

Impact of Instructional Intervention about Personal Hygiene upon Women who complain Pelvic Inflammatory Disease

Evaluation of Secondary Schools Students' Exposure to Risk Factors in Al-Najaf City

تقييم طلبة المدارس الثانوية المعرضين لعوامل الخطورة في مدينة النجف

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المستخلص:

الهدف: تهدف الدراسة الى تقويم طلبة مدارس الثانوية الذين يتعرضون لعوامل الخطورة في مدينة النجف.

المنهجية: أجريت دراسة وصفية في مدينة النجف الاشرف/ العراق على طلبة المدارس الثانوية من عمر (12-24) للفترة من 13 من تشرين الثاني 2015 ولغاية الرابع من شهر اب 2015. شملت العينة طلبة المدارس الثانوية (المتوسطة والاعدادية) (540 طالب) ذكور (270) وإناث (270) والذين أختيروا عشوائياً من تلك المدارس. جمعت المعلومات من خلال تصميم استبانة تم تحديد عملية ثباتها وصدقها. عملية تحليل البيانات تمت باستخدام أساليب الإحصاء الوصفي والاستدلالي.

النتائج: أظهرت نتائج الدراسة أن طلبة المدارس الثانوية يتعرضون لعوامل الخطورة ذات دلالة معنوية عالية والتي ترتبط ارتباطاً مباشراً بسلوكهم، أسرهم، مدارسهم ومجتمعهم.

التوصيات: توصي الدراسة إلى التأكيد على ضرورة التعاون بين وزارة الصحة ووزارة التربية على وضع الخطط للنهوض بصحة الطلبة وحمايتهم من السلوك الخطر بتوفير الدعم والإرشاد الكافي لهم، والتركيز على دور الآباء في حماية أبنائهم وتأهيلهم من خلال تثقيفهم ببرامج التوجيه.

Abstract:

Objective: The study aim to evaluate secondary schools students' exposure to risk factors in Al-Najaf City.

Methodology: Descriptive study conducted in Al-Najaf City/Iraq on students at secondary schools, those aged (12-24) years old, for the period from the 13^{ed} of November 2015 and up to 4^{ed} of August 2015. The sample included secondary school from those schools. Data is collected through a constructed questionnaire, reliability and students (intermediate and secondary) (540) student; (270) male and (270) females who are selected randomly content validity process has been determined for the instrument. Data is analyzed by using of descriptive and inferential data analysis methods.

Results: The findings of the study present that secondary schools students are exposed to risk factors with high significant, numerous risks directly linked to their behavior, their families, their schools and to their community.

Recommendations: The study recommends to emphasis on the need for the cooperation between the Ministry of Health and the Ministry of Education on plans for the wellbeing of students and protection from risk behaviors and provision of adequate support and guidance, and emphasis on the role of parents in protecting their children through educating them by a guidance programs.

Key Words: Evaluation, Secondary School Students, Exposure, Risk Factors.

Introduction

As children enter adolescence, many begin to engage in risky health behaviors. Usually been thought of as a period characterized by good health; however, millions of adolescents face significant challenges that can result in physical, emotional, and social morbidities. Among these challenges are high-risk behaviors such as alcohol, tobacco, and other drug use, and sexual behaviors that can lead to adolescent pregnancy and sexually transmitted diseases. Mental health concerns such as eating disorders and depression, learning disabilities and school dropout rates. Serious family problems, including neglect and abuse, and socioeconomic factors such as poverty and lack of health insurance⁽¹⁾.

Adolescence begins at around (10-13) years old and ends in the late teens. Early adolescence period emerges roughly during junior secondary school years and experiences pubertal change. Late adolescence period appears approximately to the latter half of the second decade of life, it is an important stage of growth and development in the lifespan. Unique changes that occur in during this period accompanied by progressive achievement of biological maturity. This period is very crucial since these are the formative years in the life of an individual when major physical, psychological and behavioral changes take place. Adolescent may represent a window of opportunity to prepare nutritionally healthy adult life⁽²⁾.

Secondary school thus prepares adolescents for adult civic engagement as well as gainful employment. Through secondary school, adolescents expand their skills and ability to think critically, which can translate into increased

opportunities in the future; education also shapes the attitudes, values and aspirations that affect adolescents' ability to function as members of their families, communities and societies. With returns on investment in secondary school greater for girls than for boys in developing countries, obtaining a secondary education is particularly important for girls. However, girls are less likely to complete secondary school than boys in most sub-Saharan African countries and the countries of the Middle East⁽³⁾.

