

## Assessment of Abusive Behaviors among Females at Secondary Schools in Baghdad city: Retrospective Study

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### Abstract:

**Objective:** To assess abusive behaviors among female secondary school.

**Methodology:** The study was conducted on female secondary school students to assess the abusive behaviors among females .A descriptive design was carried throughout the present study from 3rd March ,2015, to 16<sup>th</sup> April 2015.A stratified random sample of (350) students female was selected from Baghdad governorate Secondary Schools. A questionnaire was constructed for the purpose of the study. It was comprised from information about demographic characteristics of the female students and behaviors practiced by student itself inside and outside the classroom. Internal consistency reliability was employed through computation of alpha correlation coefficient. Content validity of the questionnaire was determined through panel of experts. Data were collected through application of the interview technique. Data were analyzed through descriptive statistical data analysis approach (Frequency and percentage) and inferential statistical data analysis approach (Chi square test, and the correlation coefficient).

**Results:** The results of the study of revealed that (48.9%)of female students their age range (14-15)years, (84%) live in nuclear family, father educational (26%) intermediate, secondary, and college (26%, 24.3, 24.6%) respectively, mother education (32.3%)intermediate school, father occupation (41.4%) employee, 82,6% of mothers were housewives , 85,2% of them of low and moderate socio economic status, 92,6% live with their parents, their abusive behavior assessed moderate in "Put obstacles in front of students or teacher, Set a ridiculous jokes on some colleagues, Do pranks with some colleagues, Writing on seats ,and Imitation of heroines serials.", while leftover item's responding are formed low assessment. No significant relationship were found between abusive behaviors and socio-demographic characteristics except with age groups.

**Conclusion:** The study concluded that most female students were in low and moderate Socio-Economic Status. Most of female students abusive behaviors were in (Put obstacles in front of students or teacher; Set a ridiculous jokes on some colleagues; Do pranks with some colleagues; Writing on seats; Imitation of heroines serials) and assessed as moderate.

**Recommendation:** cooperation between parents, faculty and school management to control the behavior of the students and identify the most important negative behavioral manifestations with these students and put them into account .

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### I. Introduction

Abusive behaviors is the improper usage, often to unfairly or improperly gain benefit. abusive behaviors can come in many forms, such as: physical or oral maltreatment, harm , onset , violation, exaction , unfair practices; offense, or other types of aggression, The negative effects of these experiences may accumulate over time exposing the individual to greater hazard. Life route researchers have found that adverse experiences, such as parental loss or living in abusive household, are not without consequence and may have a relatively enduring effect on health throughout adulthood [1,2].

Adolescent period is a complex maturational and developmental process which varies across individuals and cultures. Successful passage through this portal to adulthood results in biological maturity, a secure sense of self, the ability to enjoy close friendships and group belonging, and the mental capacity to deal with the onslaught of life's challenges[3].However, failure to manage adequately this physical, emotional, cognitive, and moral unfolding of adolescence can lead to a deviant identity and behavioral anomalies [4].

The problem behaviors in adolescents can have serious consequences for the adolescents, their family and friends, their schools, and society. Student misbehaviors such as disruptive talking, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility [5], ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable [6] and stress-provoking [7], and they had to

spend a great deal of time and energy to manage the classroom[8,9]. Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates.

