

أثر التعرض للعنف على الكفاءة الذاتية وجودة العلاقات الاجتماعية
THE INVOLVEMENT OF EXPOSURE TO VIOLENCE ON SELF-EFFICACY
AND QUALITY OF SOCIAL RELATIONSHIPS

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الملخص:

هدفت الدراسة الحالية إلى الكشف عن أثر التعرض للعنف على الكفاءة الذاتية وجودة العلاقات الاجتماعية، ولتحقيق أهداف الدراسة تم تطوير مقياسين وهما: مقياس التعرض للعنف ومقياس الكفاءة الذاتية ، والبالغ عددهم (50) فرداً، وأظهرت نتائج هذه الدراسة، عن وجود مستوى متوسط من أثر التعرض للعنف على الكفاءة الذاتية وجودة العلاقات الاجتماعية ، كما أظهرت النتائج أنه تم حساب المتوسط الإجمالي لجميع العناصر ضمن مجال "جودة الأم الاجتماعية" على أنه ٢,٨٣٣، مع انحراف معياري قدره ٠,٣٩٧، مما يدل على مستوى اتفاق متوسط بين المشاركين، كما توصلت النتائج أنه تم حساب المتوسط الإجمالي لجميع العناصر ضمن مجال "جودة الأب الاجتماعي" على أنه ٢,٦٤٦، مع انحراف معياري قدره ٠,٣٤٢، مما يشير إلى مستوى متوسط من الاتفاق بين المشاركين، كما يوصي الباحث المعين بالإهتمام بأثر التعرّوض للعنف على الأفراد وعلاقتها بمستوى الكفاءة الذاتية المرتبط بالعلاقة الاجتماعية لديهم. ومعرفة جميع الأسباب والعوامل التي تؤثر على هذه المراحل.

الكلمات المفتاحية: الكفاءة الذاتية، التعرض للعنف، العلاقات الاجتماعية.

Abstract

The current study aimed to reveal the impact of exposure to violence on self-efficacy and the quality of social relationships. To achieve the objectives of the study, two scales were developed: a scale of exposure to violence and a scale of self-efficacy, which were 50 individuals. The results of this study showed that there was a moderate level of the impact of exposure. violence on self-efficacy and the quality of social relationships. The results also showed that the total mean for all items within the field of "mother's social quality" was calculated as 2.833, with a standard deviation of 0.397, which indicates a moderate level of agreement among the participants. The results also found that The overall mean for all items within the field of "social father quality" is 2.646, with a standard deviation of 0.342, which indicates a moderate level of agreement among the participants. The researcher also recommends that those concerned pay attention to the impact of exposure to violence on individuals and its relationship to the level of self-efficacy related to their social relationship. Know all the causes and factors that affect these stages.

Keywords: self-efficacy, exposure to violence, social relationships.

1. INTRODUCTION.

Because of the psychosocial consequences it generates, Violence targeting children and adolescents is recognized as a public health issue that significantly impacts their well-being and quality of life, rendering them more susceptible to harm. This form of violence represents a severe violation of their rights and obstructs their ability to grow and thrive in a healthy environment (Pesce, 2009)

Violence is categorized as the deliberate utilization of physical force or authority that can lead to physical harm, loss of life, psychological distress, deprivation, and hindered development (World Health Organization - WHO, 2010). Multiple studies have demonstrated that individuals who experience various types of violence during their developmental years face a higher likelihood of developing psychological symptoms or disorders. These may include diminished self-esteem, reduced self-confidence, aggressive behavior, and manifestations of both internalizing and externalizing symptoms (Sullivan Fowler, Tompsett, Braciszewski, Jacques-Tiura, et al., 2001) and posttraumatic stress disorder (Fowler et al., 2001) (Vasconcelos et al., 2005), eating disorders (Narvaz & Oliveira, 2009), suicidal behavior (Espinoza et al., 2005) -Gomez et al., 2010), among others.

