

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

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ABSTRACT

There is nothing more fulfilling than seeing a child healthy and happy. Every child has the right to be protected from all forms of abuse, discrimination and exploitation, and the right to protection is the right to live in a safe and protected environment that preserves the well-being of the child. The aim of present study to determine the effectiveness of the educational program on teachers' knowledge and attitudes toward school violence and find out the relationship between teachers' knowledge and attitudes with regard to demographic characteristics. A quasi-experimental design was implemented through the current study with the application of pre-program testing, and post-program testing for the study group from September 15, 2020 to May 10, 2022. The researcher created the program and tools to reach the study objectives. A purposeful, non-probability sample of (80) primary teachers was selected so that the data are representative and accurate. The sample size (80) teachers divided into two groups. The selected teachers were equally distributed to two groups (study and control) (40) participants per group. During the study group, the educational program dealing with school violence presented online was shown. The program was not shown to the control group at all. The effectiveness of the management program is measured 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 exposed to violence. The results of the study indicated that the study group had poor knowledge regarding causes of violence, poor knowledge regarding the signs that may alert that the child may expose to violence, while there was an improvement in study group knowledge at the post-test about the causes of violence, also improvement in signs may alert that the child may expose to violence. The results of the study indicated that the study group had negative attitudes toward school violence while there was an improvement in their attitudes in the post-test after applying the program. The violence Management Program works to enhance teachers' knowledge regarding the causes and signs that may alert that the child may exposed to violence, as well as enhance their attitudes toward the phenomenon of school violence. There was an improvement in teachers'

knowledge and attitudes after the study group exposed to an educational program related to violence management. While the control group did not show any improvement with regard to knowledge and attitudes of school violence in pre and posttest. High teachers' education level effect on their knowledge positively; Age, marital status, and educational level affected their attitudes toward school violence.



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1. Introduction

There is nothing more fulfilling than seeing the child healthy and happy, Every child has the right to be protected from all types of discrimination maltreatment, and exploitation. The right to protection is the right to live in a safe and secure environment that promotes the child's well-being [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: A purposeful, non-probability sample of (80) primary teachers was selected so that the data are representative and accurate. The sample size (80) teachers divided into two groups. The selected teachers were equally distributed to two groups (study and control) (40) participants per group.

The Tools of the Study:

The questionnaire is one of the means to help collect data that contribute to achieving the results expected by the study. 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) Causes of a child's exposure to violence: Which composed of (15) items measured on 3-point 1, 2, 3 respectively (irrelevant, do not know, always relevant)
- b) Signs that may alert the teacher that the child may be exposed to violence: Which composed of (16) items measured on 3-point 1, 2, respectively 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

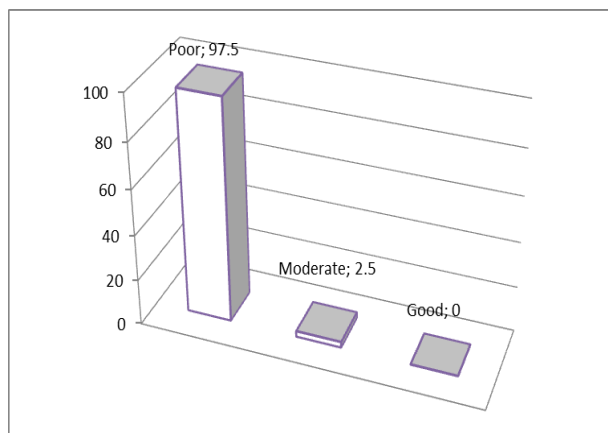


Figure 1. Pre-test study group knowledge related to causes of child violence
Findings illustrated that the majority ($n=39$; 97.5%) of study group had poor knowledge at pre-test related to causes of child violence ($M \pm SD=19.52 \pm 3.186$).