Adolescents may face many pressures and challenges, including growing academic expectations, changing social relationships with family, peers, and the physical and emotional changes associated with maturation. This stage of life marks a period of increased autonomy in which independent decision-making that may influence their health and health-related behaviors. Behaviors, which established during this transition period, can continue into adulthood, affecting issues, such as mental health, the development of health complaints, diet, and physical activity level. Research findings also show how young people's health changes as they move from childhood through adolescence and into adulthood can use to monitor adolescents' health and determine effective health improvement interventions⁽⁴⁾.

A huge proportion of the world's population more than (1.75) billion is young, aged between (10) and (24) years. Adolescents aged (10) to (19) years have specific health and development needs, and many face challenges that hinder their well-being, including poverty, a lack of access to health information and services, and unsafe environments. Interventions that address their needs can save lives and

foster a new generation of productive adults who can help their communities' progress. This fact file explores topics of concern to adolescents and strategies to improve their health across the globe⁽⁵⁾.

Because high-risk behaviors can significantly affect the lives of adolescents and those around them, the health of adolescents has become a priority for every nation. In addition, research in this area finds that female adolescents are at greater risk of negative health outcomes⁽⁶⁾.

The Centers for Disease Control and Prevention (CDC) has identified six health risk behaviors as being particularly salient for the development of optimal health. These six risk behaviors include: (1) behaviors that contribute to unintentional injuries and violence; (2) tobacco use; (3) alcohol and other drug use; (4) sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases; (5) unhealthy dietary behaviors; and (6) physical inactivity⁽⁷⁾.

Many adolescents engage in risk-taking behaviors that threaten their health, such as substance abuse⁽⁸⁾. The relation between health behaviors and health protection not clearly understood. Understanding of how specific health behaviors are associated with health may have implications for designing effective health promotion programs, so far, understanding the underlying motivations in order to practice healthy behaviors in general⁽⁹⁾.

The present study ought to detect risk factors that students can expose to either from their behaviors, from their families with whom they are living, from schools

they are attending, and the community in which they are initiating with an interaction.

Methodology

Descriptive study conducted in Al-Najaf City/Iraq on students at secondary schools, those aged (12-24) years old, for the period from the 13^{ed} of November 2015 and up to 4^{ed} of August 2015.

The sample included secondary school students (intermediate and secondary) (540) student; (270) male and (270) females who are selected randomly from those schools. Schools are selected (36) secondary schools from (143) total secondary schools in Al- Najaf city ; (18) schools in the North sector , and (18) schools in the South sector . Each of these sectors is divided into three areas , then (6) schools are selected randomly from each area ; (3) secondary schools for boy and (3) secondary schools for girls .

Data collection performed through the utilization of constructed questionnaire, and by means of interview with the subjective of the study sample in the schools. The investigator met the students at the classroom , to clarify the study and get their agreement to participate in the study . The data collection process has been performed from March 22th 2015 until the April 15th 2015 . Students' selection by simple random sample divided into three stage of secondary schools students' (early , middle , late). The total number of students is (540) students , (270) boys and (270) girls .

In order to achieve the early stated objectives, the data of the study analyzed with statistical package of social sciences (SPSS) version 16 through descriptive and inferential statistical analyses.

Results:**Table (1): Evaluation of Students' Risk Factors**

Students' Exposure to Risk Factors	No.	GMS	SD	RS%	Eva.
School expected achievement	540	2.50	0.31	83.2	High
Self-Esteem	540	2.33	0.40	77.7	Mod.
Substance abuse	540	2.80	0.22	93.3	High
Communication with others	540	2.35	0.43	78.5	High
The bad use of networking sites and online	540	2.49	0.18	83.1	High
Sexual behavior	540	2.78	0.36	92.8	High
Exposure to accidents and transportation	540	2.65	0.44	88.5	High
Students-related Risk Factors	540	2.44	0.17	85.3	High
Students' Adaptation	540	2.25	0.47	75.10	Mod.
Family conflict	540	2.24	0.59	74.78	Mod.
Family – related Risk Factors	540	2.25	0.45	74.95	Mod.
Violence and bullying	540	2.73	0.30	91.0	High
Student Mood' in the School	540	2.33	0.57	77.7	Mod.
Truancy or drop out	540	2.79	0.32	93.0	High
Peer Pressure and Influence	540	2.31	0.34	84.75	High
Communication between students and teachers	540	2.18	0.39	72.7	Mod.
Changing school	540	2.79	0.43	93.0	High
School-Related Risk Factors	540	2.56	0.22	85.3	High
Socioeconomic disadvantage	540	2.23	0.49	74.2	Mod.
Working alongside the study	540	2.72	0.43	90.7	High
Violence in the residential area	540	2.82	0.33	93.9	High
Caste discrimination	540	2.43	0.61	81.1	High
Community –related Risk Factors	540	2.55	0.32	85.0	High
Risk Factors	540	2.47	0.20	82.4	High

No. = Number of students , GMS = Grand Mean of Score , S.D. = Standard Deviation, R.S. = Relative Sufficiency, Eva. = Evaluation. Moderate (161-225) and high (226-290).