## II. Methodology

Descriptive study was carried out to assess abusive behaviors among female at secondary schools .Sample of (350) secondary school students for girls whose age between (12 to 19) years was selected by random stratified sample from schools. The secondary school students were selected from AL-Karkh Sector (1<sup>st</sup>: Altrath Alarabi; Zarkaa Alyamama ,2<sup>nd</sup>: Sayda Zeinab ; ALrabab , and 3<sup>rd</sup>: Alhorreya; Alkhamail and AL-Rusafa Sector(1<sup>st</sup>: Maysaloon ; Almuthanna ,2<sup>nd</sup>: Fatima Al-Zahra ;ALmonsur ,and 3<sup>rd</sup>: Alfadila; and Alsadeer) . Data was collected using questionnaire format, and interview with females students, the period of data collection from March 3<sup>rd</sup> ,2015 to April 16<sup>th</sup> , 2015.A questionnaire was used as a tool of data collection to fulfill the objective of the study and consisted of demographic characteristics of the female students and behaviors practiced by student itself inside and outside the classroom(49 items) .These items are rated according to three level likert scale (always, sometimes, never),and pilot study was carried out between 3<sup>rd</sup> march to 18<sup>th</sup> march 2015 on (10) students from AL-Mahmudiya Secondary School to determine reliability of questionnaire and content validity was carried out through the (20) experts. Data were analyzed using the Statistical package for Social Sciences (SPSS), through the application of descriptive statistical data analysis include(Frequencies, Percents, and Cumulative Percents, arithmetic mean, standard deviation, Relative Sufficiency and Mean score).

## III. Results

**Table (1): Distribution of the studied female's secondary schools Scio-Demographics aspects with comparison significant (No.=350)**

SDCv.	Groups	No.	%	C.S. P-value
No. of Student in each Class	1 <sup>st</sup>	81	23.1	$\chi^2= 62.834$ P=0.000 (HS)
	2 <sup>nd</sup>	81	23.1	
	3 <sup>rd</sup>	80	22.9	
	4 <sup>th</sup>	56	16	
	5 <sup>th</sup>	32	9.1	
	6 <sup>th</sup>	20	5.7	
Age Groups Yrs.	12 _ 13	58	16.6	$\chi^2= 127.6$ P=0.000 (HS)
	14 _ 15	171	48.9	
	16 _ 17	91	26	
	18 _ 19	30	8.6	
	Mean ± SD	15.06 ± 1.59		
Type of family	Nuclear	294	84	Bin. Test P=0.000 (HS)
	Extended	56	16	
Educational level of the father	Illiterate	6	1.7	$\chi^2= 158.6$ P=0.000 (HS)
	Read and write	23	6.6	
	Primary school	40	11.4	
	Intermediate school	91	26	
	Secondary school	85	24.3	
	Institute graduate	19	5.4	
	college graduate	86	24.6	
Educational level of the mother	Illiterate	10	2.9	$\chi^2= 158.5$ P=0.000 (HS)
	Read and write	5	1.4	
	Primary school	89	25.4	
	Intermediate school	113	32.3	
	Secondary school	66	18.9	
	Institute graduate	24	6.9	
Occupation of father	Governmental employee	145	41.4	$\chi^2= 10.67$ P=0.000 (HS)
	Unemployed	107	30.6	
	Self employee	98	28	
Occupation of mother	Governmental employee	59	16.9	$\chi^2= 395.8$ P=0.000 (HS)
	Unemployed (house wife)	289	82.6	
	Self employee	2	0.6	
Crowding Index	Up to 2	196	56	$\chi^2= 153.3$ P=0.000 (HS)
	Up to 5	142	40.6	
	≥ 5	12	3.4	
Student in the family Sequence	1 <sup>st</sup>	87	24.9	$\chi^2= 31.326$ P=0.000 (HS)
	2 <sup>nd</sup>	64	18.3	
	3 <sup>rd</sup>	69	19.7	
	4 <sup>th</sup>	52	14.9	
	5 <sup>th</sup>	45	12.9	
	6 <sup>th</sup>	33	9.4	

(\*)HS: Highly Sig. at P<0.01; NS: Non Sig. at P>0.05, Bin. : Binomial test;  $\chi^2$  : Chi – Square test.

The results of table (1) has indicated that the relation of "No. of Student in each Classes", results shows that selected students were reported majority numbers at the first three classes (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>), and they are accounted 226(69.1%).

Relative to age groups, the majority of the sample reported at the age ranged (14 – 15) yrs. and they are accounted 171(48.9%), with mean and standard deviation vales 15.06, and 1.59 yrs. respectively.

On the "Type of Family", nuclear type are the greater numbers, and they are accounted for 294(84%) of the total sample.