The World Health Organization acknowledges that a significant number of children lose their lives annually due to trauma or violence, while millions more endure non-fatal injuries (Peden et al., 2008). However, addressing violence targeting children and adolescents has been approached differently in various regions, relying on the level of awareness and commitment from local governments and professionals. Unfortunately, these efforts have often been modest and not consistently grounded in scientific evidence.

The main objective of the research is to identify the process of prevention and recovery of deviant behavior in adolescents.

The implementation of preventive and recovery measures in the gaps of the social maturation process as well as in the self-regulatory system of deviant teenagers can ensure their development, a condition that can facilitate the compliance of behavior with the rules of human relationship established in the reference group.

Achieving the goal launched and empirical verification of our advanced assumptions lead us to the following **operational objectives**:

1. Analyzing and synthesizing of the scientific literature in the field regarding the essence, the forms and the factors of the behavioral deviance and the elaboration of the conceptual position;
2. Elucidating some psychological peculiarities in order to address the behavioral sentimentality of adolescent deviance;
3. Estimating the degree of development of the self-regulatory system in deviant teenagers;
4. Designing and implementing measures to prevent and remedy gaps.

The study started from the **following assumptions**:

- It is considered that sarre stress has seldom somatic problems, or somatic problems have accused stress and aggression are more pronounced in the subjects in the experimental group than in the control group.
- It is considered that stress, aggression and psychosomatic problems can be reduced by cognitive-behavioral and relaxation techniques.

Research Design:

This study employed a quantitative research design to investigate the relationships between exposure to violence, self-efficacy, and quality of social interactions among adolescents. The study aimed to identify patterns and associations using statistical analyses and standardized measures.

Participants:

The study sample consisted of 50 adolescents aged between 13 and 21 years. Participants were recruited from various schools and communities, representing both rural and urban settings. The sample was diverse in terms of gender and age distribution.

Data Collection:

Data were collected through a structured questionnaire designed to assess participants' exposure to violence, self-efficacy levels, and quality of social interactions with different individuals in their lives, such as family members,

friends, and colleagues. The Likert scale was utilized to measure responses, where participants rated their agreement on a scale from "Strongly Disagree" to "Strongly Agree".

Variables:

The main independent variables were "Violence against another person," "Perpetrator of violence against another person," and "Victim of violence from another person / other people." The dependent variables were "Self-efficacy" and "Quality of social interactions." Demographic variables, including age, gender, and living arrangements, were also considered.

Data Analysis:

Descriptive statistics were computed to summarize participants' characteristics and responses to questionnaire items. Mean scores and standard deviations were calculated for each variable and domain. To examine the relationships and impacts, regression analysis was conducted. This allowed for the exploration of how exposure to violence variables predicted self-efficacy and quality of social interactions.

Validity and Reliability Analysis:

The validity of the questionnaire was confirmed through peer review and the approval of research supervisors. The reliability of the measurement scales was assessed using Cronbach's alpha coefficient. The reliability analysis revealed acceptable levels of internal consistency for the items within each domain, supporting the reliability of the measurement scales used in the study.

A questionnaire was developed for the study, employing a Likert scale consisting of five levels. The scale aimed to assess the perspectives of the study participants. The response options were: "Strongly Agree" (5), "Agree" (4), "Neutral" (3), "Disagree" (2), and "Strongly Disagree" (1). Respondents indicated their degree of agreement by marking a checkbox (✓) in front of the chosen response. This system reflected the level of consensus.

Describing the characteristics of the study sample:

The study sample comprised 50 individuals, with ages ranging from 13 to 21 years. Table 1 presents the distribution of the sample based on Participant Demographics and Living Situation Distribution variables.

