

Suggested Index for studying violent by Environment and Psychology components among Collegian students at a sample in Baghdad City

دليل مقترح لدراسة العنف في المكونين البيئي والنفسي بين طلبة الجامعيين في عينة من مدينة بغداد

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المستخلص :

الهدف: التعرف على مكونات العنف البيئي والعنف النفسي بين أوساط الطلبة الجامعيين من مختلف المراحل الدراسية ولكلا الجنسين من خلال أعداد أستاذية متخصصة لهذا الغرض، كذلك تقدير انحدر أثر محور العنف البيئي بمحور العنف النفسي، مع قياس قوة اقتران التوافق ما بين محوري العنف بالصيغة المدمجة ببعض خصائص المبحوثين (الديموغرافية، الاقتصادية، والسلوكية)، واستخلاص أنموذج لتقدير أثر المحورين في دراسة عوامل الخطورة والوقاية ما بين طلبة الجامعة في مدينة بغداد.

المنهجية: أجريت دراسة وصفية على الطلبة الجامعيين من الفترة 1-10-2012 الى 30-12-2012 لتقويم مستوى العنف النفسي في البيئة الجامعية، وقد تضمنت الدراسة عينة غرضية غير احتمالية تألفت من (101) طالب وطالبة بينهم (47) ذكور و (54) إناث من مختلف المراحل الدراسية. تم اعتماد مقياسي العنف البيئي والعنف النفسي في ضوء مصادر معتمدة عن دراسات سابقة مع أجراء التعديلات المناسبة لها من خلال الأخذ بالاعتبار آراء الخبراء المختصين في مرحلة الدراسة الاستطلاعية (الصدق الظاهري) والتي جاءت باتفاق الخبراء بتأييد صلاحيتها. كما جاءت نتائج مؤشر معامل الثبات بموجب مقياس (ألفا-كرون باخ) للاتساق الداخلي بدرجة عالية جداً، مما يعكس صلاحية تعميم نتائج البحث الحالي على كافة أفراد مجتمع الدراسة. تم استخدام طرائق الإحصاء الوصفي (التكرار الملاحظة، النسبة المئوية، متوسط القياس، متوسط القياس الشامل، الانحراف المعياري، والكفاية النسبية) لتقويم العنف النفسي والبيئي، كذلك طرائق الإحصاء الاستدلالي (تحليل الانحدار الخطي البسيط، معامل اقتران التوافق، والتحليل العاملي).

النتائج: أظهرت النتائج أن معظم الطلبة يتعرضون للعنف النفسي بدرجة أعلى من العنف البيئي داخل الحرم الجامعي، مع وجود علاقة معنوية عالية بينهما عند مستوى دلالة بأقل من ($P < 0.000$)، كذلك انعدام معنوية اقتران التوافق للارتباط ما بين الخصائص (الديموغرافية - الاقتصادية، وبعض المتغيرات السلوكية) للمبحوثين بمستوى تقويم استجاباتهم بـ (أدنى/أعلى) عتبة القطع (66.67) على عموم فقرات مقياسي العنف النفسي والبيئي بالإدماج بموجب متوسط القياس الشامل مما يؤكد صلاحية فقرات كلا المقياسين لتقويم أفراد مجتمع الدراسة بالرغم من اختلاف خصائصهم المذكورة آنفاً. هذا وقد جاءت نتائج استخلاص العامل الواحد في التحليل العاملي للدلالة على اشتراك كلا المقياسين تفاعلياً في تعيين مستوى الاستجابة المتحققة لتقويم العرف النفسي والبيئي مشكلاً نسبة قدرها 79.279% في تفسير مستوى العنف المتحقق في البيئة الجامعية من بين كافة مصادر العنف عموماً.

التوصيات: تم تقديم بعض التوصيات و جاء من بينها ضرورة التأكيد على موضوع وحدة الإرشاد النفسي والتربوي في الجامعات لمساهمتها الفعالة في الحد من تفاقم مصادر العنف وبكل أشكالها ووضع المعالجات المناسبة لها.

Abstract

Objective: To identification environmental and psychological violence's components among collegians' students of different stages, and gender throughout creating specific questionnaire, and estimating regression of environmental domain effect on psychological domain, as well as measuring powerful of the association contingency between violence's domains in admixed form with respondent characteristics, such that (Demographics, Economics, and Behaviors), and extracting model of estimates impact of studied domains in studying risks, and protective factors among collegians' students in Baghdad city.