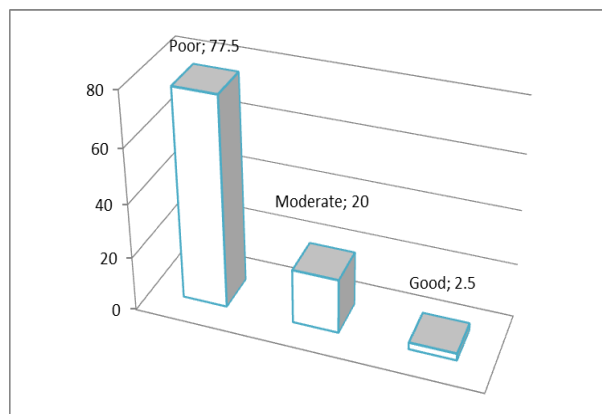


Figure 2. Post-test study group knowledge related to causes of child violence
Findings illustrated that the teachers responses ($n=30$; 75%) in the study group are good knowledge at the post-test related to causes of child violence ($M \pm SD=38.12 \pm 6.000$).

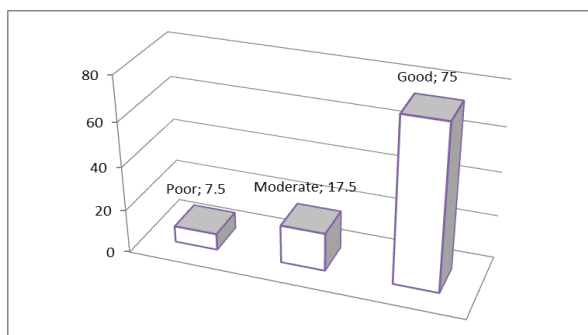


Figure 3. Pre-test control group knowledge related to causes of child violence
Findings illustrated that the teachers responses ($n=31$; 77.5%) in the control group have poor knowledge at the pre-test related to causes of child violence ($M \pm SD=21.17 \pm 4.754$).

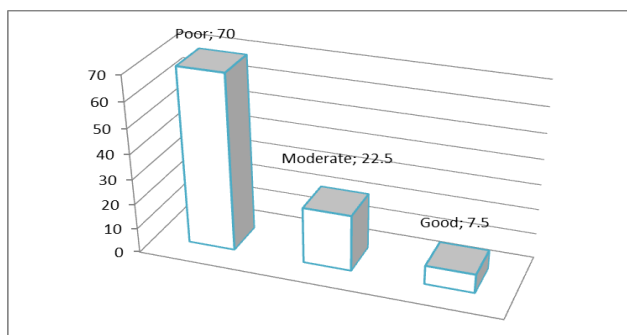
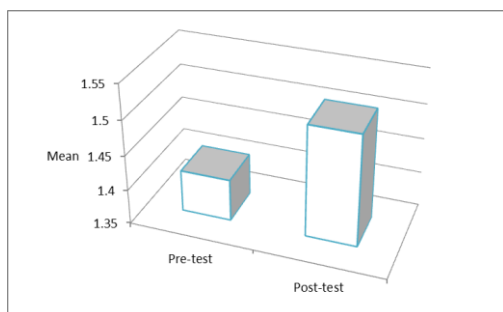


Figure 4. Post-test control group knowledge related to causes of child violence
Findings illustrated that the teachers responses ($n=28$; 70%) in the control group are poor knowledge at the post-test related to causes of child violence ($M \pm SD=22.67 \pm 6.236$).



The findings of the research indicate that there is not a statistically significant difference in the overall responses of the control group throughout both the pre-test and the post-test periods of

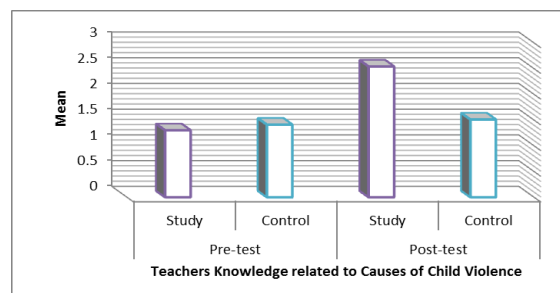


Figure 6: Comparison of responses from the overall study and the control groups at pre-test and post-test
This figure demonstrates that there is not a statistically significant difference in the pre-test

measurement ($p = 0.079$). 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.