Table 1 :

distribution of the sample with respect to personal and functional variables

	Frequency	Percentage
Sex		
Female	24	48.0%
Male	26	52.0%
Age		
13-15	14	28.0%
16-18	17	34.0%
19-21	19	38.0%
Parents You Are Living With		
Mother and Father	25	50.0%
Only Mother	10	20.0%

Only Father	6	12.0%
Other	9	18.0%
Living Environment		
Rural	21	42.0%
Urban	29	58.0%

Table 1 shows that:

In terms of the participants' demographic distribution, among the total of 50 individuals involved in the study, 48.0% (n = 24) self-identified as female, while the remaining 52.0% (n = 26) identified as male.

The age distribution of the participants revealed that their ages were grouped into three distinct categories. Specifically, 28.0% (n = 14) of the participants fell within the 13-15-year age range, 34.0% (n = 17) were aged between 16 and 18 years, and the remaining 38.0% (n = 19) fell within the 19-21-year age bracket.

With regard to living arrangements, participants were categorized based on the parents they resided with. Notably, 50.0% (n = 25) of the participants reported living with both their mother and father, while 20.0% (n = 10) indicated that they lived solely with their mother. In contrast, 12.0% (n = 6) of participants resided only with their father. Additionally, a proportion of 18.0% (n = 9) reported living in alternative arrangements.

The living environments of the participants were classified into two distinct settings: rural and urban. The data revealed that approximately 42.0% (n = 21) of the participants were residing in rural areas, whereas the majority, accounting for 58.0% (n = 29) of the participants, were situated in urban settings.

Table 2 : Issues and Situations, and Analyzing Potential Resolutions to These Situations

Question	Response	N	%
Relationships in Family	Very good	19	38.0
	Good	10	20.0
	Not so good	7	14.0
	Bad	7	14.0
	Very bad	7	14.0
Friendly Collective	Yes	21	42.0
	Not quite	21	42.0
	No	8	16.0
Frequency of Family Gatherings	Everyday	33	66.0
	On weekends	17	34.0

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Family Activities During Gatherings			
	Solve life problems together	14	28.0
	Engaged in family household work	3	6.0
	Working on household plot	2	4.0
	Spending leisure time together, watching TV shows	8	16.0
	Discussing study issues	12	24.0
	Sharing impressions about the day, successes and failures	8	16.0
	Everyone is busy with their business	3	6.0
Quarrels and Conflicts in Family			
	Yes	7	14.0
	Very often	8	16.0
	Sometimes	2	4.0
	Seldom	18	36.0
	No, there are not	15	30.0
Causes of Family Quarrels and Conflicts			
	Misunderstanding between family members	13	26.0
	Disrespect of relationship ethics	12	24.0

	Refusal to participate in family duties, work, concerns	12	24.0
	Disagreements in children education issues	2	4.0
	Alcohol abuse	7	14.0
	Other circumstances (indicate)	4	8.0
Ways of Solving Family Conflicts			
	Reconciliation	13	26.0
	Discussing the situation and making mutual decisions	15	30.0
	Ending conflicts temporarily	7	14.0
	Seeking help from others (parents, neighbors, teachers, friends)	9	18.0
	Conflicts remain unresolved	6	12.0
Participation in Family Conflicts Between Adults			
	Yes	16	32.0
	No	26	52.0
	Sometimes	8	16.0
Reaction to Family Conflicts			
	Worried, emotional response	9	18.0
	Taking the side of one parent	9	18.0

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	Attempting to reconcile parents	8	16.0
	Leaving home	6	12.0
	Becoming reserved	2	4.0
	Indifference	5	10.0
	Getting angry, nervous	5	10.0
	Seeking support from others	6	12.0
Relationship with Colleagues			
	Very good	6	12.0
	Good	28	56.0
	Not so good	3	6.0
	Bad	6	12.0
	Very bad	7	14.0
Class/Grade Friendliness			
	Yes	22	44.0
	Not quite	23	46.0
	No	5	10.0
Fights and Conflicts in Class			
	Yes	6	12.0
	Often	13	26.0
	Sometimes	5	10.0
	Rarely	16	32.0
	No	10	20.0
Causes of Class Fights and Conflicts			
	Misunderstanding among classmates	7	14.0
	Violation of relationship ethics	15	30.0