Methodology: Descriptive analysis was processed on collegians' students during the period from 1-10-2012 to 30-12-2012 to assess psychological violence at the collegian environment through studied effectiveness of risk and protective factors. The study was purposive no probability sampling carried out (101) on students, and they are accounted (47) male and (54) female from different stages of study. The study are depended on psychological and environmental violence through different accredited references from previous study with making appropriate amendment, as well as taking of expert's consideration during the pilot study (Validity), which be in agreement and support. In addition to that, reliability coefficient (Alpha (Cronbach)) for internal consistency shows a highly credit, which indicating that generalization of the study results could be applicable for the population individuals.

Descriptive statistics methods are used (Observed frequencies, Percentages, Mean of score, Standard deviation, Relative sufficiency) to assess psychological and environmental violence, as well as inferential statistics methods (Simple linear regression analysis, Contingency association coefficient, and Factor analysis).

Results: The results shows that most students are faced to psychological violence upward than environmental violence in the adytum university, with highly relationship between then at ($P < 0.000$), as well as no significant relationships for the contingency associations are accounted between characteristics variables, such that (Demographics, Economic, and some related variables) of studying individuals with their responses assessed through (under/upper) cutoff point (66.67) along psychological and environmental violence items in compact form, and that was achieved by redistribution of global mean of score, and that indicating highly fitness of studying both measurements to assess the population individuals rather than differences concerning with their characteristics variables. Extracted of one factor in factor analysis indicated that participation of both measurements are interacted for appointment responses levels to assess psychological and environmental violence and that formative 79.279% for interpreted the violence level in collegian environment among total sources of violence occur.

Recommendation: Introduces some recommendation, and was among the significant of establishing psychological and educational guidance unit at universities for active subscribed of aggravation resources of violence with their different formative and gives a suitable treatments.

Key words: Violence, Psychological Violence, Mental Health, Environmental Violence, Risk and Protective Factors Concerning Violent

Introduction:

Violence is defined as intentional use of physical force or power, threatened or actual, against self, another person, or against a group or community, that either result in or has a high likelihood resulting in injury, death, psychological harm, mal development or deprivation [1].

There have been reports of increased violence on U.S. college campuses since the early 1980s. Alcohol related problems have included vandalism, fighting, injuries, rape [2].

Violence is major public health problem worldwide. Each year, over 1.6 million people lose their lives to violence. Violence is among the leading causes of death for people aged 15-44 years of age worldwide, accounting for 14% of deaths among males and 7% of deaths among females. For every person who dies, as a result of violence, many millions more are injured and suffer from a range of physical, sexual ,reproductive, and mental health problems. Violence is preventable, it is

not an intractable social problem or an inevitable part of the human condition, faculty members of nursing college, University of Baghdad, two faculty.

it is a multifaceted problem with biological, psychological, social, and environmental roots [1].

Objectives:

1. Identification environmental and psychological violence's components throughout collegians' students in different factors.
2. Impact of environmental domain on psychological domain.
3. Association among violent domains with some variables, such that, (Socio-Economic status, Behaviors).
4. Extracting model of estimates impact of studied domains with studying risk factors.

Methodology

Pilot Study : Validity and Reliability:

Content validity:

To make instrument more valid, it was presented a panel of seven experts in different fields. They were two from

Table 1. Reliability Coefficients of the Pilot Study

Reliability Coefficients	Actual values
Inter Examiners	0.986 _(7:490)
Intra Examiner	0.963 _(18:490)

In addition to that we can conclude within the pilot study:

1- The items of the questionnaire were clear and understood.

2- The time required for each interview ranged from (5-10) minutes for each student in average.

Reliability coefficient for the pilot study was calculated by : ^[3]

$$\text{Actual value} = \left(1 - \frac{\text{no. of non coincidences items}}{\text{no. of all items} * \text{sample size of pilot study}} \right) * 100\%$$

Reliability of the questionnaire:

Reliability of questionnaire was used to determine reliability of questionnaire, since the results showed excellent stability grads of internal consistency by the studied respondents along different items of environment and psychological violent, and which was calculated by using: Alpha Cronbach, and as shown in table (2), and that means design of

the studied questionnaire were valid to study the phenomenon on the same population at any time in the future under assumption the same conditions (Polit & Hungler) ^[4].

