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## **Causes of violence among male children aged (7-15) years in the Arab community in Israel as perceived by their mothers.**

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### **Abstract**

The aim of this study was to identify the causes of violence among male children aged (7-15) years in the Arab community in Israel, from the perspective of their mothers, according to variables (age, place of residency, educational level, occupation, number of children). To achieve the goals of the study, a descriptive-analytical methodology was used and a questionnaire was designed consisting of 28 items, and its validity was confirmed by presenting it to experienced and competent reviewers. The tool was applied to a community of mothers of children over the age of 22 years, with at least one child, a total of 10,895 mothers, and a sample of 100 mothers was selected. After collecting and coding the questionnaires, they were entered into a computer and statistically processed using the Statistical Package for the Social Sciences (SPSS). The following is a summary of the study results:

The overall degree of the causes of violence among male children aged (7-15) years in the Arab community in Israel from the perspective of their mothers was high, with the overall percentage of average responses on all items for all domains reaching (73.91%). There was no statistically significant difference at the significance level ( $0.05\alpha \leq$ ) in the calculated averages of the causes of violence among male children aged (7-15) years in the Arab community in Israel from the perspective of their mothers taking into account variables such as (age, place of residence, educational level, occupation, number of children).

In light of the study results, the researcher has proposed a number of important recommendations, including the necessity for parents to monitor their children to ensure that they are not exposed to violent



content in the form of cartoons, movies, TV shows, and video games. Additionally, modern educational techniques should be adopted in dealing with children to help them overcome challenges and avoid negative impacts on their personalities.

### **Introduction:**

The violence represents a permanent part of human suffering and its effects can be seen in various forms all over the world. More than a million people lose their lives and many more suffer from non-fatal injuries as a result of self-directed violence, inter-personal violence, or collective violence. The history of humanity is filled with violence, which started as individual conflicts and evolved into social conflicts, between individuals and themselves, between individuals and individuals, between groups or classes, and between governments and countries (Al-Shammari, 2019).

The phenomenon of violence against children is one of the social phenomena that has clearly emerged on the stage of life in recent times. It represents a blatant violation of all covenants calling for the protection of the child and his childhood. Violence against children is one of the most prominent manifestations of child neglect and is seen by many researchers as a concept that is determined based on the prevailing culture, economic and political factors, social and ethical values, and the nature of the local community in which it occurs. Specialists in this field, such as social workers in direct services, health care specialists, judges, and others involved in criminal justice, have varying personal and professional experiences and opinions on defining this concept (Abu Al-Sa'ud, 2018).

The recent emergence of social and familial maladies, represented by violence directed towards children, highlights one of the most pressing issues facing modern society. The tragedy lies in the fact that child abuse is considered a world of darkness, identified primarily as behavioral disorders, with aggressive behavior being the most prevalent manifestation (Alhazaly, 2020).

Studies show that there are several causes of child abuse, including family-related causes, which are considered to be the most significant. Family-related causes such as family isolation, and psychological causes, where problems and stress experienced by one of the family members can lead to child abuse. There are also social causes that contribute to child

abuse, such as the prevalence of parental control in society and their treatment of their child accordingly.

This study aims to identify the causes of male child (7-15 years old) violence in the Arab community in Israel from the perspective of their mothers, where the causes are diverse and affect the family, social and psychological aspects.

### **Study Problem:**

The problem of the study is highlighted through the investigation of the causes of violence among male children aged (7-15) years in the Arab community in Israel from the perspective of their mothers. A significant proportion of mothers are affected by their children's aggressive behaviors, particularly at the age of (7-15), where their behavior is characterized by violence, physical or verbal assault on their peers, as well as yelling, disobedience, destroying household property. The violent child is characterized by excessive movement, seeking to dominate others, and an exaggerated desire for possession, in addition to uncooperativeness and a rejection of help from those around him. Some of these behaviors are a result of hereditary factors, while others are acquired from the child's environment. These behaviors have multiple causes such as exposure to domestic violence, failure, frustration, increased attention-seeking, and this current study aims to answer the following question:

**What are the causes of violence among male children aged (7-15) years in the Arab community in Israel from the perspective of their mothers?**

The main question in this matter raises the following sub-questions:

- 1- Do the causes of violence among male children aged (7-15) in the Arab community in Israel differ from the perspective of their mothers in terms of (age, place of residency, educational level, occupations, number of children)?
- 2- What are the psychological, social, and health effects of violence on male children aged (7-15) in the Arab community in Israel from the perspective of their mothers?
- 3- What are the outcomes of violence on male children aged (7-15) in the Arab community in Israel from the perspective of their mothers?
- 4- What is the role of families and schools in addressing the causes of violence on male children aged (7-15) in the Arab community in Israel from the perspective of their mothers?

### **Study Significance:**

The importance of the study can be seen in several aspects, including:

1- The causes of violence among male children are considered to be important topics in the field of social service, especially in Arab communities, particularly in the Arab community in Israel, and their effects have a negative impact on children and their behavior in society.

2- This study is considered one of the few studies in the Arab community in Israel that has addressed the causes of violence among male children and it will be a reference that will enrich the library and can be used by researchers, specialists, and advisors to benefit from the results of this study.

3- This study will help mothers of children to understand the causes of violence among male children and work to confront them in order to reduce the violence that these children are exposed to in the Arab community in Israel.