results between the study group ($M \pm SD=1.30\pm 0.212$) and the control group ($M \pm SD=1.41\pm 0.317$) ($p = 0.072$). There is a statistically significant difference between study group ($M \pm SD=2.54\pm 0.400$) and the control group ($M \pm SD=1.51\pm 0.415$) regarding to the findings of post-test ($p = 0.000$). 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.

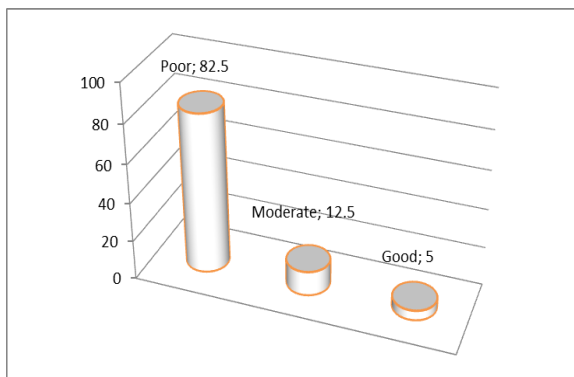


Figure 7: Pre-test study group knowledge related to signs that may alert the teacher that the child may be exposed to violence. Findings illustrated that the teachers responses ($n=33$; 82.5%) in the study group have poor knowledge at the pre-test related to signs that may alert the teacher that the child may be exposed to violence ($M \pm SD=23.27 \pm 6.004$).

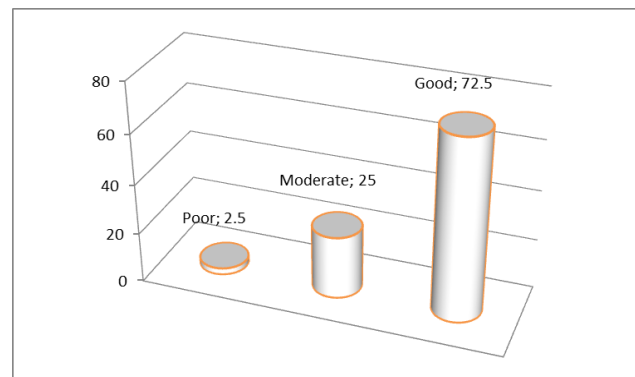


Figure 8: Post-test study group knowledge related to signs that may alert the teacher that the child may be exposed to violence. Findings illustrated that the teachers responses ($n=29$; 72.5%) in the study group are good knowledge at the post-test related to signs that may alert the teacher that the child may be exposed to violence ($M \pm SD=40.02 \pm 4.845$).

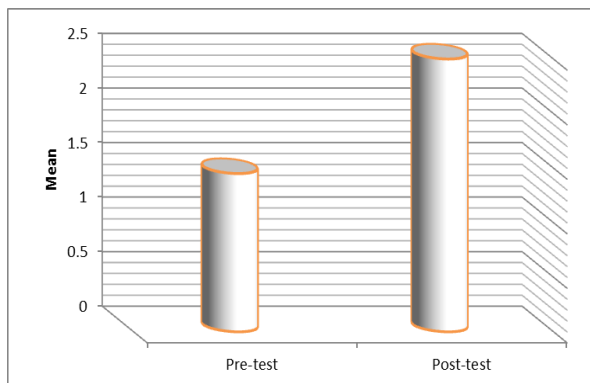


Figure 9: Comparison between the overall responses of study group at two levels of measurement at pre- and post-test. Findings revealed that there is a highly significant difference in total responses between the study group in both pre and post-test ($p=0.000$). Regarding statistical mean, the study results