Table 2. Reliability Coefficients of the Studied Questionnaire

Questionnaire	Standard lower bound	Actual values	Assessment
Alpha (Cronbach)	0.70	0.8216	Pass

Table 3. Frequencies and Percents for Demographical Characteristics Aspects in the study group with comparison significant

D.C.A. ^(*)	Groups	Freq.	Percent	C.S. ^(*)
Age Groups	< 20	19	18.8	χ^2 -test P=0.000 (HS)
	20 - 24	74	73.3	
	25 \geq	8	7.9	
Gender	Male	47	46.5	Binomial P=0.550 (NS)
	Female	54	53.5	
Father Education	illiterate	2	2	χ^2 -test P=0.000 (HS)
	read & write	15	14.9	
	primary school	15	14.9	
	intermediate school	10	9.9	
	secondary school	20	19.8	
	higher education	39	38.6	
Mother Education	Illiterate	14	13.9	χ^2 -test P=0.021 (S)
	read & write	15	14.9	
	primary school	9	8.9	
	intermediate school	14	13.9	
	secondary school	21	20.8	
	higher education	28	27.7	
Father Occupation	Employed	34	33.7	χ^2 -test P=0.000 (HS)
	Unemployed	14	13.9	
	Officer	46	45.5	
	Retired	1	1	
	Death	6	5.9	
Mother Occupation	Unemployed	1	1	χ^2 -test P=0.000 (HS)
	Officer	30	29.7	
	Housewife	67	66.3	
	Death	3	3	
Income	Sufficient	57	56.4	χ^2 -test P=0.000 (HS)
	Extremely Sufficient	36	35.6	
	Insufficient	8	7.9	
Family Status	Normal	90	89.1	χ^2 -test P=0.000 (HS)
	Separation or divorce	3	3	
	Parent death	8	7.9	

^(*) NS : Non significant at P >0.05 ; S : Significant at P <0.05 ; HS : Highly significant at P <0.01; χ^2 -test: Chi-square test ; D.C.A : Demographical characteristics aspects ; Freq : Frequency ; CS : Comparison significant ; P: Probability value .

Table (3) shows that a highly significant different (χ^2 -test : P=0.000) among the distribution of (age group, father education, father occupation, mother occupation, income, family status), and significant different (χ^2 -test: P=0.021) for mother education, and no significant different (Binomial: P=0.550) for gender.

Table 4. Observed frequencies and percents of others related variables in the study group with comparison significant

Others related variables	Groups	Frequency	Percent	C.S. (*)
Stage (Classes)	First	23	22.8	χ^2 -test P=0.730 (NS)
	Second	30	29.7	
	Third	25	24.8	
	Fourth	23	22.8	
Exam-Failure Before	Yes	19	18.8	Binomial P=0.000 (HS)
	No	82	81.2	
Smoking	Yes (13 – 20)	4	4	χ^2 -test P=0.000 (HS)
	Yes (\geq 20)	6	5.9	
	None smoking	91	90.1	

(*) NS : Non significant at $P > 0.05$; HS : Highly significant at $P < 0.01$; CS: Comparison significant ; P: Probability value .

Table (4) shows others related variables in the study group which are highly significant for [Exam-Failure before (Binomial : $P=0.000$), Smoking and non smoking (χ^2 -test: $P=0.000$) at $P < 0.0$, while non significant different (χ^2 -test: $P=0.730$) at $P > 0.05$ for stage variable.

Table 5. Summary statistics (Mean of score, Standard deviation, Relative sufficiency and assessment) for Environment Violent items