Findings of this table depict that all students-related risk factors have high level of evaluation except that of self-esteem which is moderate . Family – related risk factors have moderate level of evaluation. School-related risk factors have high level of evaluation except that of students' mood in the school , peer pressure , and communication between students and teachers which have moderate level of evaluation . Community –related risk factors have high level of evaluation except that of socio-economic disadvantage which is moderate .

Table (2): Evaluation of Students-related Risk Factors

Students-related Risk Factors	Resp.	No.	%	MS	SD	RS %	Eva.	
School Expected Achievement	Study hard enables me to move forward in life	Never	13	2.4	2.64	0.53	88.0	High
		Sometimes	167	30.9				
		Always	360	66.7				
	Getting high scores in lessons is very important "for me	Never	10	1.9	2.62	0.52	87.3	High
		Sometimes	187	34.6				
		Always	343	63.5				
	I work hard to achieve a high score qualify me to enter the university	Never	19	3.5	2.67	0.54	89.0	High
		Sometimes	141	26.1				
		Always	380	70.4				
	I like the Study and the school	Never	26	4.8	2.53	0.59	84.3	High
		Sometimes	202	37.4				
		Always	312	57.8				
	I slowly absorb the lessons	Never	74	13.7	1.93	0.45	64.3	Mod.
		Sometimes	430	79.6				
		Always	36	6.7				
	Homework are waste of time	Never	304	56.3	1.56	0.70	52.0	High
		Sometimes	171	31.7				
		Always	65	12				
Self-Esteem	I feel that i am a valuable person	Never	50	9.2	2.41	0.65	80.3	High
		Sometimes	218	40.4				
		Always	272	50.4				
	I feel that i have a number of good characteristics	Never	17	3.1	2.46	0.56	82.0	High
		Sometimes	258	47.8				
		Always	265	49.1				
	I feel that i am pleased about myself	Never	51	9.4	2.29	0.63	76.3	Mod.
		Sometimes	284	52.6				
		Always	205	38				
	I feel that i have not enough to be proud of	Never	159	29.4	1.84	0.63	61.3	Mod.
		Sometimes	311	57.6				
		Always	70	13				
Students' Substance Abuse	I smoke cigarettes	Never	425	78.7	1.26	0.55	42	High
		Sometimes	87	16.1				
		Always	28	5.2				
	I smoke hookah	Never	440	81.5	1.25	0.56	41.7	High
		Sometimes	65	12				
		Always	35	6.5				
	I drink alcohol	Never	527	97.6	1.03	0.17	34.3	High
		Sometimes	12	2.2				
		Always	1	0.2				
	I consume narcotics	Never	527	97.6	1.03	0.19	34.3	High
		Sometimes	11	2				
		Always	2	0.4				
	There are smokers in the family	Never	247	45.7	1.96	0.93	65.3	Mod.
		Sometimes	69	12.8				
		Always	224	41.5				
	My father consume alcohol	Never	521	96.5	1.05	0.27	35	High
		Sometimes	12	2.2				
		Always	7	1.3				
My father consume narcotics	Never	536	99.3	1.01	0.14	33.7	High	
	Sometimes	2	0.4					
	Always	2	0.4					
One of my brothers consume alcohol	Never	517	95.7	1.04	0.22	34.7	High	
	Sometimes	22	4.1					
	Always	1	0.2					
One of my brothers consume narcotics	Never	523	96.9	1.04	0.2	34.7	High	
	Sometimes	15	2.8					
	Always	2	0.4					

Continues...