### **Study Aims:**

The study aims to achieve the main objective of identifying the causes of violence among Arab male children (7-15 years old) in Israel, as viewed by their mothers, as well as to achieve the following secondary objectives:

4- To determine whether the causes of violence among Arab male children (7-15 years old) in Israel, as viewed by their mothers, vary with the variables of the study (age, place of residence, educational level, occupation, number of children).

5- To inform relevant stakeholders and decision-makers in the community by identifying the causes of violence among Arab male children (7-15 years old) in Israel, as viewed by their mothers, the resulting effects in the Arab community in Israel, and propose recommendations to increase the effectiveness, development, growth, and empowerment of the community.

6- To develop plans and programs that will assist in addressing the negative phenomenon that is prevalent in the community, benefiting families, individuals, and the Arab community in Israel.

### **Hypotheses:**

The current study aims to examine the following hypotheses:

1- There is no statistically significant difference ( $0.05 \geq \alpha$ ) in the causes of violence among male children aged (7-15) years in the Arab

community in Israel as perceived by their mothers, with regards to the age variable.

2- There is no statistically significant difference ( $0.05 \geq a$ ) in the causes of violence among male children aged (7-15) years in the Arab community in Israel as perceived by their mothers, with regards to the residential location variable.

3- There is no statistically significant difference ( $0.05 \geq a$ ) in the causes of violence among male children aged (7-15) years in the Arab community in Israel as perceived by their mothers, with regards to the educational level variable.

4- There is no statistically significant difference ( $0.05 \geq a$ ) in the causes of violence among male children aged (7-15) years in the Arab community in Israel as perceived by their mothers, with regards to the occupation variable.

5- There is no statistically significant difference ( $0.05 \geq a$ ) in the causes of violence among male children aged (7-15) years in the Arab community in Israel as perceived by their mothers, with regards to the number of children variable.

### **Delimitations:**

The study was bound by the following limitations:

1- Spatial Boundary: The Arab community in Israel.

2- Temporal Boundary: The academic year (2022-2023).

3- Human Boundary: Mothers aged 22 years and above who have at least one child in the Arab community in Israel.

### **Study Terminology:**

**Violence:** The intentional use of physical (material) force or power, either by threat or actual use, against oneself or another person or a group or society, resulting in (or likely to result in) injury, death, psychological harm, or deprivation (Shmiri, 2019).

**Child abuse:** Any act or failure to act that endangers a child's life, security, peace, physical, sexual, or mental health, including murder, attempted murder, assault, neglect, and all sexual assaults (Hazaly, 2020).

**Children (7-15 years old):** This is the early stage in the human life cycle, characterized by rapid physical growth in the child, and an effort to shape children for adult roles and responsibilities through play and formal education (Abu Al Saud, 2018).

### **The Theoretical Framework:**

#### **Definition of violence:**



Violence is a behavior that is associated with an individual's actions, but its triggers are often verbal or physical, and while this is the case, it occurs unconsciously or automatically unless there is a response to triggers that are not necessarily proportional in terms of strength and direction, but sometimes more and sometimes less, i.e. the occurrence of violence requires a negative social relationship between two individuals, meaning that it is acquired and not inherited, learned by the individual in his/her family, school or local community and his/her social group . (al-omar, 2020).

Violence is defined as any undue pressure exercised against personal freedom and all forms of expression thereof, with the aim of subjecting one party to the benefit of another party in a framework of an unequal power relationship, whether political, economic, social or otherwise, whether this difference is based on gender, origin, race, age, or otherwise, it insults human personality and thereby hinders its growth and liberation and the humanity of human existence (Majid, 2019).

Violence is defined as a deliberate behavior directed towards a target, whether verbal or non-verbal, that involves physically or psychologically confronting others with threatening expressions. It has a psychological basis and is one of the most prominent forms of child neglect, with many students believing that neglect is defined based on prevalent culture, economic and political factors, social and moral values, and the nature of the local society in which it occurs (Zaabi, 2018). Experts in the field, including social workers providing direct services, health care providers, judges, and others working in criminal justice, have diverse personal and professional perspectives and experiences in defining this concept. Some studies have identified several types of neglect, including deprivation of the child's necessities, inadequate supervision, medical or educational neglect, emotional neglect, and failure to protect the child from accidents and other forms of neglect (Abu Al-Sa'ud, 2018).

Violence among young children is considered a natural and normal response, as it is frequently observed in the form of anger, shouting, and conflicts that reflect the child's need to protect their security, happiness, individuality, or express their attempt to overcome obstacles that face or stand in the way of achieving their desires. Therefore, aggression is necessary for preserving personal balance and promoting self-growth and independence (Dahlan, 2019).

The researcher believes that violence in modern times is a widespread behavioral phenomenon that is almost everywhere, not just limited to

individuals, but also encompasses communities and societies, and in some cases, originates from countries and governments. The evil nature of violence, represented by the extermination of some elements or pollution of others, has not disappeared. Whether the expression of violence is physical violence, terrorism, or extremism, they all refer to one common essence, which is violence.

### **Types of Violence Against Children:**

Violence can generally be classified as follows:

**1- Physical or Bodily Violence:** This type of violence refers to aggressive behavior directed towards oneself or others to cause harm or inflict pain on another person. Examples of physical violence include hitting, kicking, and pulling hair. This type of violence is often accompanied by episodes of anger directed towards the target with aggression and violence (Majeed, 2019).

**2- Verbal Violence:** This is violence that aims to violate the rights of others by hurting them through words or harsh language. Verbal violence often precedes physical or bodily violence.