Items	No.	M.S.	SD.	R.S. %	Ass.	
1	See fights among family's' members	101	1.43	0.54	47.67	Good
2	Find smoking custom in family without restraint	101	1.52	0.67	50.67	Good
3	Accepted by your parents.	101	2.70	0.56	90.00	Good
4	Structure of family was feeling crust with your family's members	101	1.19	0.44	39.67	Good
5	Exposed to strike slap at child hood from parents	101	1.57	0.62	52.33	Good
6	Exposed to strike slap on head at childhood from parents	101	1.19	0.46	39.67	Good
7	Punished physically at home during the last 12 months	101	1.06	0.28	35.33	Good
8	Punished physically childhood	101	1.26	0.56	42.00	Good
9	Escape from home always	101	1.09	0.35	36.33	Good
10	Parents know what you do at your free time in the last 30 days	101	2.42	0.75	80.67	Good
11	Behave with wisdom with the neighbor	101	2.76	0.51	92.00	Good
12	Cooperate with friends in the campus	101	2.64	0.58	88.00	Good
13	Saw violent programs in TV really	101	1.74	0.8	58.00	Mod.
14	Impede classroom system	101	1.15	0.43	38.33	Good
15	Punished physically by campus security	101	1.06	0.34	35.33	Good
16	Punished physically by teachers previously	101	1.23	0.47	41.00	Good
17	Quarreled with friends	101	1.21	0.45	40.33	Good
18	Use style like as Taekwondo	101	1.14	0.37	38.00	Good
19	Dealing hard with animals	101	1.18	0.46	39.33	Good
20	Use cutting tools in fights	101	1.08	0.37	36.00	Good
21	Searched by security campus and found cutting tools with you	101	1.06	0.34	35.33	Good

Continues ...

	Items	No.	M.S.	SD	R.S.	Ass.
22	Disturbed most of the time in the last 30 days by person who is stronger or older than you	101	1.17	0.47	39.00	Good
23	Oppress upon any students who cannot resist your power in all ways of fights.	101	1.08	0.34	36.00	Good
24	Absent from class	101	1.47	0.54	49.00	Good
25	Deal with friends in wisdom and sympathy	100	2.65	0.64	88.33	Good
26	Cooperate with friends to solve your personal problems	101	2.19	0.72	73.00	Mod.
27	Definitely your parents follow your home work in the last 30 days	101	2.29	0.8	76.33	Mod.
28	Teachers pleased by you in the department	101	2.60	0.58	86.67	Good
	Overall Assessment	101	1.355	0.247	45.17	Good

(*) No: Number of sample ; M.S: Mean of score ; SD: Standard deviation ; RS :Relative sufficiency;Ass:Assessment

Table (5) shows of environment violent that all pass($RS > 58.00$ negative respond, $RS < 50.67$ positive respond).That the overall assessment of pass was ($RS = 43.58$),while the failure ($RS \geq 50.67$, ≤ 58.00).That there were meaningful.

Table 6. Summary statistics (Mean of score, Standard deviation, Relative sufficiency and assessment) for Psychological Violent items

	Items	No.	M.S.	SD	R.S.	Ass.
1	Feeling anxious during the last 12 months, so that you cannot sleep at night	101	1.81	0.61	60.33	Mod.
2	Destroy home furniture when anger	101	1.22	0.46	40.67	Good
3	Feeling anxious during the last 12 months, so that you have loss of appetite	101	1.83	0.6	61.00	Mod.
4	Feel sad or hopeless during last two weeks continuously until you cannot work practice activity daily living during 12 month	101	1.67	0.6	55.67	Mod.
5	Parents know all you problems or phobia during 30 day ago	101	2.36	0.74	78.67	Good
6	Thought of suicide	101	1.17	0.47	39.00	Good
7	Try to suicide really	101	1.15	0.48	38.33	Good
8	Smoke when feel stress	72	1.43	0.71	47.67	Good
9	Destroy tools of university in anger situation	101	1.11	0.42	37.00	Good
10	Feel phobia when explosion occur near of college	101	2.09	0.69	69.67	Mod.
11	Frighten from examination	101	2.36	0.58	78.67	Bad
12	Anxious from results of examination at recent time	101	2.32	0.69	77.33	Mod.
13	Absent from college in explosive occur near of college	101	1.84	0.64	61.33	Good
14	Feel oppressed by teachers	101	1.41	0.64	47.00	Good
15	Feel oppressed always	100	1.29	0.52	43.00	Good
16	Feel oppressed students	101	1.25	0.56	41.67	Mod.
17	Suffer from character multiple	101	1.33	0.58	44.33	Good
18	Suffer from mental disturbance	101	1.64	0.72	54.67	Good
19	Suffer from nervous	101	1.77	0.68	59.00	Mod.
20	Insult others when anger	101	1.27	0.55	42.33	Good
21	Suffer from grief more times	101	1.69	0.64	56.33	Mod.
	Overall Assessment	101	1.565	0.295	52.17	Good

(*) No: Number ; M.S: Mean of score ; SD: Standard deviation ; RS :Relative sufficiency ; Ass: Assessment .