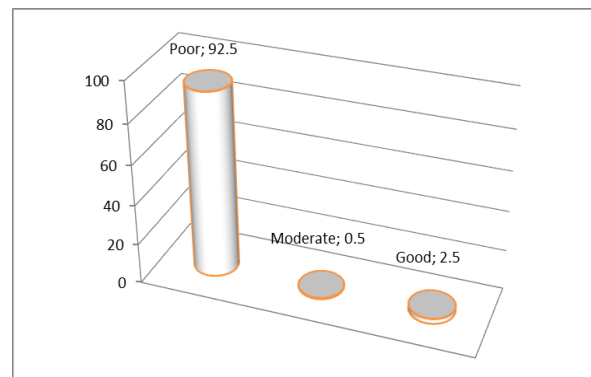


Figure 10: Pre-test control group knowledge related to signs that may alert the teacher that the child may be exposed to violence. Findings illustrated that the teachers responses ($n=37$; 92.5%) in the pre-test control group have poor knowledge related to signs that may alert the teacher that the child may be exposed to violence

indicate that teachers' knowledge has improved related to signs that may alert the teacher that the child may be exposed to violence at the post-test ($M \pm SD= 2.50 \pm 0.304$) compared with pre-test scores ($M \pm SD=1.45 \pm 0.375$).

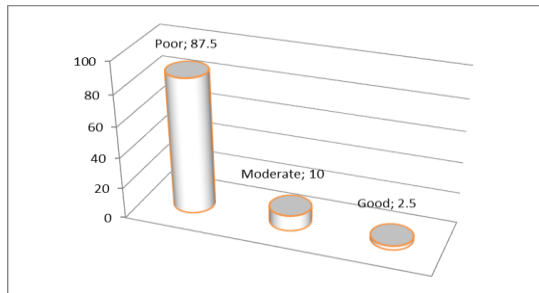


Figure 11: Post-test control group knowledge related to signs that may alert the teacher that the child may be exposed to violence Findings illustrated that the teachers responses ($n=35$; 87.5%) in the control group are poor knowledge at the post-test related to signs that may alert the teacher that the child may be exposed to violence ($M \pm SD=24.4 \pm 3.801$).

($M \pm SD=23.42 \pm 3.671$).

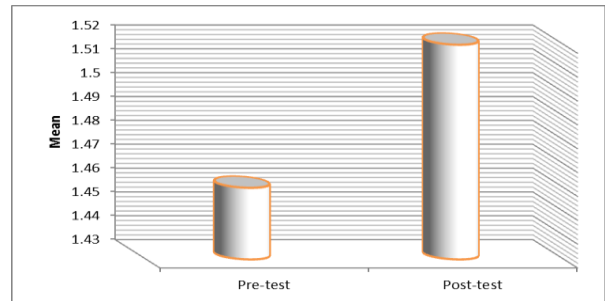


Figure 12: Pre-test and post-test comparisons of the responses of the total control group The results demonstrated that there is no statistically significant difference between the total replies of the control group in two measurement periods pre and post-test ($p=0.194$), indicating that there is no improvement in the teachers' knowledge related to signs that may alert the teacher that the child may be exposed to violence at the post-test ($M \pm SD= 1.52 \pm 0.237$) compared with pre-test scores ($M \pm SD=1.46 \pm 0.229$).

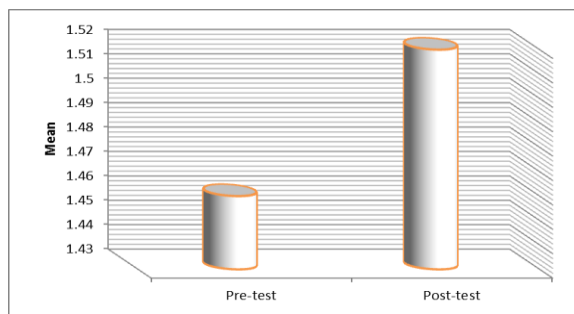


Figure 13: Pre-test and post-test comparisons of the responses of the total control group The results demonstrated that there is no statistically significant difference between the total replies of the control group in two measurement periods pre and post-test ($p=0.194$), indicating that there is no improvement in the teachers' knowledge related to signs that may alert the teacher that the child may be exposed to violence at the post-test ($M \pm SD= 1.52 \pm 0.237$) compared with pre-test scores ($M \pm SD=1.46 \pm 0.229$).