**3- Symbolic Violence:** Psychologists refer to this type of violence as "domination" violence. It is characterized by an individual's ability to use symbolic methods to create psychological, cognitive, and social effects on the target of this type of violence. This includes expressions of disdain for others or directing insults towards them through ignoring their existence (Dahlan, 2019).

The researcher believes that there are other types of violence, including direct violence, in which a person directs his aggression directly towards the subject or any person who is the source of the provocative response, such as the family, and aggressive colleagues who trigger an aggressive response. Indirect violence is violence directed towards symbols of the original subject and not the original subject itself.

### **Causes of Violence among Children:**

One of the reasons for the emergence of aggressive behavior among children and teenagers is:

**Firstly:** The child feeling rejected socially by his family, friends, or teachers as a result of negative behaviors that the child has displayed, and not being dealt with properly at the time.

**Secondly:** Encouragement by the family to engage in aggressive behavior as a means of self-defense.

**Thirdly:** The child feeling inadequate due to a physical defect in speech, hearing, or another body part, or as a result of hearing others describe him with negative traits such as foolishness, laziness, or other derogatory descriptions. (Hamid, 2020).

**Fourthly:** The child imitating someone he sees as superior, such as a family member, friend, or a cartoon character he watches and is attached to.

**Fifthly:** The child's inability to express what is inside of him and his inability to communicate due to psychological reasons such as shyness or language barriers, such as the child speaking a different language than those he interacts with in school. (al-omar, 2020).

**Sixthly:** The child feeling frustrated and failing due to his inability to complete certain tasks or taking longer to do so, which leads him to express his behavior in an aggressive manner.

**Seventhly:** The buildup of energy in the child's body by the family or school, which prompts the child to release this energy in an aggressive manner towards others. (Zaabi, 2018).

The researcher believes that one of the causes of violence is the child exposing himself to oppression and aggression by others, and the lack of appropriate family and social environment to channel the child's energy in a positive manner.

### **Explanatory Theories of Violence:**

There are several theories that explain violence, including:

**First, Social Exchange Theory:** Social Exchange Theory has a methodologically important explanatory significance, adding a scientific orientation to it made it possible to interpret each of the phenomena by relying on its approaches, not just for the ease of its concepts but also because it took the daily interactions between individuals as the main analytical unit, allowing the explanation of social practices that control the complex structures of groups and societies. The theory presents two directions in its explanation of violence (Gazwan, 2017).

The first emphasizes coordination and reciprocity in the type of reciprocal behavior, and this can be expressed through the nature of our feelings towards others, and therefore, any aggressive behavior by any individual will be met with similar behavior, that is, violence according to the previous definition does not exceed if it is a retaliatory behavior by which the individual compensates for the pain, suffering, and harm created, and then it is a counter-attack aimed at achieving justice and acting on the principle of eye for eye, tooth for tooth.



The second approach emphasizes that violence does not occur as a result of power exchange or negative impact alone, but instead arises from a malfunction referred to as George Homans' (Great Scientific Balance) or when the benefits or outcomes of a certain behavior are less than the cost or service required. In such cases, people find themselves in stressful and unsatisfactory situations, where options are limited and the exchange fails, tension arises, and conflict becomes the likely alternative.

**Secondly: The Psychoanalytic Theory:** This theory stems from the premise that frustration leads to violence, where Scottish psychologist (Freud) sees violence as an innate urge and that humans are born with a struggle between the life and death instincts, and these instincts determine the direction of behavior (Kheilani, 2020). According to Freud, the human personality consists of three conflicting and opposing elements, which are (Dahlan, 2019):

1- Id, or the drive, refers to the strong motivations that seek gratification through any means.

2- The Superego, or the high self, is a representation of the ideal image and moral values learned from childhood that serves as the perfect guide towards inner control.

3- The Ego and self-awareness in its mediating role that challenges the Superego.

According to this theory, violence is a result of multiple and interrelated factors, some of which are biological, others psychological, and others social and economic. Aggressive behavior is just a response to a particular situation, linked to an individual as a social being who lives in multiple social environments such as the family, school, and others (El-Hazly, 2020).

### **The Impact of Family on Aggressive Behavior (Violence):**

There have been many studies and researches that have been conducted to study aggressive behavior, and it is important to review them in order to gain an understanding of and an accurate description and diagnosis of this issue. The following is a presentation of some of these studies: Social researchers believe that physical abuse of children is one of the leading causes of aggressive behavior in children, despite the varying explanations for the actual physical abuse experienced by children. Physical abuse of children is based on the social-cultural context that emphasizes a strong and continuous belief in the importance of unequal power relationships between adults and children in maintaining the prevailing social order (Najdawi and Kufaine, 2018).

The absence of parental supervision in single-parent families led by mothers due to divorce is a strong factor in the involvement of children in hostile acts. Indeed, mothers have less power than fathers in monitoring and disciplining children, especially outside the home, reflecting gender roles in the Arab community regarding child-rearing. This role is usually played by fathers. The child has sufficient knowledge of this role in the preference between the sexes at an early age. Thus, children's commitment to rules, supervision, and control by their mothers is much less than by their fathers (Abu Mustafa, 2019).

Aggression is considered an important factor by parents in encouraging children to engage in aggressive behaviors. A child raised in a home where one or both parents are regularly involved in destructive, aggressive acts may grow up assuming that such actions are not wrong as society or the law claims. This leads to a perception of aggressive behavior by children as desirable or at least acceptable in some cases (Salih, 2020).