Table (6) shows for psychological violent that pass assessment ($RS \geq 61.00$ negative respond) and ($RS \leq 47.00$ positive respond), while failure assessment, since ($RS \geq 60.33$ negative respond), and ($RS \leq 59.00$, ≥ 52.90 positive respond). That meaning a meaningful. The overall assessment of failure was ($RS = 52.92$ positive respond).

Table 7. Simple Linear Regression Analysis between the Environment Violent domain and Psychological Violent domain in compact form

Psychological violent domain dependent variable. Linear method in the					
Correlation - r	0.56012	Meaningful Linear regression Tested in one tailed alternative Statistical hypothesis			
R Square	0.31373				
Adjusted R Square	0.30680				
Standard Error	7.54913				
F - value	45.25894	Sign. value	0.0000		
Variables in the Equation					
Variable	B (*)	SE.B (*)	Beta	(t-test)	Sig.
Environment Violent domain	0.298347	0.044348	0.56012	6.727	0.0000
(Constant)	30.17222	1.324949	-	22.772	0.0000

(*) B are the symbol of parameters estimates, such as the intercept in the model and the slope ;SE. B is the standard error estimate of B (Beta);Beta is the parameter estimate assuming that constant (intercept) are not in the model (i.e. regression parameter estimate of deviation observations) ;sig : significant level (computed) ; t-test : student t- test.

Table (7) shows that a meaningful linear regression are tested in two tailed alternative of the statistical hypothesis between the two domains, environment violent and psychological violent in compact form through calculating grand means of score for their components. Slop indicating that with increasing of one unit scale in (Environment violent domain), a large positive increment should be occur in unit of the function (Psychological violent domain) estimated with (0.56012), and that increment recorded a significant effect at $P < 0.000$. In addition to that , a non assignable factors given in the constant term of simple linear model indicating that the initial responding that should be included in each individual without effects (Environment Violent domain) full at the higher value of the respond of assessment and had a highly significant at $P < 0.01$, as well as a meaning relationship are accounted between the two factors, and at $P < 0.01$.

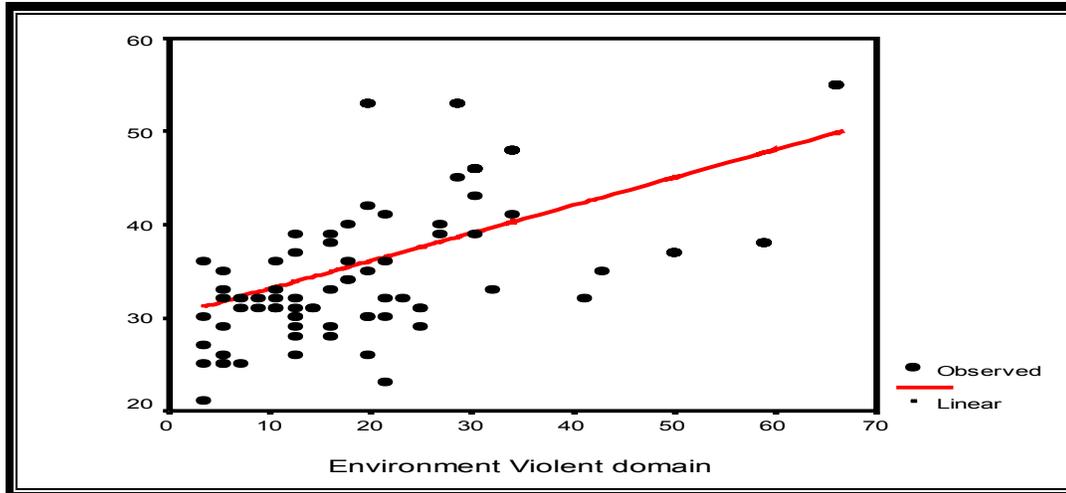


Figure (1) : Long term trend of between (Environment Violent) domain and (Psychological Violent) domain.