With respect to "Educational level of fathers", the greater number of them illustrated moderate levels of education, such as intermediate, secondary schools, and graduated institutes and college, and they are accounted for 281(80.3%) of the total sample, while "Educational level of mothers", the greater number of them illustrated low levels of education, such as intermediate, primary schools, and illiterate and read and write, and they are accounted for 217(62.0%) of the total sample.

Occupation of fathers shows that about third of the studied sample had unemployed, and they are accounted 107(30.6%), and most occupations of mothers were unemployed, and they are accounted 289(82.6%).

Crowding index shows that first and second groups of less than two and up to five individuals sharing room were reported most of the studied sample, and they are accounted 338(96.6%).

Finally, student in the family sequence shows that descending numbers from the first sequence up to sixth sequence, and the first half of the studied student's sequences are accounted 220(62.9) .

**Table (2): Descriptive Statistics of Socio-economic Status among female's students for the studied sample with comparison significant**

Factor	Groups	No.	Percent	Cum. Percent	C.S. (*) [P-value]
Socioeconomic Status	Low : 89 - & less	107	30.6	30.6	$\chi^2 = 84.006$ P=0.000 HS
	Mod. : 90 – 120	191	54.6	85.1	
	High :121 – 150	52	14.9	100	
	Total	350	100		

(\*)HS: Highly Sig. at P<0.01

Table (2) show that the vast majority of the study sample is within moderate category and accounted for 191(54.6%), then followed within low category of assessment and they accounted for 107(30.6%) and the remaining within high score and accounted for 52(14.9%).

**Table (3): Observed frequencies and percents of some related parameters with abusive behaviors among the studied sample with comparison significant**

Some Related Parameters	Groups	No.	%	C.S. P-value
Are father alive?	No	22	6.3	Bin. Test P=0.000 (HS)
	Yes	328	93.7	
Are mother alive?	No	7	2.0	Bin. Test P=0.000 (HS)
	Yes	343	98.0	
Are you live with your parents?	No	26	7.4	Bin. Test P=0.000 (HS)
	Yes	324	92.6	
Are parented divorced?	No	324	92.6	Bin. Test P=0.000 (HS)
	Yes	26	7.4	

(\*)HS: Highly Sig. at P<0.01; Bin. : Binomial test.

The table (3) show that The results has indicated, relative to question "Are father alive?", results indicated that a highest percentage of the studied students are answered yes, and they are accounted 328(93.7%), while the question "Are mother alive results indicated that a highest percentage of the studied students are answered yes, and they are accounted 343(2%), and the question "Are you live with your parents?",results indicated that a highest percentage of the studied students are answered yes, and they are accounted 324(92.6%).Finally, the question "Are parents divorced?"results indicated that a highest percentage of the studied students are answered no, and they are accounted 324(92.6%).

**Table(4): Distribution of studied abusive behaviors responding among female's students with summary statistics and comparisons significant**