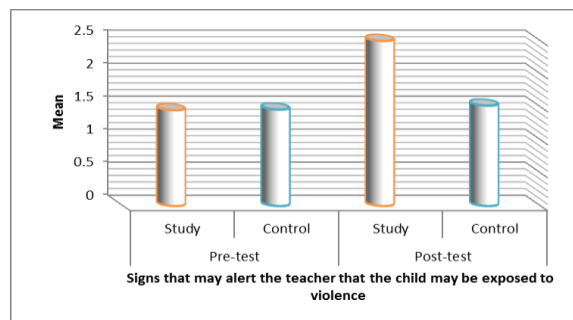


Figure 14: Comparison of responses from the overall study and the control groups at pre and post-test This table shows that there is a non-significant difference between study ($M \pm SD= 1.45 \pm 0.375$) and control ($M \pm SD= 1.46 \pm 0.229$) groups in the pre-test ($p=0.893$), while there is a high significant difference between the study ($M \pm SD= 2.50 \pm 0.304$) and control ($M \pm SD= 1.52 \pm 0.237$) groups at the post-test ($p=0.000$). In terms of the statistical mean, the study results indicate that the study group's responses have improved as a result

of the application of the program when compared to the responses of the control group.

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 | $p \leq 0.05$ |
|---------------------|--------------------|----------------|-----|-------------|-------|-----------------|
| 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 $p\text{-value} > 0.05$.

