responses at pre-and post-test of the total control groups**  
 According to the research's findings, there is no statistically significant difference between the control group's total responses throughout the pre-test and post-test periods of assessment ( $p = 0.079$ ). The results of the study demonstrate that there is no change in the instructors' knowledge when they took the post-test ( $M \pm SD=1.410.317$ ) compared to the scores they received on the pre-test ( $M \pm SD=1.510.415$ ). This is based on the statistical mean of the data.



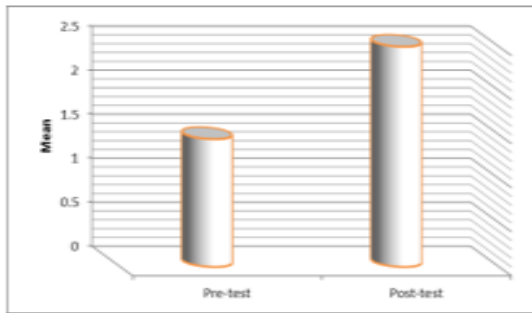
**Figure 6: Comparison of responses from the overall study and the control groups at pre-test and post-test**  
 This figure shows that the pre-test results for the study group ( $M \pm SD= 1.300.212$ ) and the control group ( $M \pm SD= 1.410.317$ ) do not differ statistically significantly ( $p = 0.072$ ). According to the results of the post-test, there is a statistically significant difference between the study group ( $M \pm SD= 2.540.400$ ) and the control group ( $M \pm SD= 1.510.415$ ) ( $p = 0.000$ ). In terms of the statistical mean, the findings of the study reveal that the responses received by members of the study group after the program was implemented improved when compared to those received by members of the control group.



**Figure 7: Pre-test study group knowledge related to signs that may alert the teacher that the child may be exposed to violence**  
 The results showed that the instructors in the study group ( $n=33$ ; 82.5%) had poor awareness of the pre-test indications that could alert the teacher that the student may be subjected to violence ( $M \pm SD=23.27 \pm 6.004$ ).

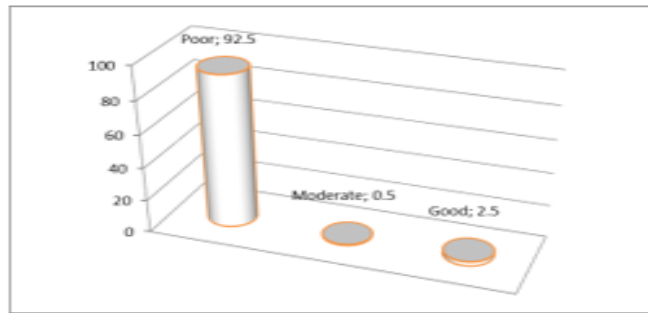


**Figure 8: Post-test study group knowledge related to signs that may alert the teacher that the child may be exposed to violence**  
 The post-test results showed that instructors in the study group ( $n=29$ ; 72.5%) had a solid understanding of the warning indicators that could indicate that a student may have been exposed to violence ( $M \pm SD=40.02 \pm 4.845$ ).



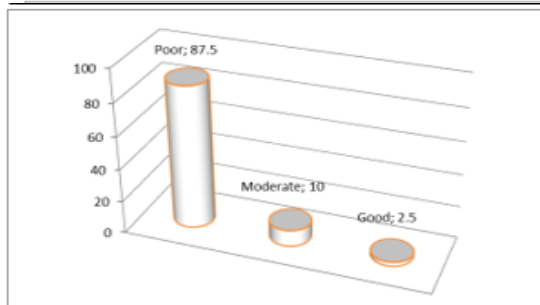
**Figure 9: Comparison between the overall responses of study group at two levels of measurement at pre- and post-test**

The pre- and post-test results showed that there is a highly significant difference in the total responses between the study group ( $p=0.000$ ). According to the study's statistical mean, the post-test scores (M SD= 2.500.304) compared to the pre-test scores (M SD=1.450.375) show that teachers' knowledge has improved in relation to signals that may notify the teacher that the kid may be subjected to violence.