Table (1): To be

I am influenced by the presence of a smokers or alcohol and drugs	Never	406	75.2	1.36	0.67	45.3	High
	Sometimes	76	14.1				
	Always	58	10.7				
I communicate with my colleagues in the school	Never	14	2.6	2.7	0.51	90.0	High
	Sometimes	136	25.2				
	Always	390	72.2				
I communicate with my friends outside school through sports and social activities	Never	111	20.6	2.15	0.73	71.7	Mod.
	Sometimes	237	43.9				
	Always	192	35.6				
I communicate with my neighbors (social networking)	Never	82	15.2	2.14	0.65	71.3	Mod.
	Sometimes	301	55.7				
	Always	157	29.1				
I communicate with my relatives (social networking)	Never	33	6.1	2.43	0.61	81.0	High
	Sometimes	241	44.6				
	Always	266	49.3				
I use of means of social communication (such as Facebook, Viper)	Never	120	22.2	2.2	0.78	73.3	Mod.
	Sometimes	193	35.7				
	Always	227	42				
I use means of social communication via the Internet to get to know lover or sweetheart	Never	310	57.4	1.54	0.68	51.3	High
	Sometimes	171	31.7				
	Always	59	10.9				
I do not feel the passage of time when using the Internet	Never	198	36.7	1.9	0.79	63.3	Mod.
	Sometimes	196	36.3				
	Always	146	27				
I brows The pornographic websites	Never	268	49.6	1.56	0.61	52.0	High
	Sometimes	239	44.3				
	Always	33	6.1				
I have been exposure to extortion and exploitation during the use of the Internet	Never	448	83	1.2	0.46	40.0	High
	Sometimes	78	14.4				
	Always	14	2.6				
I experience illegal sexual intercourse	Never	471	87.2	1.15	0.42	38.3	High
	Sometimes	57	10.6				
	Always	12	2.2				
I have been exposed to sexually transmitted diseases	Never	509	94.3	1.06	0.27	35.3	High
	Sometimes	28	5.2				
	Always	3	0.6				
I experience a lot of masturbation	Never	353	65.4	1.44	0.66	48.0	High
	Sometimes	137	25.4				
	Always	50	9.3				
I drive the car	Never	365	67.6	1.44	0.69	48.0	High
	Sometimes	113	20.9				
	Always	62	11.5				
I drive my Owen car	Never	477	88.3	1.16	0.48	38.7	High
	Sometimes	37	6.9				
	Always	26	4.8				
I a ride with my friend in his a car	Never	349	64.6	1.44	0.65	48.0	High
	Sometimes	143	26.5				
	Always	48	8.9				
I drive a motorcycle	Never	395	73.1	1.44	0.76	48.0	High
	Sometimes	54	10				
	Always	91	16.9				
I ride with my friend has a motorcycle	Never	367	68	1.41	0.65	47.0	High
	Sometimes	125	23.1				
	Always	48	8.9				
I drive the care at high speed	Never	405	75	1.31	0.58	43.7	High
	Sometimes	103	19.1				
	Always	32	5.9				
I Had exposed to traffic accident during a car motorcycle or during riding with my friend in the car or motorcycle	Never	446	82.6	1.22	0.51	40.7	High
	Sometimes	71	13.1				
	Always	23	4.3				

Resp. = Response, No. = Number of students , GMS = Grand Mean of Score , S.D. = Standard Deviation, R.S. = Relative Sufficiency, Eva. = Evaluation. MS = Mean of score, Low = (39-65), moderate (66-92) and high (93-119).

Evaluation of students-related risk factors reveals that all items of school expected achievement have high level of evaluation except item (5) which is moderate. Regarding self-esteem, the analysis depicts that item (9) has high level evaluation and the remaining have moderate level of evaluation. Concerning substance abuse, all of them high level of evaluation except item (15) which is moderate. Relative to communication with others, items (21) and (24) have high level of evaluation and the remaining have moderate level. With respect to the bad use of networking and social communication sites, most of the items have high level of evaluation except items (25) and (27) which have moderate level. Relative to sexual behavior all items have high level of evaluation. Regarding exposure to road traffic accidents all items have high level of evaluation.

Table (3): Evaluation of Family – related Risk Factors

Family – related Risk Factors Items		Resp.	No.	%	MS	SD	RS %	Eva.
Students' Adaptation	Family atmosphere in the house helps to study	Never	86	15.9	2.18	0.68	72.7	Mod.
		Sometimes	271	50.2				
		Always	183	33.9				
	My family provide me with suitable residence	Never	50	9.3	2.55	0.66	85.0	High
		Sometimes	145	26.9				
		Always	345	63.9				
	My family provides me with my own room in the house	Never	371	68.7	1.5	0.79	50.0	Low
		Sometimes	67	12.4				
		Always	102	18.9				
	My family provide me with my basic needs (such as food and clothing)	Never	31	5.7	2.71	0.57	90.3	High
		Sometimes	92	17				
		Always	417	77.2				
My family provides me my daily allowance and according my need	Never	59	10.9	2.36	0.67	78.7	High	
	Sometimes	227	42					
	Always	254	47					
My family living status is adequate	Never	65	12	2.22	0.64	74.0	Mod.	
	Sometimes	292	54.1					
	Always	183	33.9					
Family Conflict	There are family problems between family members	Never	148	27.4	1.95	0.7	65.0	Mod.
		Sometimes	273	50.6				
		Always	119	22				
	I experience family violence family such as beatings and insults	Never	316	58.5	1.51	0.66	50.3	High
		Sometimes	173	32				
		Always	51	9.4				
	I experience to rebuke and reprimand from my members family	Never	189	35	1.81	0.69	60.3	Mod.
		Sometimes	262	48.5				
		Always	89	16.5				