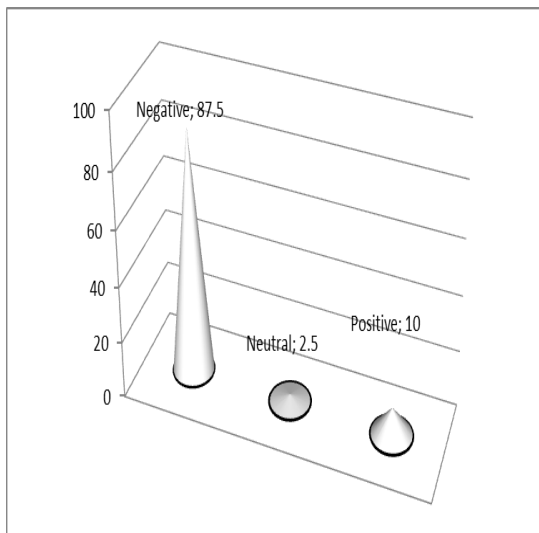


Figure 15. Pre-test study group attitudes towards School Violence

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

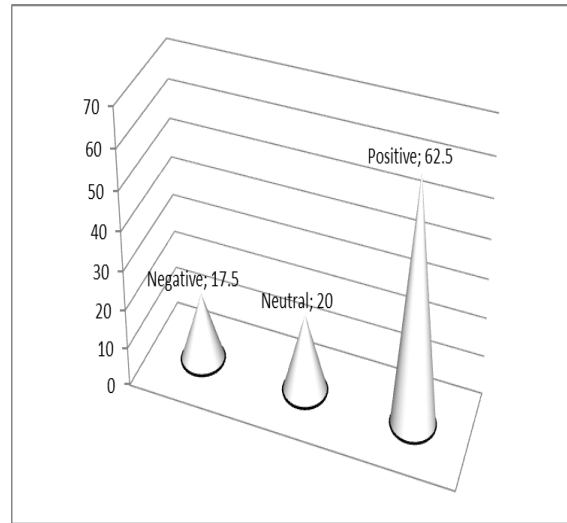


Figure 16. Post-test study group attitudes towards school violence

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

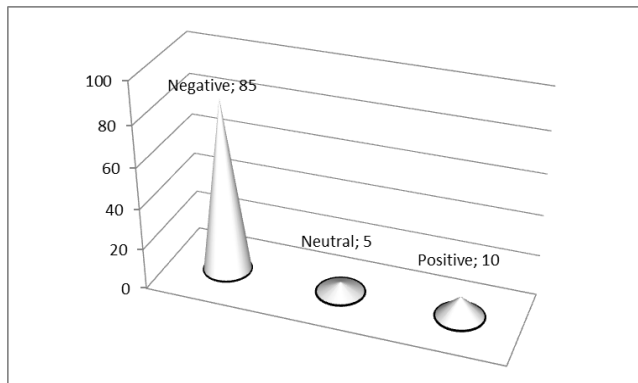
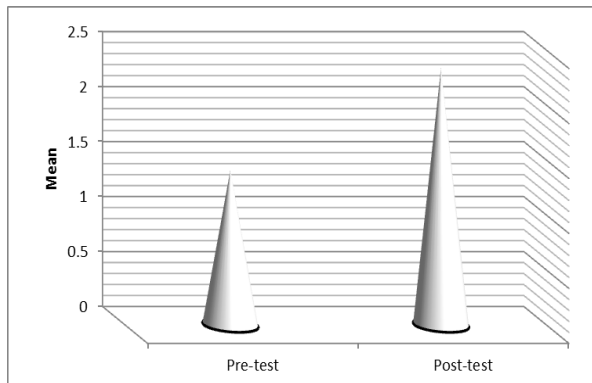


Figure 17: Comparison of the overall study group attitudes at pre and post-test
 Findings indicated that there is a highly significant difference between the pre-test and post-test attitudes of the study group ($p=0.000$). According to findings, the results show that there is an improvement in the teachers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

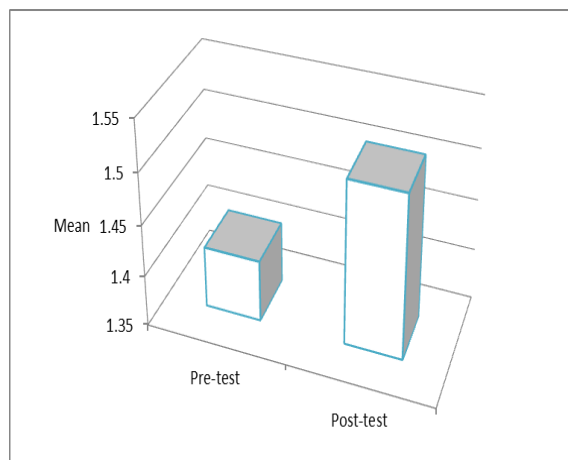


Figure 18: Pre-test control group attitudes towards school violence
 Findings illustrated that the teachers responses ($n=34$; 85.0%) in the control group at the pre-test had negative attitudes towards school violence ($M \pm SD=26.45 \pm 7.379$).

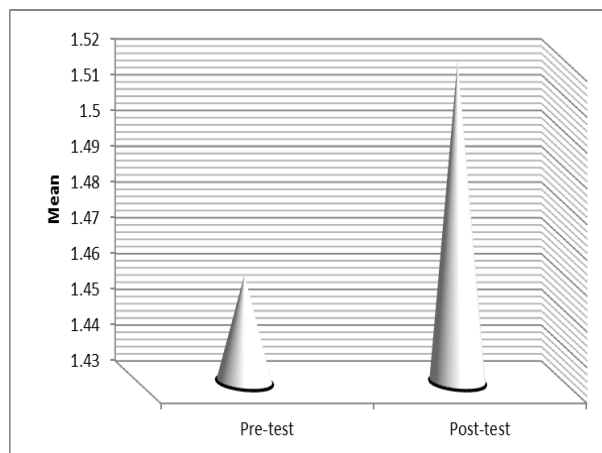


Figure 19: Post-test control group attitudes towards School Violence
 Findings illustrated that the teachers responses ($n=30$; 75.0%) in the control group at the post-test had negative attitudes towards school violence ($M \pm SD=27.47 \pm 7.524$).