### **Previous studies:**

#### **Firstly: Arab studies:**

**The study by Al-Saleh (2020), titled "The Degree of Manifestations and Causes of Aggressive Behavior among Primary School Students in Government Schools in the North West Bank Governorates and its Treatment from the Teachers' Perspective":** The study revolved around understanding the perspective of primary school teachers on the degree of manifestations and causes of aggressive behavior among primary school students in government schools in the North West Bank governorates, and the ways to treat it from the academic year (2010-2019). The following were among the key results of the study: The degree of aggressive behavior among primary school students in government schools in the North West Bank governorates had an average (88%) and standard deviation (73%) for the overall degree, and included the following areas: (Aggressive behavior towards others, Verbal and physical aggressive behavior towards self, Directed aggressive behavior towards possessions).

**Study (Abu Mustafa, 2019), titled 'Common Manifestations of Aggressive Behavior among Palestinian Children: A Field Study on a Sample of Children with Behavioral Problems':** The study focused on identifying the relative importance of common manifestations of aggressive behavior and its areas among Palestinian children with behavioral problems, as perceived by teachers (classroom teachers), and

the results showed that the most common aggressive behaviors among the children in the study are: Writing on the walls and school, hitting classmates during class, shouting at classmates, forcibly taking classmates' tools, and picking flowers from the school garden. The results also showed that the most common areas of measuring common aggressive behavior among the children in the study are: the field of aggression directed towards others, followed in turn by: the field of aggression directed towards school property, and the field of aggression directed towards oneself."

**Study (Gazwan, 2017) titled "Domestic Violence Against Children and its Reflect on Personality: A Field Sociological Study in Al-Hallah City":** The study focused on understanding domestic violence against children and its impact on personality, and to what extent this violence is related to some social and economic variables. The study found that there is a high rate of children who are subjected to domestic violence, and that verbal violence is the most prevalent type of domestic violence, followed by physical violence, neglect, and physical and verbal violence. There was a decrease in the percentage of children whose personalities were affected by the practice of violence, and there was a positive relationship between the educational achievement of the parents, the economic level of the family, the number of family members, exposure to family problems, and the degree of exposure of the child to domestic violence.

**The study (Sabir, 2016) titled "Factors of School Violence - A Field Study on a Sample of Preparatory Stage Students in Benghazi, Libya,"** focuses on uncovering the differences among the factors contributing to school violence (socioeconomic, cultural, psychological) and identifying the differences in the psychological factors of school violence based on gender, place of residence, and age. The researcher used the descriptive and correlational methodology that is suitable for the study's topic, and the results of the study indicated the existence of statistical differences in the factors of school violence (socioeconomic and cultural) based on gender, and the existence of statistical differences in the factors of school violence (cultural and psychological) for the benefit of males.

#### **Secondly, Foreign Studies:**

**The study (Sansosti, 2020) titled "Reducing the Threatening and Aggressive Behavior of a Middle School Student with Aspergers' Syndrome"** focuses on highlighting the success achieved through the use

of a multi-component intervention program aimed at reducing the aggressive behavior of middle school students. The researcher used a descriptive-analytical method and constructed a questionnaire to identify the causes of school violence. The results of the study indicated that the use of the interview method and the multi-component program increased the student's functional level with statistically significant meaning, and thus had a positive impact on the student's aggressive behavior. The researcher provided practical applications at the end of the study that can be used and applied in future studies related to this subject.

**A study (Malik, 2019) entitled "Exposure to domestic and community violence in a non-risk sample: associations with child functioning"** focused on understanding the behavior of children with regards to aggressive and violent behavior. The study used a descriptive and analytical method, and the results showed that children at that age have aggressive behavior problems, which are shown through their behavior, as well as a lack of connection between the home and school environments, and a lack of parental attendance at parent-teacher conferences to address their educational and behavioral problems. Lack of supervision and familial monitoring of their children resulted in the emergence of behavioral problems, including aggressive behavior. There were also significant differences in the level of aggression among Palestinian children with behavioral problems based on age, with children aged 9-12 years having the highest level of aggression.

### **Study Methodology:**

In light of the nature of the study and the data to be obtained, the researcher used a descriptive analytical methodology. This is the appropriate methodology for this study because descriptive methods study the relationship between variables and describe the degree of relationship between variables quantitatively, using quantitative measures. The purpose of descriptive methods is to describe relationships between variables, which is why the two researchers considered the descriptive analytical methodology to be the most suitable for this study and achieve its goals in a way that ensures accuracy and objectivity.

### **Study Community:**

The study community consists of all mothers aged 22 years and older who have at least one child in the Arab community in Israel, with a total of 10895 mothers according to statistics from the Israeli Central Bureau of Statistics for the year 2022.

### Sample of the Study:

The researcher selected a sample from the study community in a convenient manner, with a size of 100 mothers (from mothers aged 22 years or older with at least one child in the Arab community in Israel), and Table 1 provides a description of the study sample according to its independent variables.