Resp. = Response, No. = Number of students, GMS = Grand Mean of Score, S.D. = Standard Deviation, R.S. = Relative Sufficiency, Eva. = Evaluation. MS = Mean of score, Low = (9-15), Moderate (16-22) and high (23-29).

Evaluation of risk factors associated with family presents that all items have high level of evaluation except items (1) and (6) which has moderate level and item (3) which has low level of evaluation. Regarding items of family conflict, the finding revealed that most items have moderate level of evaluation except item (8) which has high level of evaluation.

Table (4): Evaluation of School-related Risk Factors

Risk School-Related Factors	Resp.	No.	%	MS	SD	RS %	Eva.	
Violence and Bullying	I expose to physical violence from my teachers in the school (such as different kinds of beating with a stick, etc.)	Never	472	87.4	1.16	0.45	38.7	High
		Sometimes	49	9.1				
		Always	19	3.5				
	I expose to psychological violence from my teachers in the school (such as verbal abuse , humiliation)	Never	293	54.3	1.59	0.72	53	Mod.
		Sometimes	173	32				
		Always	74	13.7				
	I expose to physical violence from my colleagues in the school (such as different kind of beating with a stick or sharps)	Never	453	83.9	1.18	0.44	39.3	High
		Sometimes	75	13.9				
		Always	12	2.2				
I expose to psychological violence from my colleagues in the school (such as verbal abuse and verbal abuse)	Never	393	72.8	1.31	0.55	43.7	High	
	Sometimes	125	23.1					
	Always	22	4.1					
I expose to sexual violence in school	Never	469	86.9	1.16	0.42	38.7	High	
	Sometimes	58	10.7					
	Always	13	2.4					
quarrel and smite my colleagues at school	Never	448	83	1.2	0.46	40	High	
	Sometimes	78	14.4					
	Always	14	2.6					
I use sharp instrument during resolution of my conflicts with colleagues	Never	496	91.9	1.09	0.33	36.3	High	
	Sometimes	38	7					
	Always	6	1.1					
The way from house to school is unsafe	Never	326	60.4	1.47	0.63	49	High	
	Sometimes	173	32					
	Always	41	7.6					
Student Mood'	I experience headache while in school	Never	211	39.1	1.72	0.65	57.3	Mod.
		Sometimes	269	49.8				
		Always	60	11.1				
I complain off a bad mood while in the school	Never	252	46.7	1.62	0.64	54.0	Low	
	Sometimes	243	45					
	Always	45	8.3					
School Drop out	I evade from school (I attend some lessons then leave)	Never	443	82	1.21	0.48	40.3	High
		Sometimes	79	14.6				
		Always	18	3.3				
	I don't attend the school on a regular base	Never	451	83.5	1.18	0.43	39.3	High
		Sometimes	79	14.6				
		Always	10	1.9				
	I have been suspend from the school due to of absenteeism or any other cause	Never	490	90.7	1.1	0.32	36.7	High
		Sometimes	46	8.5				
		Always	4	0.7				
I am thinking to leaving the school	Never	387	71.7	1.34	0.59	44.7	High	
	Sometimes	120	22.2					
	Always	33	6.1					
Peer Pressure and Influence	I am touched to my friends	Never	92	17	2.34	0.75	78.0	High
		Sometimes	175	32.4				
		Always	273	50.6				
	My close friends are diligent	Never	59	10.9	2.21	0.62	73.7	Mod.
		Sometimes	307	56.9				
		Always	174	32.2				
	My close friends are fleeing from the school	Never	379	70.2	1.33	0.53	44.3	High
		Sometimes	145	26.9				
		Always	16	3				
My close friends are absent from the school	Never	298	55.2	1.47	0.55	49.0	High	
	Sometimes	228	42.2					
	Always	14	2.6					

Continues...

Table (1): To be Continues...