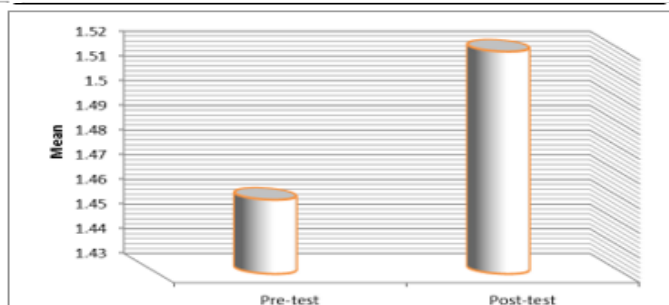
**Figure 10: Pre-test control group knowledge related to signs that may alert the teacher that the child may be exposed to violence**

Findings showed that instructors in the pre-test control group ( $n=37$ ; 92.5%) had little understanding of the symptoms that could warn them when a student would be exposed to violence (M SD=23.42 3.671).



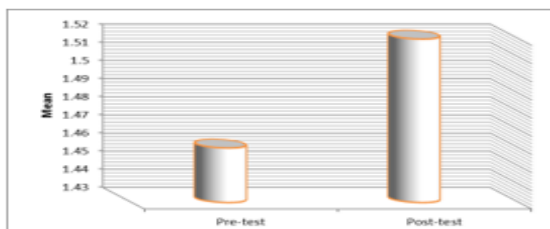
**Figure 11: Post-test control group knowledge related to signs that may alert the teacher that the child may be exposed to violence**

Findings showed that teachers in the control group ( $n=35$ ; 87.5%) had little understanding of the indications that could warn them that their students would be exposed to violence (M SD=24.4 3.801).



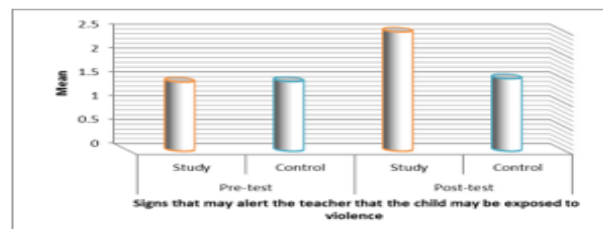
**Figure 12: Pre-test and post-test comparisons of the responses of the total control group**

The results showed that there was no improvement in the teachers' knowledge of signs that may alert them that the child may be exposed to violence at the post-test (M SD=1.520.237) compared with pre-test scores (M SD=1.460.229), showing that there was no statistically significant difference between the total responses of the control group in two measurement periods pre and post-test ( $p=0.194$ ).



**Figure 13: Pre-test and post-test comparisons of the responses of the total control group**

The results showed that there was no improvement in the teachers' knowledge of signs that may alert them that the child may be exposed to violence at the post-test (M SD=1.520.237) in comparison to pre-test scores (M SD=1.460.229). There was also no statistically significant difference between the total responses of the control group in two measurement periods pre and post-test ( $p=0.194$ ), indicating that the teachers' knowledge of these signs was unchanged.



**Figure 14: Comparison of responses from the overall study and the control groups at pre and post-test**

This table demonstrates that while there was no statistically significant difference between the study (M SD= 1.450.375) and control (M SD= 1.460.229) groups at the pre-test ( $p=0.893$ ), there was a highly significant difference at the post-test (M SD= 2.500.304;  $p=0.000$ ) between the study and control groups. When compared to the replies of the control group, the study results show that the responses of the study group have improved as a result of the execution of the program, according to the statistical mean.