Items	Resp.	No.	%	MS	SD	RS	Ass.
1-Using strong language with my colleagues.	Never	221	63.1	1.43	0.6	47.7	Low
	Sometimes	108	30.9				
	Always	21	6				
2-Use of verbal threats and intimidation to my colleagues.	Never	274	78.3	1.24	0.49	41.3	Low
	Sometimes	67	19.1				
	Always	9	2.6				
3-Dropping colleagues on the ground and without cause.	Never	280	80	1.23	0.49	41.0	Low
	Sometimes	59	16.9				
	Always	11	3.1				
4-Throwing books and tool of colleagues on the ground.	Never	244	69.7	1.34	0.54	44.7	Low
	Sometimes	94	26.9				
	Always	12	3.4				
5-Pushing seats during my colleagues sitting on them.	Never	220	62.9	1.43	0.61	47.7	Low
	Sometimes	109	31.1				
	Always	21	6				
6-Do offensive phrases on the back of my colleagues.	Never	290	82.9	1.19	0.43	39.7	Low
	Sometimes	54	15.4				
	Always	6	1.7				
7-Use of cheating during exam.	Never	206	58.9	1.45	0.56	48.3	Low
	Sometimes	132	37.7				
	Always	12	3.4				
8-Fabricating false excuses to get out of the classroom.	Never	217	62	1.41	0.54	47.0	Low
	Sometimes	124	35.4				
	Always	9	2.6				
9-Lying when do not do homework scholasticism.	Never	200	57.1	1.46	0.55	48.7	Low
	Sometimes	140	40				
	Always	10	2.9				
10-refuse to obey school instructions.	Never	296	84.6	1.16	0.39	38.7	Low
	Sometimes	51	14.6				
	Always	3	0.9				
11-Looking with contempt to some colleagues.	Never	250	71.4	1.32	0.53	44.0	Low
	Sometimes	89	25.4				
	Always	11	3.1				
12-Grab the things of the students by force.	Never	320	91.4	1.10	0.34	36.7	Low
	Sometimes	25	7.1				
	Always	5	1.4				
13-Smashing the things of some colleagues.	Never	312	89.1	1.11	0.32	37.0	Low
	Sometimes	37	10.6				
	Always	1	0.3				
14-Criticism of colleagues without cause.	Never	285	81.4	1.21	0.45	40.3	Low
	Sometimes	58	16.6				
	Always	7	2				
15-Do inappropriate comments about female colleagues.	Never	280	80	1.23	0.48	41.0	Low
	Sometimes	60	17.1				
	Always	10	2.9				
16-Divulging colleagues secrets.	Never	253	72.3	1.32	0.55	44.0	Low
	Sometimes	83	23.7				
	Always	14	4				
17-Interruption of my colleagues talker.	Never	141	40.3	1.67	0.61	55.7	Low
	Sometimes	182	52				
	Always	27	7.7				
18-Call some colleagues with inappropriate titles.	Never	251	71.7	1.33	0.55	44.3	Low
	Sometimes	84	24				
	Always	15	4.3				
19-Behave with prohibited behavior to raise others anger .	Never	260	74.3	1.31	0.56	43.7	Low
	Sometimes	72	20.6				
	Always	18	5.1				
20-Tug the clothes of colleagues.	Never	299	85.4	1.17	0.42	39.0	Low
	Sometimes	44	12.6				
	Always	7	2				
21-Rumors on some colleagues.	Never	300	85.7	1.15	0.39	38.3	Low
	Sometimes	46	13.1				
	Always	4	1.1				
22-Use set mobile in the school.	Never	305	87.1	1.14	0.39	38.0	Low
	Sometimes	40	11.4				
	Always	5	1.4				
23-Put obstacles in front of students or teacher.	Never	291	83.1	1.18	0.42	39.3	Mod.

	Sometimes	54	15.4				
	Always	5	1.4				
24-Set a ridiculous jokes on some colleagues.	Never	67	19.1	2.13	0.7	71.0	Mod.
	Sometimes	171	48.9				
	Always	112	32				
25-Do pranks with some colleagues.	Never	77	22	2.04	0.69	68.0	Mod.
	Sometimes	181	51.7				
	Always	92	26.3				
26-Mimic the behavior of the teacher and moves mockingly.	Never	229	65.4	1.4	0.59	46.7	Low
	Sometimes	102	29.1				
	Always	19	5.4				
27-Troublemaking in the class.	Never	167	47.7	1.65	0.7	55.0	Low
	Sometimes	137	39.1				
	Always	46	13.1				
28-Writing on seats	Never	152	43.4	1.69	0.68	56.3	Mod.
	Sometimes	155	44.3				
	Always	43	12.3				
29-writing on the walls of the classroom.	Never	239	68.3	1.39	0.62	46.3	Low
	Sometimes	86	24.6				
	Always	25	7.1				
30-destruction of school textbooks.	Never	220	62.9	1.45	0.63	48.3	Low
	Sometimes	103	29.4				
	Always	27	7.7				
31-Love of control and domination over colleagues.	Never	227	64.9	1.47	0.7	49.0	Low
	Sometimes	80	22.9				
	Always	43	12.3				
32-Imitation of heroines serials.	Never	111	31.7	1.99	0.79	66.3	Mod.
	Sometimes	131	37.4				
	Always	108	30.9				

Table (4) shows the summarizes subjects responding concerning with abusive behaviors responding among female's students. Assessments in light of response "Mod.", formed five items only, such that, "Put obstacles in front of students or teacher, Set a ridiculous jokes on some colleagues, Do pranks with some colleagues, Writing on seats ,and Imitation of heroines serials.", and they are accounted 5(15.6%), while leftover item's responding are formed low assessment, and they are accounted 27(84.4%).