Communication between students and teachers	I'm influenced by my friends	Never	198	36.7	1.81	0.72	60.3	Mod.
		Sometimes	244	45.2				
		Always	98	18.1				
	There are of my close friends of smokes	Never	335	62	1.53	0.74	51.0	High
		Sometimes	124	23				
		Always	81	15				
	There are alcoholic consumers among my close friends	Never	498	92.2	1.09	0.35	36.3	High
		Sometimes	33	6.1				
		Always	9	1.7				
	There are drug abuser among my close friends	Never	512	94.8	1.06	0.28	35.3	High
		Sometimes	23	4.3				
		Always	5	0.9				
There are scientific communication between the student and the teacher	Never	86	15.9	2.09	0.63	69.7	Mod.	
	Sometimes	320	59.3					
	Always	134	24.8					
There are social contact between the student and the teacher	Never	164	30.4	1.83	0.64	61.0	Mod.	
	Sometimes	306	56.7					
	Always	70	13					
School environment is suitable for learning	Never	171	31.7	1.89	0.72	63.0	Mod.	
	Sometimes	256	47.4					
	Always	113	20.9					
Method of teaching is good and suitable	Never	51	9.4	2.21	0.6	73.7	Mod.	
	Sometimes	325	60.2					
	Always	164	30.4					
The teachers treat me with respect	Never	52	9.6	2.37	0.65	77.0	Mod.	
	Sometimes	237	43.9					
	Always	251	46.5					
There is someone who of Blackmails me from teachers	Never	402	74.4	1.3	0.55	43.3	High	
	Sometimes	114	21.1					
	Always	24	4.4					
Changing School	I have been moved from one school to another recently	Never	431	79.8	1.3	0.64	43.3	High
		Sometimes	55	10.2				
		Always	54	10				
	I changed the school due to change in my residence	Never	463	85.7	1.22	0.58	40.7	High
		Sometimes	34	6.3				
		Always	43	8				
	I faced educational problems in my previous school	Never	468	86.7	1.19	0.53	39.7	High
		Sometimes	39	7.2				
		Always	33	6.1				
	I moved to my presents school because I have been suspended from my previous school	Never	524	97	1.04	0.25	34.7	High
		Sometimes	10	1.9				
		Always	6	1.1				
I lost a dear friend when I moved from that school	Never	448	83	1.29	0.67	43.0	High	
	Sometimes	27	5					
	Always	65	12					

No. = Number of students , GMS = Grand Mean of Score, S.D. = Standard Deviation, R.S. = Relative Sufficiency, Eva. = Evaluation. MS = Mean of score, Low = (33-55), moderate (56-78) and high (79-101).

Evaluation of school-related risk factors presents that items of violence and bullying have high level of evaluation except item (2) which has moderate level . Relative to items of students' mood, the first item has moderate level; the second item has low level of evaluation. Relative to items of dropout of the school, it shows high level of evaluation. Relative to items peer pressure and peer influence have high level evaluation except items (16) and (19) which is moderate level of evaluation . Relative to items of communication between students and teachers , they all have moderate level of evaluation

except item (28) which high level of evaluation . Finally, items for changing school show high level of evaluation.

Table (5): Evaluation of Community-related Risk Factors

Community –related Risk Factors	Resp.	No.	%	MS	SD	RS %	Eva.	
socioeconomic Problems	I suffer from social problems (conflict within the family)	Never	245	45.4	1.71	0.73	57	Mod.
		Sometimes	206	38.1				
		Always	89	16.5				
	I am have problems with friends	Never	257	47.6	1.58	0.59	52.7	High
		Sometimes	254	47				
		Always	29	5.4				
	I suffer from economic problems	Never	173	32	1.86	0.7	62.0	Mod.
		Sometimes	269	49.8				
		Always	98	18.1				
	Family income is not enough	Never	155	28.7	1.93	0.7	64.3	Mod.
		Sometimes	270	50				
		Always	115	21.3				
	There are debts on my family	Never	210	38.9	1.79	0.72	59.7	Mod.
		Sometimes	235	43.5				
		Always	95	17.6				
Working Alongside with the Study	I work after school	Never	335	62	1.56	0.79	52.0	High
		Sometimes	105	19.4				
		Always	100	18.5				
	My work has impact on my study and swirly at school	Never	369	68.3	1.44	0.7	48.0	High
		Sometimes	104	19.3				
		Always	67	12.4				
	I exposed to physical violence at work such as beatings	Never	493	91.3	1.1	0.33	36.7	High
		Sometimes	41	7.6				
		Always	6	1.1				
	I exposed to psychological violence at work such as insults	Never	465	86.1	1.16	0.42	38.7	High
		Sometimes	64	11.9				
		Always	11	2				
	I exposed to sexual violence in my work such as sexual harassment	Never	486	90	1.13	0.41	37.7	High
		Sometimes	39	7.2				
		Always	15	2.8				
Violence in the residential area	I exposed to physical violence in my residential area such as beating	Never	502	93	1.07	0.28	35.7	High
		Sometimes	36	6.7				
		Always	2	0.4				
	I exposed to psychological violence in my residential area such as insults	Never	464	85.9	1.16	0.41	38.7	High
		Sometimes	66	12.2				
		Always	10	1.9				
	I exposed to sexual violence in my residential such sexual harassment as	Never	406	75.2	1.32	0.6	44.0	High
		Sometimes	96	17.8				
		Always	38	7				
Class Discrimination	I exposed to class discrimination on the basis of social status	Never	301	55.7	1.54	0.66	51.3	High
		Sometimes	187	34.6				
		Always	52	9.6				
	I exposed to class discrimination on the relationships	Never	280	51.9	1.6	0.69	53.3	High
		Sometimes	198	36.7				
		Always	62	11.5				