	Refusal to participate in school matters	5	10.0
	Disagreements in study process	9	18.0
	Disagreements in extracurricular events	14	28.0
Ways of Solving Class Conflicts			
	Reconciliation	3	6.0
	Discussing the situation and making mutual decisions	8	16.0
	Ending conflicts temporarily	8	16.0
	Seeking help from others (parents, teachers, friends)	15	30.0
	Conflicts remain unresolved	16	32.0
Reaction to School Conflicts			
	Worried, emotional response	4	8.0
	Taking the side of one participant	3	6.0
	Attempting to reconcile participants	5	10.0
	Worried but not involved	15	30.0
	Becoming reserved	12	24.0
	Indifference	1	2.0
	Getting angry, nervous	6	12.0

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	Seeking support from others	4	8
Attitude Toward Violence			
	Worried, reacting emotionally	7	14.0
	Taking the side of the weak one	10	20.0
	Attempting to reconcile participants in conflict	5	10.0
	Not entering, but still worried	5	10.0
	Becoming reserved	3	6.0
	Indifference	7	14.0
	Getting angry, nervous	7	14.0
	Seeking support from other people	6	12.0

Table 2 shows that:

In the question of "Relationships in Family," it is evident that the category "Very good" received the highest response, accounting for 38.0% of participants' sentiments, signifying a significant proportion of individuals who perceive their family relationships in a highly positive light. On the other end of the spectrum, the responses for "Not so good," "Bad," and "Very bad" are all at the lowest with 14.0% each, indicating that a comparatively smaller number of respondents view their family relationships in a less favorable manner.

Shifting the focus to the variable "Friendly Collective," intriguing patterns emerge. Both "Yes" and "Not quite" garnered the highest responses at 42.0%, suggesting that a substantial portion of participants consider their family environment to be either friendly or somewhat friendly. In contrast, the response category "No" obtained the lowest response at 16.0%, indicating that a relatively smaller proportion of respondents perceive their family as lacking in a friendly atmosphere.

Examining the frequency of family gatherings, the data underscores interesting dynamics. The response for "Everyday" gatherings reached the highest point at 66.0%, emphasizing that a significant majority of participants engage in daily family gatherings, highlighting the importance of frequent interactions. Conversely, the response for "On weekends" stands at 34.0%, revealing a lower but still notable percentage of individuals who gather primarily during weekends.

Within the question "Family Activities during Gatherings," a diverse array of engagement patterns emerges. The highest response, at 28.0%, is for "Solve life problems together," indicating a notable proportion of families that actively engage in mutual problem-solving, potentially fostering cooperation and understanding. On the other hand, "Working on household plot" and "Engaged in family household work" are at the lowest, both at 4.0% and 6.0% respectively, suggesting that fewer families involve themselves in such productive activities during gatherings.

Turning to the variable "Quarrels and Conflicts in Family," a spectrum of conflict prevalence becomes evident. The highest response, at 36.0%, is for "Seldom," signifying that a significant proportion of family's experience conflicts only infrequently. In contrast, "Sometimes" and "Very often" have lower responses at 4.0% and 16.0% respectively, revealing a lesser frequency of such instances within the surveyed families. Notably, the response "No, there are not" garnered 30.0%, indicating a substantial portion of families without reported conflicts.

Within the question "Causes of Family Quarrels and Conflicts," diverse factors contributing to disagreements are highlighted. The highest response, at 26.0%, is attributed to "Misunderstanding between family members," indicating that a significant proportion of conflicts arise from communication breakdowns. Similarly, "Disrespect of relationship ethics" and "Refusal to participate in family duties, work, concerns" share the same high response of 24.0%, revealing the significance of maintaining mutual respect and shared responsibilities within families. On the lower end, "Disagreements in children education issues" received the lowest response at 4.0%, suggesting that fewer conflicts stem from disagreements related to parenting choices.