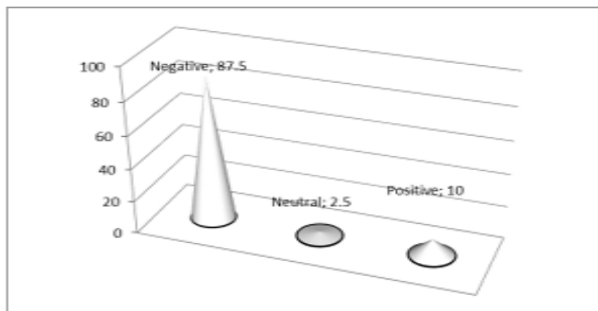


Table 1: Significant Differences in knowledge related to causes of child violence and teacher's education qualification (n=40)

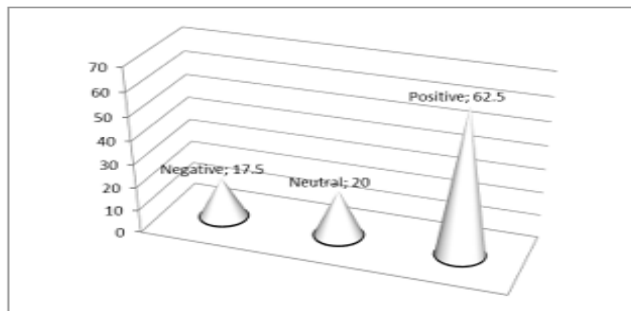
Education	Source of variance	Sum of Squares	d.f	Mean Square	F	p≤ 0.05
Pre-test knowledge	Between Groups	.196	2	.098	2.314	.013 Sig.
	Within Groups	1.564	37	.042		
	Total	1.760	39			
Post-test knowledge	Between Groups	.033	2	.017	.098	.907 No-sig.
	Within Groups	6.209	37	.168		
	Total	6.242	39			

Findings depict there were significant differences in knowledge about causes of child violence in pre test scores with regard teacher's education qualification

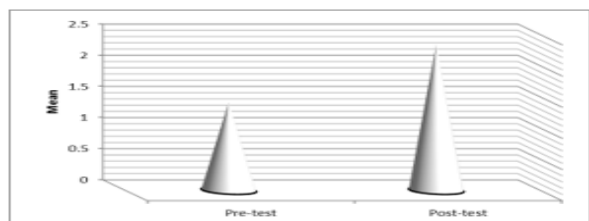
(p=0.013), and there were no significant differences in knowledge at post test score with regard teacher's education qualification at p-value >0.05.



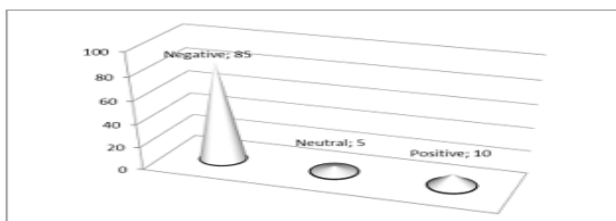
**Figure 15. Pre-test study group attitudes towards School Violence**  
Findings illustrated that the teachers (n=35; 87.5%) in the study group has negative attitudes at the pre-test towards school violence ( $M \pm SD=25.57 \pm 7.088$ ).



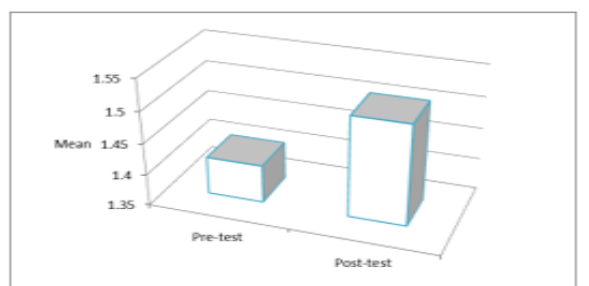
**Figure 16. Post-test study group attitudes towards school violence**  
At the post-test, the findings revealed that the study group's teachers (n=25; 62.5 percent) have positive attitudes toward school violence ( $M \pm SD=42.22 \pm 10.341$ ).



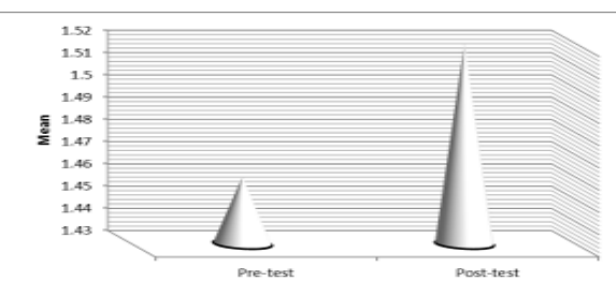
**Figure 17: Comparison of the overall study group attitudes at pre and post-test**  
Findings indicated that there is a highly significant difference between the pre-test and post-test attitudes of the study group (p=0.000). According to findings, the results show that there is an improvement in the teachers attitudes towards school violence at the post-test ( $M \pm SD=2.34 \pm 0.574$ ) compared with pre-test scores ( $M \pm SD=1.41 \pm 0.390$ ).