No. = Number of students , GMS = Grand Mean of Score, S.D. = Standard Deviation, R.S. = Relative Sufficiency, Eva. = Evaluation. MS = Mean of score, Low = (15-25), moderate (26-36) and high (37-47).

Evaluation of community –related risk factors depicts those items of socio-economic problems reveals moderate level of evaluation except item (2) which has high level. Regarding items of violence in the residential area , they present high level of evaluation and items of class discrimination , they reveals high level of evaluation .

Discussion

Throughout the course of data analysis , detection of students' exposure to risk factors depicts that most of students have experienced high exposure to such risk factors , except that of family –related risk factors (Table 1). These findings have presented the evidence that there are several risk factors, experienced by these students throughout their life.

High evaluation score of students-related risk factors are manifested in subdomain and their related items of " Substance abuse " , " Sexual behavior " , " Exposure to road traffic accidents " , " School expected achievement " , " Bad use of networking sites and online " , and " communication with others " (Table 1).

Regarding " School Expected Achievement " subdomain , the evaluation reveals that all items have high level score except item (5) which is moderate (Table 2) , this finding may be has emerge due to the fact that the school administration do not pay any attention or consideration to the students' cognitive ability . They may did not apply any test to measure the students' intelligence ability and they may do not review the

curriculum frequently to determine it appropriateness to the students .

Evaluation of self-esteem subdomain reveals moderate level scores , two items have high level of evaluation and another two items have moderate level (Table 2) , this finding show that students' estimation for themselves is low , this is due to several factors such as their low socio-economic status factors and or to their inappropriate home environment .

Evaluation of substance abuse subdomain reveals that all items have high level scores (Table 2). This finding provide us with an evidence of a serious behavioral problem that is existed now among adolescents especially cigarette smoking and shisha smoking (water pipe) , which is accounted (21.3 % ; 18.5 %) (Table 2) , this deviated behavior is due to lack of monitoring and guidance by their parents . A study conducted by (WHO) and (FCTC) in Baghdad (2008) , also found that this phenomenon is popular among adolescents which find cigarette smoking was (15.3%) and shisha smoking was (12.9 %) , and another study conducted by Hussain and Abdul Satar in (2013) among Iraqi secondary school students which

accounted for (21.8%) which was consistent with the present study⁽¹⁰⁾.

Evaluation of communication with others subdomain depicted high level scores, two items have high level of evaluation and another two items have moderate level and that was the student continues his friends and communication with neighbors (Table 2), this is a positive finding reveals that students have well social interaction in the school and community .

Evaluation of bad use of networking sites and online subdomain presents high level scores, three items have high level of evaluation which include items (26 , 28 , 29) and two items have moderate level of evaluation which include items (25 , 27) (Table 2) . Such finding provide an evidence of the bad influence of the misuse of the means of on line communication on students' psychological, social and sexual behaviors ; in addition to its impact on their academic performance . This finding is consistence with Ahn study (2011) and Rouis (2011) , they found that the negative site usage sites usage can have bad influence on students' academic performance⁽¹¹⁾ .

Concerning Sexual behavior subdomain, all items have high evaluation scores (Table 2). This finding indicates that there are serious trends is common

among students which make them in expose to physical and sexual problems .

Evaluation of exposure to road traffic accidents subdomain, all items have high level scores (Table 2), this finding reveals to the absence of family role in monitoring and fallow up their children .

With regard to family-related risk factors domain, evaluation of students' adaptation subdomain had moderate level; three items have high level scores, two items have moderate level scores, and only one items have low evaluation score and that of " My family provides me my own room in my house " (Table 3) . This finding shows that those students do not adapt adequately with their family atmosphere and the standard of living . Such finding is consistence with Ramaprabou study (2014) who inferred that family environment do have a significant effect on the adjustment patterns of adolescents⁽¹²⁾ .