Table 1: Distribution of sample according to its independent variables (n = 100)

independent variables	variable levels	Repetition	(%) percentage
the age	years old 25-22	42	42.0
	years old 30-26	27	27.0
	years old 40-31	19	19.0
	Over 40 years old	12	12.0
	<b>the total</b>	<b>100</b>	<b>100 %</b>
Address	city	32	32.0
	town	17	17.0
	village	40	40.0
	camp	11	11.0
	<b>the total</b>	<b>100</b>	<b>100 %</b>
Qualification	Less than high school	6	6.0
	High School	14	14.0
	diploma	16	16.0
	Bachelor's	59	59.0
	Master's degree and above	5	5.0
	<b>the total</b>	<b>100</b>	<b>100 %</b>
Function	housewife	51	51.0
	Government Employee	10	10.0
	Public sector employee	8	8.0
	Private sector employee	12	12.0
	Agency employee	2	2.0
	otherwise	17	17.0
	<b>the total</b>	<b>100</b>	<b>100 %</b>
number of children	2 – 1	35	35.0
	4- 3	41	41.0
	6–5	17	17.0
	and over 7	7	7.0
	<b>the total</b>	<b>100</b>	<b>100 %</b>

### The Study Tool:



After reviewing several previous studies and the tools used in them, the researcher developed a special questionnaire to identify the causes of violence among male children aged 7 to 15 years in the Arab community in Israel from the perspective of their mothers. The final tool consisted of two parts. The first part included primary information about the participants, such as age, place of residence, educational qualifications, occupation, and number of children. The second part consisted of items that measured the causes of violence among male children aged 7 to 15 years in the Arab community in Israel from the mothers' perspective. The number of items in this section was 28, and they were divided into four main areas. Table 2 illustrates this.

**Table No. (2): Distribution of the study tool paragraphs on its main axes**

interlocutor	Paragraph numbers in the field	The number of paragraphs
Subjective reasons	5 ,4 ,3 ,2 ,1	5
Reasons Family	14 ,13 ,12 ,11 ,10 ,9 ,8 ,7 ,6	9
Social reasons	23 ,22 ,21 ,20 ,19 ,18 ,17 ,16 ,15	9
Media reasons	28 ,27 ,26 ,25 ,24	5
the total		28

The questionnaire was designed based on the Likert five-point scale and the items were constructed in a negative direction. The weights for the items were given as follows: Strongly Agree: Five points, Agree: Four points, Neutral: Three points, Disagree: Two points, Strongly Disagree: One point. Thus, the highest score in the scale =  $5 \times 28 = 140$ , and the lowest score =  $1 \times 28 = 28$ .

### **Study tool reliability:**

The researcher used internal consistency (Consistency) to test the reliability of the study tool. This type of reliability refers to the strength of the connection between the sections in the study tool. To estimate the consistency coefficient, the researchers used the Cronbach's Alpha method. The overall consistency coefficient (Alpha) was (0.92), which is considered a high reliability factor and appropriate for the current study purposes.

### **Tool Validity:**

The researcher used two types of validity to test the validity of the tool, these are: the apparent validity, by distributing the tool to a number of

examinees who responded to it easily and efficiently, as the questions and sections were clear to them, this indicated the apparent validity of the tool, the second type of validity used by the researcher is expert validity, where the researcher presented the tool to the supervisor of the thesis project and a number of specialist referees who provided their comments on the tool, then the researcher carried out the appropriate modifications indicated by the supervisor.

### **Study Procedures:**

The study was carried out following the following steps:

1- Secondary data collection stage: Secondary data was collected from various secondary sources such as books, articles, reports, academic messages, etc., in order to set the theoretical framework for this study and to use it in constructing its tools and employing them in reaching the study results later.

2- Primary data collection stage: After completing the design of the questionnaire and its review and ensuring its accuracy and stability, the researcher distributed it to the study sample individuals, in order to access a sufficient amount of information to answer the study questions and reach the specified goals.

3- After the agreed-upon time frame for filling out the questionnaire was completed, the data was collected and then reviewed to ensure its suitability for analysis and exclude any unsuitable data.

4- Data entry stage: The researcher entered the data collected through the questionnaire into the computer using the SPSS statistical package for social studies and then classified the data for preparation for the analysis process.

5- Data processing stage: The data was analyzed to obtain information about the dependent and independent study variables and perform statistical analyses to answer the study questions and test the hypotheses, in order to achieve the goals of the study.

6- Results discussion stage: The researcher discussed the results obtained from the data analysis in order to explain the results that the researchers obtained, which relate to the causes of violence among male children (7-15 years old) in the Arab community in Israel from the perspective of their mothers.

### **Study Design:**

The study consisted of the following independent and dependent variables:

**A- Independent Variables:**

- 1- Age, with four levels: 1. (22-25) years 2. (26-30) years 3. (31-40) years 4. over 40 years
- 2- Place of Residence, with four levels: 1. City 2. Town 3. Village 4. Camp
- 3- Educational Qualification, with five levels: 1. Less than General Secondary 2. General Secondary 3. Diploma 4. Bachelor's degree 5. Master's degree and higher
- 4- Occupation, with six levels: 1. Housewife 2. Government employee 3. Public sector employee 4. Private sector employee 5. Agency employee 6. Others
- 5- Number of Children, with four levels: 1. (1-2) 2. (3-4) 3. (5-6) 4. 7 or more.

**B- Dependent Variable:** Representing in all domains measuring the causes of violence against male children aged (7-15) years in the Arab community in Israel from the perspective of their mothers.

**Statistical Procedures Used in the Study:**

For data processing, the Statistical Package for the Social Sciences (SPSS) software was used, utilizing the following statistical procedures:

- 1- Descriptive statistics and percentages of responses to the study's questions.
- 2- One-Way Analysis of Variance to test hypotheses related to the independent variables of age, place of residence, educational level, occupation, and number of children.
- 3- Cronbach's Alpha for measuring reliability.