Figure (1): Shows long term trend of linear causes relationship between environment violent and psychological violent domains in compact form. The figure had been explained that with decreasing grade concerning within (Environment violent), flagging of increments had occurrences in (Psychological Violent).

Table 8. Association between Demographical Characteristics and some related variables with an overall assessments due to compact the two main domains according to "Under/Upper" Cutoff point

Main Domain	Demographical characteristics and some related variables X Overall Assessment	Contingency Coefficients	Approx. Sig.	C.S. (*)
Overall Assessment	Age Groups	0.068	0.791	SN
	Gender	0.058	0.560	NS
	Stage	0.063	0.941	SN
	Father Education Levels	0.146	0.821	SN
	Mother Education Levels	0.094	0.971	SN
	Father Occupation	0.154	0.650	NS
	Mother Occupation	0.114	0.723	NS
	Income	0.083	0.703	NS
	Family Status	0.095	0.632	SN
	Smoking	0.155	0.288	SN
	Are the student failed at the previous year?	0.032	0.574	NS

(*) Non Sig. at P>0.05 ; CS : Comparison significant ; Sig: Significant .

To predicting /or to find out the relationship between (Demographical Characteristics) and overall assessments due to compact two main domains according "Under/Upper" cutoff point, relationship through the contingency coefficient of contingency tables had been constructed in table (9), which are illustrated that distribution's effective among different levels of the predicted variables and the two categories of an overall responding, which were reported (under/upper) cutoff point at score value (66.66%) for the relative sufficiency of the Global Mean of Score.

Results shows that "Demographical Characteristics Aspects", are accounted no significant relationship at $P > 0.05$ concern an overall (environment and Psychological) through "Under/Upper" cutoff point.

For summarizing of the preceding finding results, studied questionnaire could be amend and apply for studying phenomena rather than differences are accounted with the studied individuals I related "Demographical Characteristics Aspects".

Table 9. Simple Pearson's correlation coefficients between different responding of the studied domains

Simple Pearson's Correlation Coefficients	Domains	Psychological Violent Domain
Correlation	Environment Violent Domain	0.586 ^(*)
Sig. (1-tailed)	Environment Violent Domain	0.000

^(*) Non significant at $P > 0.05$; Sig: Significant .

Table (9) shows simple (Person's correlation coefficient). There was a highly significant relationship for the extracted and calculated coefficient between the studied main domains, and it could be indicated that a meaningful interaction are presented.

Table 10. Extracted Factors matrix in Rotated method with the suggested named

Component Matrix	Components
	One
Environment Domain	0.860
Psychological Domain	0.860
% of covariance	79.279
Suggested Named	Psycho-Environ of Violent Factor

Table (10) deals with the studied main domains, which were extracted in one meaningful, significant interaction and which has a suggested named "Psycho-Environ Violent Factor".

That extracted Factor ordered in more powerful significant, with advantage at unique factor in (79.279%) covariance constructed, as well as the two domains are recorded the same effectiveness components factor.

Discussion:

The study presented that the majority demographic characteristics were highly significant in the table (1). For the period 1995 to 2002, college students ages (18 – 24) yrs. experienced violence at average annual rates lower than those for non students in the same age group (61 per 1,000 students versus 75 per 1,000 nonstudents).

Except for rape/sexual assault, average annual rates were lower for students than for nonstudents for each type of violent crime measured (robbery, aggravated assault, and simple assault). Rates of rape/sexual assault for the two groups did not differ statistically^[5].

Gender violence includes rape, sexual assault, relationship violence in heterosexual and same sex partnerships, sexual harassment, stalking, prostitution and sex trafficking. The term "gender violence" reflects the idea that violence often serves to maintain structural gender inequalities, and includes all types of violence against women, children, adolescents, gay and transgender people. This type of violence in some way influences or is influenced by gender relations. To adequately address this violence, we have to address cultural issues that encourage violence as part of masculinity^[5]. Gender is also the most powerful predictor of rape, sexual assault and relationship violence. These crimes are predominantly against women and perpetrated by men. Throughout specific Surveys by According to the National Violence Against Women Survey (1998), 15% of women will be the victim of a completed rape in their lifetimes and 2.1% of men. It was report that about

99% of arrested people who were prosecuted as rapers were males⁽⁵⁾. While some men are rape victims, men are almost always the perpetrator. That is not to say that all or even most men are violent, or that women cannot perpetrate such violence. Gender violence highlights a male-patterned violence: a prevalent violence committed most often but not always by men, often motivated by aggression, revenge, competition, and entitlement, and includes sexual and other violence against women, partners and children^[5]

Similar rates of men (17%) and women (16%) reported any violence in the past 6 months; women were more likely to report emotional and men to report physical violence. Of those reporting emotional violence, 45.5% women and 50% men indicated it was IPV, and 23.7% women and 20.9% men reported physical IPV^[6].