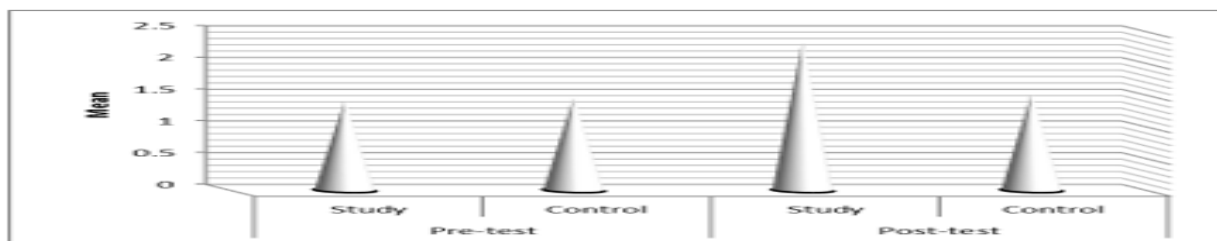
**Figure 18. Pre-test control group attitudes towards school violence**  
Findings illustrated that the teachers responses (n=34; 85.0%) in the control group at the pre-test had negative attitudes towards school violence ( $M \pm SD=26.45 \pm 7.379$ ).



**Figure 19. Post-test control group attitudes towards School Violence**  
Findings illustrated that the teachers responses (n=30; 75.0%) in the control group at the post-test had negative attitudes towards school violence ( $M \pm SD=27.47 \pm 7.524$ ).



**Figure 20: Comparison the overall control group attitudes at pre and post-test**  
The findings revealed that there is no statistically significant difference between the overall attitudes of the control group in two periods of measurement pre-test and post-test (p=0.338). In comparing with mean, the findings indicate that there is no improvement in teacher attitudes towards school violence at the post-test ( $M \pm SD=1.52 \pm 0.418$ ) compared with pre-test scores ( $M \pm SD=1.46 \pm 0.409$ ).



**Figure 21: Attitudes in the overall study and control groups at two levels pre-test and post-test**  
 This table demonstrates that while there was no statistically significant difference between the study (M SD= 1.410.390) and control (M SD= 1.460.409) groups at the pre-test (p=0.578), there was a highly significant difference at the post-test (M SD= 2.340.574) (p=0.000). According to the statistical mean, the study's findings show that following the program's implementation, instructors in the study group had better attitudes than those in the control group

**Table 2: Significant Differences in attitudes towards school violence and teacher's age (n=40)**

Age	Source of variance	Sum of Squares	d.f	Mean Square	F	p≤ 0.05
Pre-test attitudes	Between groups	.987	4	.247	1.746	.042 Sig.
	Within Groups	4.945	35	.141		
	Total	5.932	39			
Post-test attitudes	Between Groups	.806	4	.201	.584	.676 No-sig.
	Within Groups	12.068	35	.345		
	Total	12.873	39			

Findings illustrated there were significant differences in attitudes towards school violence before education program with regard teacher's age (p=0.042).

**Table 3: Significant Differences in attitudes towards school violence and teacher's Marital Status (n=40)**

Marital status	Source of variance	Sum of Squares	d.f	Mean Square	F	p≤ 0.05
Pre-test attitudes	Between Groups	1.047	3	.349	2.571	.039 Sig.
	Within Groups	4.885	36	.136		
	Total	5.932	39			
Post-test attitudes	Between Groups	.141	3	.047	.133	.940 No-sig.
	Within Groups	12.732	36	.354		
	Total	12.873	39			

Findings is displays that there is significant differences in attitudes towards school violence in pre education program with regard teacher's marital status (p=0.039).