**Table(5):Relationship among Socio-Demographical Characteristics and Students abusive behaviors**

Demographical Characteristics	Student (S.A.B.)		
	C.C.	Sig.	C.S.*
Age Groups	0.167	0.018	S
Type of family	0.073	0.174	NS
Educational level of the father	0.099	0.746	NS
Educational level of the mother	0.091	0.820	NS
Occupation of father	0.052	0.617	NS
Occupation of mother	0.056	0.571	NS
Crowding Index	0.035	0.804	NS
Socio -Economic Status	0.022	0.916	NS

(\*)S: Sig. at P<0.05; NS: Non Sig. at P>0.05

To predict /or to find out relationship between socio-demographic characteristics and student's abusive behaviors factor (S.A.B.) according to redistribution grand means of scores "GMS": (Low, Moderate, and High) matching of intervals ("1.00 – 1.66", "1.67 – 2.33", and "2.34 – 3.00") respectively, correlation ship are constructed in table (5), which shows the contingency coefficients, level of significant, and abbreviated comparisons significant according to 0.05. The results shows that all constructed contingency's coefficients are reported weak relationships with no significant relationship at P>0.05 between the Socio demographic characteristics aspects and student's abusive behaviors factor (S.A.B.), except with age groups, which reported significant different at P<0.05. Then it could be indicates that preceding association of student's abusive behaviors factor (S.A.B.) could be amend for all students whatever a differences with their Socio demographical characteristics variables unless age.

#### IV. Discussion

##### Discussion of Abusive Behaviors Among Female's students at Secondary Schools:

Table (1) presents the of "No. of Student in each Classes", results shows that selected students were reported majority numbers at the first three classes Increased number of abusive behaviors among the students in the first class of the intermediate phases because the beginning of adolescence (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>), and they are

accounted 226(69.1%). Increased number of abusive behaviors among the students in the first class of the intermediate phases because the beginning of adolescence.

Relative to age groups, the majority of the sample reported at the age ranged(14 – 15) yrs. and they are accounted 171(48.9%), this finding presented an evidence that this age interval is the usual ones for the secondary school students probably worldwide.

On the subject of "Type of Family", nuclear type are the greater numbers, and they are accounted for 294(84%) of the total sample.

Studies suggest that the size of the family is one of the factors related to the behavioral deviation, parents in Great family does not have enough time to attend parent-teacher associations, and keeping track of their children's school And follow exactly the diacritics in school, children, and the time available to them to monitor their children a little, so that the children These beds are less committed to school and more vulnerable to delinquency of their colleagues with small family [10,11].

With respect to subjects "Educational level of fathers", the greater number of them illustrated moderate levels of education, such as intermediate, secondary schools, and graduated institutes and college, and they are accounted for 281(80.3%) of the total sample, while "Educational level of mothers", the greater number of them illustrated low levels of education, such as intermediate, primary schools, illiterate ,read and write, and are accounted for 217(62.0%) of the total sample. Family factors influencing the emergence of behavioral irregularities have a parent education, the educated parents more interested in the education of their children and more teachers, more aware of sound pedagogy, and shows clear the behavior of their children and to raise the level of commitment of the school children and reduces the likelihood of delinquency and emergence violations against disadvantaged parents in education and those under the knowledge of their children's psychological and social needs,Lead children to find another way to satisfy those needs and this may cause behavioral deviations[12].