Concerning family conflict, evaluation of subdomain reveals moderate level scores, two items have moderate evaluation score, and one item have high evaluation score, this finding show teenagers suffered physical and psychological violence seriously . Family conflict include seven items, evaluation based on the percentage. Concerning item four the percentage is (3%), item " I live

with my parents (father and mother together) " is (83.3%) . This means that about (17%) of students are not living with their parents, this is a serious indication of what can be experienced by those students , and their adaptation to the family environment and the reflection of this on their behaviors with the absence of adequate and appropriate guidance and direction (Table 3.).

High evaluation scores for school-related risk factors are depicted in subdomain and their related items which include of " Changing School " , " School Drop Out " , " Violence and Bullying " , " peer pressure " , and " Students' Mood in the School " .

Regarding " Violence and Bullying " subdomain , the evaluation reveals high level of score , this finding shows that students are exposed to physical and psychological violence by their teachers and fellow students seriously , and they are also exposed to dangerous sexual harassment for both sexes (Table 4) .

Evaluation of Student' Mood in the school subdomain reveals moderate level scores , this finding show that students may sometimes had bad mood which may be effect on students' understanding to their lessons and will certainly affect their school achievement (Table 4) .

Evaluation of students' dropout from school subdomain reveals that all items have high level scores (Table 4) . This finding indicate a serious problem common among adolescent students at the secondary schools , the truancy or leave the school has many causes of the most important economic and social situation of the student and the extent of family support for education and follow-up by his parents in and out of school . Koskei (2015) found that an average of (10.2%) of students dropped out of secondary schools in the Bomet County , Kenya , researcher has identified several reasons for this result which (low-income , poor performance in class , and poor relationship between students and teachers)⁽¹³⁾ . Concerning peer pressure and influence subdomain , result indicates high level scores; six items have high level scores , and two items only have moderate level scores , which means that students' peers have significant effect on their behaviors . Regarding item " my closest friends diligent " , it is with moderate score of evaluation , such finding indicate that most secondary school students do not care whether their peers are good or bad. Yunus in (2009) found that there is significant influences of peer pressure on adaptive behavior for adolescents in Gujarat City⁽¹⁴⁾.

Communication between students and teachers subdomain reveals moderate level scores , all items have moderate evaluation score except that of item " There are of Blackmails (Exploits) me from my teachers " which has high level score (Table 4) . This finding indicate to a dangerous phenomenon is the blackmail of teachers for their students. Regarding other items which are moderate , they are indications that the communication between student and teacher is not good and appropriate , which is influenced by many factors, including the school environment not suitable and way of teaching which are barriers to learning properly (Table 4) .

Concerning changing school subdomain reveals high level scores and all items have high of evaluation , this finding clearly indicate the presence of significant impact to the changing of the school due to housing change or to problems faced by them in the previous school or because of the separation of the former school. All that can have an impact on the students' scientific achievement and behaviors and their adjustment to the new school and new colleagues as well as leaving the native colleagues .

Community-related risk factors had high level of scores which are obvious in subdomain and their related items of " Violence in the Residential Area " , "

Working Alongside with the Study " , " Class Discrimination " and " Socioeconomic Problems " .

Concerning socioeconomic problems subdomain evaluation reveals moderate level of scores , four items have moderate score and one item only have high level score (Table 6) , this finding presents the social and economic problems among their families , family income is not sufficient , and the existence of the debt in the family .

Concerning working alongside the study subdomain evaluation, it shows that all items have high level scores (Table 5) . This finding indicates that those students often work to provide their needs and help their family's low income.

Violence in the residential area subdomain items' evaluation reveals high level of scores (Table 5). This finding show that these students are exposed to physical and psychological violence in their residential area widely as well as exposure to sexual harassment dramatically for both sexes , these risks are considered sources of psychological inhibition in adolescents and consequently lead to many problems in their behavior .

Regarding class discrimination subdomain, evaluation reveals high level of scores for all items (Table 5). This finding show that students are exposed to discrimination seriously , and this also has

great implications on their behavior, and the extent of interaction with the community.

Finally, from the early stated results the study concludes that secondary school students are exposed to risk factors with high significant, numerous risks directly linked to their behavior, their families, and their school and to their community.

Recommendation

The study recommends the need for the cooperation between the Ministry of Health and the Ministry of Education on plans for the wellbeing of students and protection from risk behaviors and provision of adequate support and

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guidance , and emphasis should be on the role of parents in protecting their children and educating them through guidance programs .

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