School Violence Patterns and its Relationship with Some Personal and Social Characteristics for a Sample of Elementary School in Kingdom of Bahrain

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Abstract

The purpose of this study was to identify the scholastic violence patterns among the elementary school in the Kingdom of Bahrain, to investigate the relationship between the school violence pattern and some personal and social characteristics in a sample and to examine the significant differences in these patterns attributed to the gender variable, grade level, birth order, and the parental social status and the type of housing. The sample consisted of 328 children divided into two equal groups in terms of sex: 164 boys and 164 girls from the elementary fourth through sixth grades with an average age of 11.25 years. A descriptive analytical method and these instruments were used in this study: Scholastic Violence Patterns Scale developed by the researcher, and Ezenc Personality Scale Arabized by Abdul-Khaliq. Results showed that the most apparent scholastic violence patterns among students were the following patterns in this order: physical violence with a mean of 1.523, verbal violence with a mean of 1.468, psychological (symbolic) violence with a mean of 1.377, and finally property violence with a mean of 1.272. Findings concerning the sub-patterns indicated that the most prevailing and prominent scholastic violence types among children were hitting done by 65.8% of the sample, hurting others to restore the right done by 56.4 of the sample, mortifying others done by 54.65 of the sample. Results revealed that there was a statistically negative significant, correlational relationship between scholastic violence types and introversion in the sample (p = -.383), and a statistically significant positive correlational relationship between scholastic violence and neurosis (p = .19).

Moreover, findings showed that there were statistically significant differences (α ≤ 0.05) in the types of property violence attributed to the grade level variable in favour of the fifth graders, statistically significant differences (α ≤ 0.05) in the types of scholastic violence attributed to birth order in favour of the second order children, and parental social status in favour of the children living in a divorced family. There were statistically significant differences (α ≤ 0.05) in the types of physical violence attributed to gender in favour of males, and property violence in favour of females.