Shifting focus to the variable "Ways of Solving Family Conflicts," various strategies for conflict resolution are brought to light. The highest response, at 30.0%, is attributed to "Discussing the situation and making mutual decisions," signifying the importance of open communication and collaborative problem-solving. Conversely, the response for "Conflicts remain unresolved" is at the lowest with 12.0%, suggesting that a relatively smaller proportion of families leave conflicts unaddressed. The presence of "Reconciliation" and "Ending conflicts temporarily" at 26.0% and 14.0% respectively showcases different approaches families take to navigate conflicts.

In the question "Participation in Family Conflicts between Adults," the responses showcase a spectrum of involvement. The highest response, at 52.0%, is attributed to the choice of "No" participation, indicating a significant proportion of adults who prefer to avoid involvement in conflicts. Conversely, the response for "Yes" is at 32.0%, signifying a notable portion of adults who actively engage in family conflicts. "Sometimes," with 16.0%, falls at the lower end of the spectrum, indicating a moderate level of intermittent participation.

Turning to the variable "Reaction to Family Conflicts," diverse emotional and behavioral responses come to light. The highest response, at 18.0%, is shared by both "Worried, emotional response" and "Taking the side of one parent," showcasing the emotional impact conflicts can have on individuals and their inclination to support a particular family member. On the other hand, "Becoming reserved" and "Indifference" are at the lowest responses with 4.0% each, indicating a relatively smaller proportion of individuals who respond in such ways during family conflicts.

In terms of "Relationship with Colleagues," respondents' opinions span a range of sentiments. The highest response, at 56.0%, is for "Good," indicating that a substantial proportion of individuals have positive relationships with their colleagues. Conversely, "Not so good" and "Bad" share the lowest response at 6.0% each, suggesting that fewer respondents perceive their relationships with colleagues as negative.

Shifting the focus to "Class/Grade Friendliness," the responses reveal the dynamics of peer interactions. The highest response, at 46.0%, falls under "Not quite," suggesting that a significant portion of respondents consider their class or grade to be somewhat friendly. Conversely, the response for "No" is at the lowest with 10.0%, indicating a smaller proportion of individuals who perceive a lack of friendliness within their class or grade.

Regarding "Fights and Conflicts in Class," a range of experiences are reported. The highest response, at 32.0%, corresponds to "Rarely," suggesting that a substantial proportion of respondent's experience conflicts infrequently within their class. In contrast, "Often" has the second-highest response at 26.0%, indicating a notable number of individuals who frequently encounter conflicts. The response for "Yes" stands at the lowest with 12.0%, indicating that fewer respondents experience class conflicts in general.

In the question "Causes of Class Fights and Conflicts," the responses highlight a spectrum of factors contributing to disagreements within the class. The highest response, at 30.0%, is attributed to "Violation of relationship ethics," indicating that a substantial proportion of conflicts arise from breaches in interpersonal conduct. Similarly, "Disagreements in extracurricular events" shares the same high response of 28.0%, emphasizing the impact of differing opinions in extracurricular matters. On the other hand, "Refusal to participate in school matters" received the lowest response at 10.0%, suggesting that fewer conflicts stem from such issues.

Shifting the focus to the variable "Ways of Solving Class Conflicts," the table provides insights into the strategies employed for conflict resolution within the classroom. The highest response, at 32.0%, is attributed to

"Conflicts remain unresolved," signifying that a notable proportion of class conflicts do not find resolution. Conversely, the response for "Seeking help from others (parents, teachers, friends)" is at 30.0%, highlighting the reliance on external guidance for conflict resolution. "Reconciliation" with 6.0% and "Ending conflicts temporarily" with 16.0% share the lower response, indicating a relatively smaller proportion of conflicts being solved through immediate resolution or reconciliation.