Most of their fathers were government employees(41.4%)and their mothers were housewives (82.6%) table (1),through their occupational profile ,the study presented a traditional image of the Iraqi family in which the father is the breadwinner and mother is the homemaker. Crowding index shows that first and second groups of less than two and up to five individuals sharing room were reported most of the studied sample, and they are accounted 338(96.6%). Finally, the study present another aspect of the traditional family which is the students in the family sequence shows that descending numbers from the first sequence up to sixth sequence,220(62.9). As a traditional society ,spouse have desire to grow a family of small number of individual for the purposes of living.

#### **Socio – Economic Status:**

Table (2)Show the vast majority of the study sample is within moderate category and accounted for 191(54.6%), then followed within low category of assessment and they accounted for 107(30.6%) and the remaining within high score and accounted for 52(14.9%). It could be conclude that most of the studied sample were recorded "Low & Moderate" socio-economic status, and they are accounted 298(85.14%).

As for the family parents many difficulties in dealing with their teenager, and several studies have indicated a relationship between function and family circumstances such as income and socio-economic level and negative behaviors classroom for students.[13,14].

#### **Some Related Questions Concerning Abusive Behaviors:**

Table (3) Shows that relative to subject of asking "Are father alive?", results indicated that a highest percentage of the studied students are answered yes, and they are accounted 328(93.7%), while asking "Are mother alive results indicated that a highest percentage of the studied students are answered yes, and they are accounted 343(2%), and asking "Are you live with your parents?", results indicated that a highest percentage of the studied students are answered yes, and they are accounted 324(92.6%). Finally, asking "Are parents divorced?" results indicated that a highest percentage of the studied students are answered no, and they are accounted 324(92.6%).

The cohesion of the family plays a role in the low level problems and difficulties. Also stated that students who have deviant behaviors come from broken families as a marital disagreements between parents or the divorce between them [15].

#### **Abusive Behaviors responding among Female's Students:**

Table (4) In addition to that, and rather than no of the studied items of abusive behaviors responding among female's students formed highly responding, but it doesn't means that the studied sample are not attendance with abusive behaviors indeed, and if any of the studied of abusive behaviors items are implemented by few individuals, it could be enough causes for contamination of the educational system indeed, and so for summarizes the preceding outcomes, the percent responding of students had chooses scoring scale some times

and always among an overall of the studied sample are accounted 70( 20%), and that estimated for the first time as far (as we know).

In comparing this result with the previous results of studies indicating that this agreed with the results of studies [16,17].The results indicated the availability of behavioral infractions of the students at intermediate level, while the conflict with the results of studies [18,19]. The results showed a high level of behavioral irregularities among students, it also conflicted with the results of some other studies [20,21].

#### **Relationship among Socio-Demographical Characteristics and Student's Abusive Behaviors :**

Table (5) indicates that preceding association concerning student's abusive behaviors factor (S.A.B.) could be amend for all students whatever a differences with their socio-demographic characteristics unless age. There is a relationship in life stage, during this period adolescence during this phase will be completed biological change as part of their development to the youth, should humans develop an independent identity from their parents or their families and the ability to decide independently, and may have a different experience roles and behaviors and concepts as part of the process of developing their identity. It has been recognized in teenage rebellion in psychology as a set of behavioral traits that replace class, culture or race [22,23].

### **V. Conclusion**

- 1-Most of the study sample for the female students were in low and moderate Socio-Economic Status.
- 2-We concluded from our study that most of female students abusive behaviors were in (Put obstacles in front of students or teacher; Set a ridiculous jokes on some colleagues; Do pranks with some colleagues; Writing on seats; Imitation of heroines serials) and assessed as moderate.
- 3-Rather that simply that abusive behavior are accounted throughout the studied sample in accordance assesses sampling but it doesn't means that the studied sample are not attendance with abusive behaviors ,and if any of the studied of abusive behaviors items are implemented by few student, it could be enough to contaminated of educational system indeed.

### **VI. Recommendation**

- 1- Cooperation between parents, faculty and school management cooperation to control the behavior of the students and identify the most important negative behavioral manifestations with these students and put them into account.
- 2-Researcher recommend further studies in this direction on the other categories and stages the largest group of students to confirm these manifestations and identify them.

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