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 ($M \pm SD=1.46 \pm 0.409$).

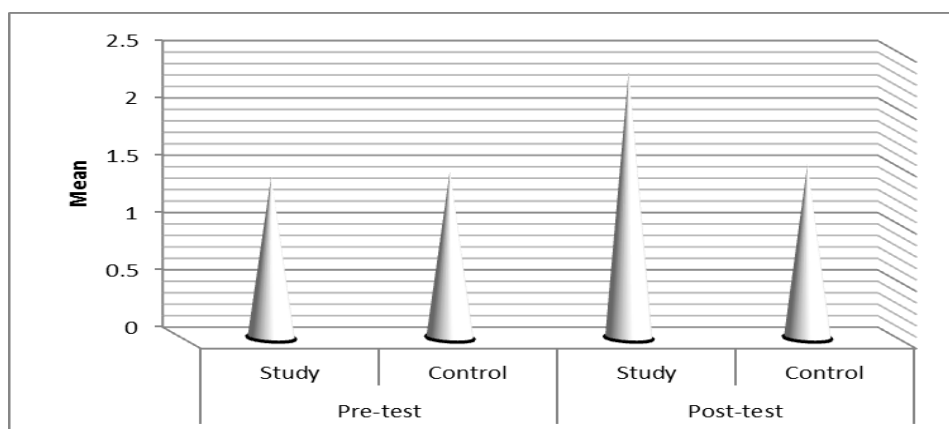


Figure 21: Attitudes in the overall study and control groups at two levels pre-test and post-test
 This table shows that there is a non-significant difference between study ($M \pm SD= 1.41 \pm 0.390$) and control ($M \pm SD= 1.46 \pm 0.409$) groups in the pre-test ($p=0.578$), while there is a high significant difference between the study ($M \pm SD= 2.34 \pm 0.574$) and control ($M \pm SD= 1.52 \pm 0.418$) groups at the post-test ($p=0.000$). In terms of the statistical mean, the results of the study indicate an improvement in the attitudes of teachers in the study group in comparison to the control group after the application of the program.

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 | $p \leq 0.05$ |
|---------------------|--------------------|----------------|-----|-------------|-------|------------------------|
| Pre-test attitudes | Between groups | .987 | 4 | .247 | 1.746 | .042 <i>Sig.</i> |
| | Within Groups | 4.945 | 35 | .141 | | |
| | Total | 5.932 | 39 | | | |
| Post-test attitudes | Between Groups | .806 | 4 | .201 | .584 | .676 <i>No-sig.</i> |
| | 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 | $p \leq 0.05$ |
|---------------------|--------------------|----------------|-----|-------------|-------|------------------------|
| Pre-test attitudes | Between Groups | 1.047 | 3 | .349 | 2.571 | .039 <i>Sig.</i> |
| | Within Groups | 4.885 | 36 | .136 | | |
| | Total | 5.932 | 39 | | | |
| Post-test attitudes | Between Groups | .141 | 3 | .047 | .133 | .940 <i>No-sig.</i> |
| | 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 | $p \leq 0.05$ |
|---------------------|--------------------|----------------|-----|-------------|------|------------------------|
| Pre-test attitudes | B. groups | .186 | 2 | .093 | .598 | .055 <i>Sig.</i> |
| | Within Groups | 5.746 | 37 | .155 | | |
| | Total | 5.932 | 39 | | | |
| Post-test attitudes | Between Groups | .262 | 2 | .131 | .385 | .683 <i>No-sig.</i> |
| | 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): The study results indicate that the teachers in both study and control groups at the pre-test had poor knowledge " towards causes of child violence. This result may be because of the primary school teachers have no any information about school violence and did not aware of this subject which make them fail in the pre-test. the teachers are only concerned with the education of the student. Finding is congruent with study conducted by [12] that aimed to assess the effectiveness of planned teaching programme on knowledge of primary school teachers regarding child abuse and neglect. "They discovered that in the pre-test, the majority of teachers (60%) had poor knowledge of the causes of school violence and (20%) had average and good knowledge of child abuse and neglect [13]. They discovered that school teachers lacked knowledge about child abuse, which could be attributed to a lack of child abuse education programs for teachers ". [14] has A little contrary to our results. Findings of study indicated that the majority of the school teachers, accounting for 84 percent, have knowledge that was average on causes of child abuse due to the educational and training programs continuously that improve the knowledge of the teachers. 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. The findings showed that the teachers in the study group had good knowledge towards causes of school violence compared to control group. They still had poor knowledge at post- test. Based on those regards, our findings supported by the study titled in 'Dealing with school violence: The effect of school violence prevention training on teachers' perceived self-efficacy in dealing with violent events' that carried out by [16] found that the teachers knowledge significantly increased with education program. In pre education program, teachers expressed poor knowledge deals with causes of school violence because there are no training courses in the academic. No interest in issues of school violence made the teachers have deficit in knowledge. Results of testing significant with reference of questionnaire's items are reported mostly highly significant differences ($p < 0.01$), which assigned effectiveness of the studied educational program through raising knowledge grades regarding primary school teachers in study group, and that be able to confirms importance or successfulness of applying the suggested program'. The teachers' level of knowledge post implementing the designed teaching program was higher than pre implementation. The designed teaching program was effective in improving teachers' knowledge, which were positively associated with causes of child's violence knowledge among teachers' in the study group. It is suggested equipping primary school teachers with continuous education training to improve their knowledge about causes of school violence'.