**Firstly, Results related to the main study question:**

**What is the extent of causes of violence among male children (7-15 years old) in the Arab community in Israel as perceived by their mothers?**

To answer this question, descriptive statistics such as mean, standard deviations, percentages, and degrees were used, as shown in tables 3, 4, 5, and 6, while table 7 ranks the fields according to the extent of causes of violence among male children (7-15 years old) in the Arab community in Israel as perceived by their mothers. For the interpretation of the results, the following standard criteria were used by the researchers.

percentage	The degree of causes
less than 50%	very low
%59.9-from 50	low
%69.9-from 60	mMediu
%79.9-from 70	High
or more %80	Too high

## 1- Self-Causal Domain:

The arithmetic means, standard deviation, and percentages of the (3) Table Arab years in the (15-degree of causes of violence among male children aged (7 of view of their mothers, according to the ttf from the poin community in Israel n descending order according to the degree of causes, arranged i-field of self .causes

sequencing	Paragraph	SMA	standard deviation	percentage	The degree of causes
1	he lives Jealousy of others in the environment in which.	3.8000	1.06363	76.00	High
2	deprivation suffered by the child.	3.7900	1.04731	75.80	High
3	The child's sense of permanent isolation in his surroundings.	3.7200	1.14662	74.40	High
4	of The child's feeling of frustration and failure as a result his inability to accomplish the tasks required of him.	3.6700	.985300	73.40	High
5	The presence of a physical disability in the child.	2.9400	1.07139	58.80	low
score for the field of subjective causes total A		3.5840	.705920	71.68	High

\*(and field (25 (5) m score for paragraphThe maxim

Table (3) reveals that the degree of violence among male children aged 7-15 in the Arab community in Israel, from their mothers' perspective, was high according to the self-causation domain, with the percentage of responses ranging between 76% and 73.40% for items (1-4) in descending order of cause degree. It was low for item (5), with the percentage of responses being 58.80%. The overall degree of the self-causation domain was high, with the overall average percentage of responses to all items in this domain being 71.68%.

## 2- Field of Family Causes:

Table (4) shows the arithmetic means, standard deviations, and percentage responses for the degree of violence among male children aged (7-15) in the Arab community in Israel as perceived by their mothers based on the field of family causes, ordered in a descending manner according to the degree of causes

sequencing	Paragraph	SMA	standard deviation	percentage	The degree of causes
1	Continuing family conflicts within the family.	4.1200	1.14838	82.40	high too
2	Excessive physical punishment by adults.	4.0500	1.28216	81.00	Too high
3	The cruelty of the parents dealing with the child.	3.9400	1.08078	78.80	High
4	Child neglect and lack of attention from his family.	3.8200	1.15802	76.40	High
5	The child was subjected to humiliation, ridicule and punishment by their parents.	3.7800	1.15976	75.60	High
6	The authoritarian upbringing in the family.	3.7000	1.19342	74.00	High
7	Absence of the father from home for long periods of time.	3.4400	1.22532	68.80	Medium
8	Weakness of the economic level of the family.	3.1800	1.15802	63.60	Medium
9	The large number of children in one family.	3.1000	1.21854	62.00	Medium
Total score for the field of family reasons		3.6811	.785940	73.62	High

\*(and field (45 (5) The maximum score for paragraph

Table 4 reveals that the degree of violence among male children aged 7-15 years in the Arab community in Israel, from the perspective of their mothers, based on the family reasons domain, was extremely high in items 1 and 2, with the percentage of response to these items consecutively reaching (82.40%, 81%). The degree of violence was high in items 3-6, with the percentage of response to these items ranging between (78.8% - 74%). The degree of violence was average in items 7,



8, and 9, with the percentage of response to these items consecutively reaching (68.80%, 63.60%, 62%). The overall degree of the family reasons domain was high, with the overall average percentage of response to all items in this domain reaching (73.62%).

### 3- Social Causes Domain:

standard deviation, and percentages of the ,The arithmetic means (5) Table the Arab years in (15-causes of violence among male children aged (7 degree of according to the ,from the point of view of their mothers elacomunity in Isr ording to the degree of field of social causes, arranged in descending order acc .causes

sequencin g	Paragraph	SMA	standar d deviatio n	perce ntage	The degree of causes
1	. rance of the childuLoss of security and reass	3.9900	1.11460	79.80	High
2	. The spread of games that embody forms of violence	3.9000	1.13262	78.00	High
3	The child was subjected to oppression and aggression . by the environment around him	3.8600	1.10115	77.20	High
4	traditions that encourage violence dCustoms an	3.8100	1.19507	76.20	High
5	. Excessive pampering of the child by his parents	3.5700	1.16563	71.40	High
6	Not treating the child as a free and efficient member of . his society	3.5600	1.05715	71.20	ghiH
7	The absence of entertainment institutions in the . vicinity of the children's residence	3.3400	1.06572	66.80	Medium
8	. The small size of the dwelling in which the child lives	3.2300	1.08110	64.60	Medium
9	. nLack of playgrounds and parks for childre	3.2300	1.02351	64.60	Medium
<b>total score for the field of social causes A</b>		3.6100	.65999 0	72.20	High

\*(and field (45 (5) The maximum score for paragraph

The Table 5 indicates that the level of violence causes among male children aged 7-15 years in the Arab community in Israel as perceived by their mothers according to the social causes field was high on items (1-6), with the percentage of response range between (79.80% - 71.20%). The

degree of causes was moderate on items (7, 8, 9) where the response rate percentage was continuously (66.80%, 64.60%, 64.60%), while the overall degree of social causes was high, with the average percentage of response to all items in this field being (72.20%).