Correlates differed by gender; demographics were not linked to IPV. At-risk drinking was associated with both IPV and Other violence for women, but only Other violence for men. Depression was the only correlate significantly linked to IPV for men^[6]. Threats of violence made by K-12 students in special education (120 cases) or general education (136 cases) in schools that were implementing threat assessment guidelines for managing student threats of violence. Students in special education made disproportionately more threats, as well as more severe threats, than peers in general education. Students classified as emotionally disturbed (ED) exhibited the highest threat rates. Nevertheless, use of school suspension as a disciplinary consequence for threats was consistent for students in special and general education, and few students

were expelled. Our findings support the use of threat assessment to manage threats of violence by students in special education ^[7]. The roots of violence reach deep into society, tapping into such complex conditions as poverty, racism, joblessness, and hopelessness. Each epidemic of violence triggers "Knee-Jerk" calls for legislation and quick fixes. Often, however, little is done in the long run to change conditions that give rise to violent behaviors. It should be apparent that educators by themselves cannot carry out their mandate of educating children while trying to rid their schools and surrounding communities of violence. The "National Association of School Boards of Education" has pointed out, a community problem necessitates community-wide solutions. What has been coined 'school violence' is nothing more than societal violence that has penetrated the schoolhouse walls. ^[8]

Community violence gives rise to subsets of associated violence that impact schools. The effects of campus violence can be devastating to both individual students and specific learning environments. Schools that lack effective discipline, respect for academic standards, basic humanitarian values falter in their mission to provide safe, and effective learning for environments. Students who live in fear of violence, witness violent acts, or actually become victims of violence suffer an array of consequences ranging from personal injury and debilitating anxiety that interrupt the learning process to a pattern of absence and truancy that can lead to dropping out of school and delinquency. Such disassociation restricts individual

options and limits the development of academic and life skills ^[8].

Table (5) shows environment violent that all pass (RS> 58.00 negative respond, RS<50.67 positive respond). That an overall assessment of pass was (RS= 43.58),while the failure (RS \geq 50.67 , \leq 58.00).That there were meaningful.

Most violent acts occur between individuals who know each other (family, co-workers, schoolmates) rather than random strangers. This pattern holds true for college campuses as well; in most cases, the survivor knows the person responsible for committing the violence ^[19].

Table (6) shows psychological violent that pass (RS \geq 61.00 negative respond) (RS \leq 47.00 positive respond),while the failure (RS \geq 60.33 negative respond) (RS \leq 59.00 , \geq 52.90 positive respond). That there were meaningful. The overall assessment of failure was (RS=52.92 positive respond).

Aggressive behaviors , such as fighting and weapon carrying are extremely common in the daily lives of many adolescents. These behaviors may not always lead to physical injuries, but they are strongly associated with risk for injury, exposure to intimidation and threats, and perceptions of fear and vulnerability. In addition, although less than 1% of homicides and suicides among school-aged youths occur on school grounds or while traveling to or from school or school-sponsored events, recent multiple-victim, school associated violent deaths have focused national attention on what can be done to prevent violence in schools ^[10].

Many of the violent crimes against persons occur in the course of interaction between people in various settings.

According to social psychologists, human interactions may either lead to pro-social behavior or antisocial behavior. Research in developmental psychology indicates increase in heterosexual interaction from the adolescence stage. This includes close friendship and dating relationships ^[11], ^[12]. Some of these sometimes result in aggression, especially if one or both of the parties is involved in alcohol or drug use. The study indicated that other sex interaction among adolescents in Florida. They noted that many of the participants discussed threatening and criminal situations at workplace or classroom harassment, including rape, emotional abuse and physical abuse. Problems that emanate from youth interaction often accumulate to become youth-related social problems ^[13], ^[14].