**Table 4: Significant Differences in attitudes towards school violence and teacher's education qualification (n=40)**

Education	Source of variance	Sum of Squares	d.f	Mean Square	F	p≤ 0.05
Pre-test attitudes	B. groups	.186	2	.093	.598	.055 Sig.
	Within Groups	5.746	37	.155		
	Total	5.932	39			
Post-test attitudes	Between Groups	.262	2	.131	.385	.683 No-sig.
	Within Groups	12.611	37	.341		
	Total	12.873	39			

Findings indicate there were significant differences in attitudes towards school violence in pre education program with regard teacher's education qualification (p=0.055).

#### 4. Discussion

Figure (6): According to the study's findings, both study and control group teachers' pre-test understanding of the causes of child abuse was lacking. This outcome can be as a result of the primary school teachers failing the pre-test due to their lack of knowledge regarding school violence. The student's education is the only thing that matters

to the teachers. The results are consistent with a study (12) that sought to evaluate the impact of a structured teaching program on primary school teachers' understanding of child abuse and neglect. "They found that, in the pre-test, the majority of teachers (60%) had inadequate awareness of the factors that contribute to school violence and (20%) had average to excellent knowledge of child abuse and neglect (13). They found that school teachers lacked understanding about child abuse, which may be related to the absence of teacher education programs on child abuse ". (14) has a little antithetical to our findings. The majority of school teachers, or 84 percent, according to the study's

findings, have average understanding of the causes of child abuse because of ongoing educational and training initiatives that help instructors gain knowledge. In Selected Primary School at Minia City (SPMC), about two-thirds of the school teachers have low awareness of child maltreatment (15) "Child abuse is a global issue, and children confront it in different forms, and more knowledge will aid in combating the problems. Design and implement an educational program for teachers to raise their understanding of child abuse and to promote child health". The findings of our research confirmed that the school teachers need to be targeted to educational programs to enhance their knowledge because it is importance that the safety of the school environment. School violence is considered a socio-cultural concern because it has negative impacts ranging from psychological (e.g., posttraumatic stress) to physical (e.g., death) at the individual and systemic levels. The results revealed that responses of study group at the post-test were assessed. Compared to the control group, the study group's teachers had better knowledge of the factors that contribute to school violence, according to the results. At the post-test, their knowledge was still lacking. Accordingly, our research, which is backed up by a study by (16) titled "Dealing with School Violence: The Effect of School Violence Prevention Training on Teachers' Perceived Self-Efficacy in Dealing with Violent Events," found that teachers' knowledge increased significantly with education programs. Due to the lack of academic training courses, teachers in the early education program indicated their lack of awareness of the factors that contribute to school violence. The teachers' lack of interest in issues surrounding school violence contributed to their knowledge gap. Results of testing significant with reference to questionnaire items are reported in the majority of cases as highly significant differences ( $p < 0.01$ ), which assigned effectiveness of the studied educational program through increasing knowledge grades regarding primary school teachers in study group, and that be able to confirm importance or success of implementing the suggested program. After implementing the planned teaching program, the teachers' level of knowledge was higher than it was before. The planned educational program was successful in enhancing teachers' knowledge, which was favorably correlated with instructors in the study group's awareness of the causes of child violence. To increase their understanding of the factors that contribute to school violence, it is proposed that primary school teachers get ongoing education. Relating to differences between the socio-demographic characteristics of the sample that was studied and their knowledge regarding the causes that lead to the occurrence of child violence. Findings of study indicated that there was no statistically significant difference between the socio-demographic characteristics of primary school teachers. Except, there were only statistical