#### 4- The area of media-related causes:

standard deviation, and percentages of the ,means The arithmetic (Table ( 6 the Arab years in (15-causes of violence among male children aged (7 degree of the from the point of view of their mothers, according to community in Israel according to the degree of rrange in descending ordecauses of the media, ar .causes

sequencing	Paragraph	SMA	standard deviation	percentage	The degree of causes
1	Cartoon series and movies that contain scenes of violence.	4.0100	1.14146	80.20	high too
2	such as ,Watching types of sports that contain violence boxing.	3.9800	1.14574	79.60	High
3	Playing violent video and computer games.	3.9700	1.18454	79.40	High
4	View horror films that contain murder scenes.	3.9000	1.34465	78.00	High
5	The news presented by the media about issues of violence.	3.6700	1.16389	73.40	High
total score for the field of media reasons A		3.9060	.951960	78.12	High

\*(and field (25 (5) The maximum score for paragraph.

It is clear from Table (6) that the degree of causes of violence among male children aged (7-15) years in the Arab community in Israel from the point of view of their mothers, according to the field of reasons related to the media, was very high compared to paragraph (1), as the percentages of responding to The respondents for this paragraph were (80.20%), and the degree of reasons was high on paragraphs (2-5), as the percentages of the respondents' response to these paragraphs ranged between (79.60% - 73.40%), while the total score for the field of reasons related to the media was high. The average value of the total percentage of respondents' response to all items in this field was.(%78.12)

**Arrangement of domains and the total degree of the degree of causes of violence among male children aged (7-15) years in the Arab community in Israel from the point of view of their mothers:**

Table (7) Arrangement of domains and total degree according to the causes of violence among male children aged (7-15) years in the Arab community in Israel from their mothers' point of view, arranged in descending order according to the .degree of causes

the number	Journals	average	standard deviation	percentage	Class
1	Media reasons	3.9060	0.95196	78.12	High
2	Family reasons	3.6811	0.78594	73.62	High
3	Social reasons	3.6100	0.65999	72.20	High
4	Subjective reasons	3.5840	0.70592	71.68	High
<b>Total marks</b>		3.6953	0.65872	73.91	High

It is clear from Table (7) the following:

- 1- The total score for the degree of causes of violence among male children aged (7-15) years in the Arab community in Israel from their mothers' point of view was high, as the total percentage of the average respondents' responses on all items for all domains was (%73.91) .
- 2- The arrangement of fields according to the causes of violence among male children aged (7-15) years in the Arab community in Israel from the point of view of their mothers in Tulkarm Governorate came as follows: First place: reasons related to the media, Second place: family reasons, The third rank: social reasons, the fourth rank: subjective reasons.

## **Second: results related to hypotheses**

There are no statistically significant differences at the level of significance ( $0.05 \leq \alpha$ ) in the arithmetic means of the causes of violence among male children aged (7-15) years in the Arab community in Israel from the point of view of their mothers due to the variables (age, place of residence, educational qualification, occupation, number of children).

To test this hypothesis, the researcher used the Analysis of Variance method. Table No. (8) shows the results of the analysis of variance for the causes of violence among male children aged (7-15) years in the Arab community in Israel from the point of view of their mothers, due to the variables (age, place residence, educational qualification, occupation, number of children).

**Table (8) results of variance analysis of the causes of violence among male children aged (7-15) years in the Arab community in Israel from the point of view of their mothers due to the variables (age, place of residence, educational qualification, occupation, number of children).**

contrast e ofcsour	The sum of the squares of the deviations SS	degre es of freedo m DF	Mean sum of squares of deviations MS	value (q)	signific ance level
the age	.084 0	3	.048 0	.525 0	.57 0
Address	.155 0	3	.069 0	.674 0	.60 0
Qualification	.189 0	4	.087 0	1,214	.21 0
Function	.325 0	5	.124 0	1,355	.23 0
number of children	0.253	3	0.143	1,236	0.19
(error (residuals	3,036	81	.036 0		
<b>total</b>	865,787	100			

It is clear from Table (8) that the value of the level of significance calculated from the sample on the variables (age, place of residence, educational qualification, occupation, number of children) was respectively (0.59, 0.60, 0.21, 0.23, 0.19) and these values are greater than the value of the level of The specific significance of the study is ( $0.05\alpha \leq$ ) meaning that we accept the null hypothesis on these variables, and this means that there are no statistically significant differences at the level of significance ( $0.05\alpha \leq$ ) in the causes of violence among male children aged (7-15) years in the Arab community In Israel, from the point of view of their mothers, it is attributed to the variables (age, place of residence, educational qualification, occupation, number of children).

### **Discuss the results:**

Through the study analysis of the sample that was chosen, the application of the study on it, and the conclusions drawn after analyzing their responses to the study, the results obtained will be discussed as follows:

#### **Essential study question:**

**What is the degree of causes of violence among male children aged (7-15) years in the Arab society in Israel from their mothers' point of view?**

The result of analyzing the main study question was that the total score for the degree of causes of violence among male children aged (7-15) years in the Arab community in Israel from the point of view of their mothers was high, as the total percentage of the average respondents' responses on all items for all domains was (73.91%). This is explained by the fact that there are several reasons for violence in children, including the causes of the media through cartoon series and films that contain scenes of violence, in addition to playing violent video and computer games. Watching news that often contains nothing but news of killing, war, devastation, and destruction. Here, the child's idea of the world in which he lives may become that it is a world in which there is no place except for the strong, which greatly affects the ease of emergence of cruelty in the child's dealings with others, because it is the behavior practiced by adults. in solving their personal, public and international problems. There are family causes of violence in children, including conflicts within the family that increase the anxiety and anger of the child, who may be the main outlet for him is bouts of violence in the child who lives in a family where there are many conflicts if the family atmosphere surrounding the child is full of anxiety, tension, excitement, conflict between the father and mother and lack of The existence of a kind of cooperation between them, this creates anxiety and turmoil that makes him angry, prone to quarrels and irritability, and there are social reasons such as the child's exposure to oppression and aggression by the environment around him, in addition to customs and traditions that encourage violence. tasks required of him.