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 finding is in line with our study Also the study is compatible with the study of ⁽⁸⁾ which demonstrated that there is significant difference between total knowledge score levels of study sample and their level of knowledge. The current study between school teachers 'gender, age, income, marital status, and years of experience and their total knowledge score levels is also supported by [18] who found no significant difference between knowledge and the selected demographic variables such as gender, age, and marital status. According to the findings of studies, the majority of highly experienced educators hold degrees from academic institutions. 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): Findings indicate that the teachers whether they are in the study group or the control group, have poor knowledge about signs that may alert the teacher that the child may be exposed to violence. Their

poor knowledge because they don't know about the age-related warning signs that show the student may have been exposed to violence. According to the [19] investigated the teachers perspective on providing support of child exposed to violence. His findings showed that the teachers had poor awareness about signs of child exposed to violence profile. Our findings were also supported by [20]. They found that the teachers had poor knowledge about signs of child exposed to violence. Also my study was consistent with [21], [22]. They said that teachers had not enough knowledge to respond to students exposed to violence appropriately, such as listening to the student's concerns and suggesting referral to psychologist and school social worker or and had not enough knowledge to make the learning process that congruent with the individual capabilities and make compassionate care in response to student learning difficulties. Teachers must recognize the limitations of their training and the classroom setting in assisting students exposed to violence and be prepared to refer such students to appropriate professionals within or outside the school system. Findings illustrated that teachers in the study group post-test have good knowledge related to signs that may alert the teacher that the child may be exposed to violence ($M \pm SD=40.02 \pm 4.845$). While, teachers in the control group at the post-test have poor knowledge related to signs that may alert the teacher that the child may be exposed to violence ($M \pm SD=24.4 \pm 3.801$). 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 ($M \pm SD= 2.500.304$), 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 [3,31] 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 [14] 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 [18] 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

There was an improvement in teachers' knowledge after the study group exposed to an educational program related to violence management. While the control group did not show any improvement in their knowledge at pre and posttest. There were no differences in knowledge towards school violence between both groups in the pre-test. High level of teachers' education influenced their knowledge positively. There was an improvement in teachers' attitudes after the study group exposed to an educational program related to violence management. While the control group did not show any improvement with regard attitudes toward

school violence in pre and post- test.

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.

6. References

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