significant differences between teachers knowledge about causes of school violence and their education levels in ( $p < 0.013$ ), and there were no significant differences in knowledge at post test score with regard teacher's education qualification at  $p$ -value  $> 0.05$ . as shown in the table (1). This may be related to a lack of experience in choosing way to deal with children or how to recognize the physical or psychological signs of violence. Fifty percent of teachers who have their diploma graduates had weak knowledge. According to the findings of the research conducted by (17) a participant's degree of education was found to have a positive correlation with their level of awareness. This result is consistent with our research. The result is also consistent with study (8), which showed a substantial difference between the total knowledge score levels and knowledge levels of the study sample. (18) found no significant correlation between knowledge and the chosen demographic variables, such as gender, age, and marital status. This finding lends support to the current study between school teachers' gender, age, income, marital status, and years of experience and their total knowledge score levels. The majority of highly experienced educators have degrees from academic institutions, according to research' conclusions. The majority of instructors in primary and secondary schools had a limited understanding of child abuse. This disparity in understanding may be attributed to the fact that different generations have different perspectives on certain learning and disciplinary practices.

Figure (14): The results show that instructors, whether they are in the study group or the control group, have little understanding of the symptoms that could indicate to a teacher that a child may have been exposed to violence. Due to their lack of awareness of the age-related warning indicators that indicate the pupil may have been exposed to violence, they have poor knowledge. The (19) study looked into teachers' perspectives on helping children who had been exposed to violence. His findings demonstrated that the instructors' knowledge of the profile of symptoms of kid exposure to violence was lacking. Additionally, our results were confirmed by (20). They discovered that the teachers knew little about the symptoms of violent exposure in children. Additionally, my research supported (21), (22). They claimed that teachers lacked sufficient knowledge to respond to students exposed to violence in an appropriate manner, such as by paying attention to the student's concerns and recommending a referral to a psychologist and school social worker, or by designing a learning process that was in line with each student's capabilities and providing empathetic care in response to a student's learning challenges. In order to assist pupils who have been exposed to violence, teachers must be aware of the constraints of their training and the classroom environment. They must also be ready to refer such students to the proper specialists either inside or outside the school

system. The post-test results showed that instructors in the study group had a solid understanding of the indications that could let them know that a student may be exposed to violence (M SD=40.02 4.845). At the post-test, the teachers in the control group were poorly informed about the warning signs that could indicate to them that a student may have been exposed to violence (M SD=24.4 3.801). There is a high substantial variance in post-test between control and study groups ( $p=0.000$ ). This highly statistically significant difference ( $p=0.000$ ) assigned the effectiveness of the educational program that was studied in terms of raising knowledge grades regarding signs that may alert the teacher that the child may be exposed to violence in the study group (M SD= 2.500.304), and approve the significance or effectiveness of applying the recommended program. The study under the title Pre-service Teachers' Knowledge and Attitudes Regarding School-Based Bullying that carried out by (23) mentioned that there were a highly significant differences with regards to teachers knowledge before and after education program about signs of children who exposed to school violence. Those findings come with current study findings that it is possible to rely on educational programs in schools to prevent school violence. (24) conducted a meta-analysis of 27 evaluation studies and came to the conclusion that programs with a minimum of four sessions have been the most effective. Additionally, they found that active, long-term programs had the most impact on teachers regarding how to identify signs of children who were exposed to school violence. (25) places a strong emphasis on the role that educators play in avoiding child abuse and neglect, identifying it when it occurs, and providing appropriate responses. Teachers are in a special position to help deal with these challenges because of the close and consistent interaction they have with children. This places them in an extremely important role. In the courses they teach, as well as the initiatives they've founded and supported, as well as the messages and teachings they've incorporated into their curricula, schools and teachers have produced inventive techniques. Because of this ingenuity, educators are able to play an ever-evolving role in meeting the needs of maltreated children and their families. Findings demonstrated that there were no-significant differences in knowledge about signs that may alert the teacher that the child may be exposed to violence in pre-post education program with regard teacher's socio-demographic characteristics ( $p > 0.05$ ). This finding come in line with study accompanied by (26) This study was conducted for addressing violence in schools through teachers' education. The researchers found that the teachers' education about the phenomenon of school violence does not differ according to their characteristics. These results reflect the fact that the teachers' knowledge does not differ according to their different demographic characteristics, they only need educational programs

and thus they have the same knowledge despite the difference in their characteristics.