This result agreed with the results of the study (Saber, 2016), the study (Ghazwan, 2017), and the study (Al-Saleh, 2020), where there are several causes of violence in children, including the causes of the media, and there are family causes of violence in children, and there are social causes of violence. in children. None of the previous studies contradicted it.

**Hypotheses related results:**

**Results related to the first hypothesis:** There are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the arithmetic means of the causes of violence among male children aged (7-15) years in the Arab community in Israel from the point of view of their



mothers due to the variable (age, place residence, educational qualification, occupation, number of children).

The result of the statistical analysis of this hypothesis was that the hypothesis was accepted, as there are no statistically significant differences for the causes of violence among male children aged (7-15) years in Tulkarm Governorate from the point of view of their mothers due to the age variable, and this is explained by the fact that there are several causes of violence in children Among them is the extra indication that protecting the child in an exaggerated manner is one of the most causes that generate selfishness and self-love among children. If he is exposed to a situation in which his request is rejected, then this rejection will be met with hostile behavior such as screaming and beating, and sometimes the child seeks to fabricate aggressive behavior to attract the attention of his parents and the surrounding individuals. In it, in order to show himself among his family members.

This result contradicted the result of (Malik, 2008) study, which showed that there are differences according to the age variable and in favor of age (9-12 ) years. Where it was found that the child feels that the interference of adults in his life constitutes an obstacle in front of him, and prevents him from achieving what he wants, and that is why he takes aggressive behavior as a reaction to express his rejection of these interventions.

The result of the statistical analysis of this hypothesis was that the hypothesis was accepted, as there are no statistically significant differences for the causes of violence among male children aged (7-15) years in Tulkarm Governorate from the point of view of their mothers due to the variable of the place of residence, and this is explained by the fact that the difference in the place of residence does not change In the causes of violence in male children, as the separation of the individual from himself and the society in which he lives, as it appears in isolation, leads to a break in communication with society and taking a negative attitude towards it, and thus the tendency to violence.

None of the previous studies agreed or contradicted this finding, which confirms that there are several causes of violence in children.

The result of the statistical analysis of this hypothesis was that the hypothesis was accepted, as there are no statistically significant differences for the causes of violence among male children aged (7-15) years in Tulkarm Governorate from the point of view of their mothers due to the educational qualification variable, and this is explained by the fact that there are several reasons for violence among children, including

family, personal, and social reasons, and the media, centered on the child's inability to express his feelings and his inability to communicate for reasons that may be psychological, such as introversion or linguistic, as if the child speaks in a different language than the one he deals with during his time at school. A large percentage of mothers also suffer from the aggressive behavior of their children, as their behavior is characterized by violence, assaulting their peers verbally or physically, in addition to screaming, not meeting the mother's requests, and destroying home property, as the violent child is characterized by excessive movement and seeking to provoke others, in addition to being selfish. And the love of possession, and refusal to help those around him, and the truth is that some of these behaviors are born with the child as a result of some genetic factors, and others are acquired by the child from his environment and there is no agreement or disagreement with previous studies.

The result of the statistical analysis of this hypothesis was that the hypothesis was accepted, as there are no statistically significant differences in the causes of violence among male children aged (7-15) years in Tulkarm Governorate from the point of view of their mothers due to the job variable. Self, family, social, and the media. The majority of children learn positive and negative behaviors from the models and images they see every day.

The result of the statistical analysis of this hypothesis was that the hypothesis was accepted, as there are no statistically significant differences for the causes of violence among male children aged (7-15) years in Tulkarm Governorate from the point of view of their mothers due to the variable number of children, and this is explained by the fact that mothers differ in the number of children they have. They attribute the causes of violence in children to several reasons, where the child suffers from the pressures that result from adults, which prevent him and stand as an obstacle towards achieving his desires, and these aggressive behaviors that appear from the child are considered reactions to these pressures, for example: when the mother asks for some work from him. This study did not agree with previous studies and did not contradict them.

### **Recommendations:**

After reaching the results, it is necessary to take into account some useful recommendations for decision makers, as follows:

1- The need for parents to supervise their children in order to ensure that the cartoons they watch, movies and series, as well as the games they play are free of excessive and unjustified violence.



- 2- Adopting modern educational methods in dealing with children in order to be able to overcome the problems they encounter, and to avoid negative effects on their personalities.
- 3- Focusing on the role of the media in spreading correct parenting methods and overcoming the stage of violence in dealing with children within the family and educational institutions.
- 4- Coordination between the relevant community institutions in order to address the phenomenon of domestic violence and identify the causes and methods of treatment.
- 5- Urging families not to use harsh corporal punishment by parents or adults.
- 6- Conducting more studies and research aimed at knowing the extent of the phenomenon of violence in children.
- 7- Putting restrictions on the import of games that embody violence, whether they are electronic games or plastic games that are in the form of weapons.

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