Violent and anti-social behavior is usually attributed to social factors, including poverty, poor education, and family instability. There is evidence that many forms of violent behavior are more frequent in individuals of lower intelligence quotient (IQ). The role of exposure environmental contaminants has received little attention as a factor predisposing to violent behavior. However a number of environmental exposures are documented to result in a common pattern of neurobehavioral effects, including lowered IQ, shortened attention span, and increased frequency of antisocial behavior. This pattern is best described for children exposed to lead early in life, but a similar pattern is seen upon exposure to polychlorinated biphenyls and methyl mercury. Although not as extensively studied, similar decrements in IQ are seen upon exposure to arsenic and second hand smoke (SHS) exposure. Prenatal and postnatal SHS exposure is also

associated with increased rates of conduct disorder and attention deficit hyperactivity. Recent evidence suggests that temporal trends in rates of violent crime in many nations are consistent with earlier preschool blood lead trends, with a lag of about 20 years. These ecologic correlations are consistent with many controlled studies suggesting that lead-exposed children suffer irreversible brain alterations that make them more likely to commit violent crimes as young adults. If this pattern is true for lead and other contaminants, the most effective way to fight crime may be to prevent exposure to these contaminants ^[15]. Women are more likely than men to experience severe violence and suffer physical injury. Initial reactions to violent incidents include feelings of anger, emotional trauma and confusion. The research has indicated that despite suffering physical and psychological consequences of violence, many women do not rely on social services ^[16].

Males are generally reported more exposure of community violence than females. For example, older boys report witnessing more frequent and severe violent events than girls. However, there are exceptions such that no gender differences have been found in some studies. There are also conflicting reports of whether there are gender differences in children's emotional and behavioral reactions to violence exposure. Two studies found that both sexes exhibited similar numbers of post-traumatic stress symptoms following exposure to violent acts. Studies have shown that girls report more internalizing (anxiety, depression, and general emotional distress) symptoms associated with exposure than boys. However, there were no sex differences

in emotional outcomes for older children^[17].

Increasing pattern in community violence research has yielded reports that girls may be vulnerable to both internalize and externalize behaviors. For instance, a study of sixth grade students shows that witnessing violence was predictive of girls, externalize, but not internalize, behavior. Another study of urban, Primarily African American children found out that among girls, community violence exposure were significantly related to different formative of anxiety, but not among boys. Although there are clear that age differences at youth's exposure to community violence, the impact of gender is less clear. There are likely interaction effects^[17].

Women are exposed to physical, psychological, and psychological intimate partner violence (IPV) had higher incidence and severity of depressive and anxiety symptoms, post traumatic stress disorder (PTSD), and thoughts of suicide than control women, with no differences between the two abused groups. The concomitance of sexual violence was associated with a higher severity of depressive symptoms in both abused groups and a higher incidence of suicide attempts in physically/psychologically abused group. The incidence of post traumatic stress disorder (PTSD) alone was very rare, and depressive symptoms were either alone or co-morbid with PTSD. The severity of state anxiety was higher in abused women with depressive symptoms or co-morbidity, as incidence of suicidal thoughts in physically, psychologically abused group. Lifetime victimization was not a predictor of the deterioration of mental health in this

study^[18]. Violence against women is a global public health problem that has serious adverse effects on women's physical, mental, and reproductive health. It is increasingly recognized as a public health issue because of the expanding evidence base and growth of research documenting the magnitude and health effects of violence against women^[19].

For first time, global prevalence estimates have been calculated based on all existing data from population-based studies showing that worldwide, 35% of women have experienced either intimate partner violence (physical and/or sexual violence by an intimate partner) or non-partner sexual violence or both in their lifetime. Multi-Sectoral efforts are needed to combat this deep-rooted problem^[19].

Most of studied students are faced psychological violent upward than environmental violent in adytum university, with highly relationship. Significant relationships accounted between characteristics variables, and some related variables) either for psychological domain or environmental domain throughout violent's items. Extracted factor by applying factor analysis and that indicated participation of both measurements are interacted for appointment responses levels to assess two sources of violent "Psychological and Environmental" and that had highly informative for interpreted the violence levels in collegian environment among total sources of violence occur.

Recommendations:

Establishing unit of guidance of educated and psychology to follow up the collegian's students to find solutions for problems causatively according to environmental & psychological violent.

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