Figure (21): Justification may take the form of a deficiency of information and understanding of signs and symptoms of child violence, as well as reporting processes, which can limit their capacity to report doubted abuse situations and do not appreciate the extent of the problem, because school violence is a neglected aspect. This finding is consisted with study done by (15). The researchers revealed that the primary school teachers expressed a negative attitudes towards school abuse and violence. Current study is also supported by the study conducted by (27) indicated that majority of primary school instructors had negative attitude regarding child violence. Whereas this is incongruous with the conclusion of (28) which revealed that 95 percent of the teachers had a good attitude, this may be attributable to cultural differences. Outcomes demonstrated teachers responses in study group at post-test after education program are positive attitudes towards school violence (M  $\pm$  SD=42.22  $\pm$  10.341), and control groups at the post-test are negative attitudes (M  $\pm$  SD=27.47  $\pm$  7.524). There is a great substantial variance between both groups at post-test ( $p=0.000$ ). Regarding to mean, findings designate that there is development in attitudes of teachers in study group (M  $\pm$  SD= 2.34 $\pm$ 0.574) responses next the submission of educational program in comparing with control group (M  $\pm$  SD= 1.52 $\pm$ 0.418). Providing of an educational program about school violence and their consequences as part of the curriculum in high schools is essential for enhancing school teachers attitudes collaboration between the Ministry of Health and Environment and the Ministry of Education to prevent violence among students (29), (30). According to study carried out by (31) (3) they found their education program is very effective on teachers knowledge and attitudes when dealing with violence. Teachers attitudes were significantly increased with their knowledge towards school violence (22).

Table (2,3,4): Current study found that middle people were more likely to have negative attitudes than younger adults. It is possible that this is related to a lack of knowledge and experiences regarding how to contract with children and how to tackle the difficulty that they are experiencing. On the other hand, the vast majority of respondents who had positive sentiments were married. This could be related to the fact that married people have more experience dealing with children. There were no significant difference between primary school teachers income, gender, and years of experience, while there were significant differences between educational level and teachers attitudes toward school violence. The majority who had a negative attitudes toward school violence have diploma education, This may be related to a decline in the level of information concerning violence during the



course of their study; nonetheless, there is little doubt that increased knowledge has a good effect on attitudes. The previous study's findings are in line with <sup>(14)</sup> who found there is a highly substantial variance between the age of primary school teachers who have the number of children (1-6) and their attitude. These findings were found to be consistent with the findings of the previous study. It is also consistent with the findings of <sup>(18)</sup> who discovered that all of supervisors had a positive attitude; nevertheless, they discovered that there was no correlation between attitudes, including the demographic variable that was chosen. Moreover, the findings of this study broaden our knowledge by supplying important insights regarding the impact of school violence training programs on teachers' self-efficacy in dealing with violence. However, it is difficult to arrive at generalizations because the sample size was relatively small. In addition, the present study did not investigate the role that variables such as the perceived level of self-efficacy on the part of teachers, the relationship between the various types of violence and the interventions, or the position of the teacher within the school were thought to play. It is reasonable to infer that the self-efficacy with which instructors deal with acts of physical violence is different than when confronting other types of violence such as indirect aggression or vandalism. Further study is needed to better understand the impact of school violence prevention training programs on teachers' self-efficacy in coping with violent incidents, and these limitations highlight the need of that research.

## 5. Conclusions

After the study group participated in an educational program on managing violence, the teachers' knowledge increased. At the pre- and post-test, the control group did not demonstrate any increase in knowledge. In the pre-test, there were no differences in either group's knowledge of school violence. Teachers with high levels of education had a good impact on their knowledge. Teachers' views changed as a result of the study group being exposed to a violence control instructional program. In contrast, the control group did not demonstrate any improvement in pre- and post-test views about school violence.

## 6. Recommendations

courses in school violence prevention must be included as an integral part of the teacher training curriculum, it will be possible to better prepare teachers for dealing with violent events. Ensuring the activation of the role of the social and psychological specialist in primary schools to confront the causes and manifestations of violence. Education directorate needs to be conducted education

programs on different groups of the society to deliver lectures and arrange focus group discussions in favour of convention on school violence which may have a positive impact on eliminating the violence.

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