Beginning with the variable "Reaction to School Conflicts," the responses offer a glimpse into how individuals respond when confronted with conflicts. The highest response, at 30.0%, indicates that a significant proportion of individuals respond by "Becoming reserved," showcasing a common tendency to withdraw in the face of conflict. Conversely, "Indifference" holds the lowest response at 2.0%, suggesting a relatively smaller number of respondents who are completely apathetic towards conflicts. Additionally, the response for "Taking the side of one participant" stands at 6.0%, implying a lesser inclination to take sides in conflicts.

Shifting focus to "Attitude Toward Violence," the table captures respondents' perspectives on violence in the context of conflicts. The highest response, at 20.0%, is attributed to "Taking the side of the weak one," highlighting a significant proportion of individuals who show empathy and support for those who may be vulnerable in conflicts. Similarly, "Indifference" and "Getting angry, nervous" share the highest response of 14.0% each, indicating a notable number of respondents who either display apathy or emotional responses. On the other end, "Attempting to reconcile participants in conflict" and "Becoming reserved" share the lowest response at 6.0%, suggesting that fewer individuals actively involve themselves in conflict resolution or withdrawal when violence is involved.

Reliability of the Study Tool:

Cronbach's alpha reliability equation of the tool on the tool as a whole, and Table3 illustrates this.

Table 3 : Cronbach's alpha coefficients

Domain	Cronbach's alpha coefficient	Number of items
Violence against another person	0.885	4
The perpetrator of violence against another person	0.724	4
Victim of violence from another person / other people	0.745	4
self-efficacy	0.762	23
quality of social	0.722	12

Table 3 shows that:

In this case, the "Violence against another person" domain has the highest alpha coefficient (0.885), indicating strong internal consistency, followed by "Self-efficacy" (0.762). The "Quality of social relationships" domain has a slightly lower alpha coefficient (0.722), but still indicates a reasonable level of internal consistency. The other two domains, "Perpetrator of violence against another person" and "Victim of violence from another person / other people," have alpha coefficients of 0.724 and 0.745, respectively, the Cronbach's alpha coefficient "acceptable for the purposes of the study, where Cronbach's alpha reliability coefficient is acceptable if exceeded (0.60).

Results

This chapter presents the findings of the study which aims to impact of exposure to violence on both self-efficacy and the quality of social relationships. Furthermore, this section incorporates descriptive statistics derived from participants' responses to the questionnaire items.

- Means and standard deviation for "Violence against another person" domain

Table 4
Means and standard deviation for "Violence against another person" domain items and total means of them

Rank	No	Items	Mean	Standard. Deviation	Agreement Degree
1	a4	Physical violence	3.860	1.262	High
2	a2	Psychological, emotional violence	3.440	1.402	Medium
3	a3	Sexual violence	3.200	1.385	Medium
4	a1	Verbal violence	3.140	1.355	Medium
-	Total Means		3.410	1.166	Medium

Table 4 presents findings regarding participants' perceptions of various forms of violence within the "Violence against another person" domain. the analysis reveals that "Physical violence" (item a4) garners the highest mean score of 3.860, In contrast, "Psychological, emotional violence" (item a2) receives a slightly lower mean of 3.440, indicating a moderate level of agreement among respondents. Similarly, both "Sexual violence" (item a3) and "Verbal violence" (item a1) attain means of 3.200 and 3.140, respectively, indicating a moderate degree of concurrence. The "Total Means" 3.410 and a standard deviation of 1.166, this aggregate score underscores a medium level of agreement, reflecting the broader sentiment among participants towards the overall prevalence of these forms of violence.

- Means and standard deviation for "The perpetrator of violence against another person" domain

Table 5
Means and standard deviation for "The perpetrator of violence against another person" domain items and total means of them

Rank	No	Items	Mean	Standard. Deviation	Agreement Degree
1	b4	Physical violence	4.280	0.757	High
2	b3	Sexual violence	3.740	1.226	High
2	b1	Verbal violence	3.740	1.175	High
4	b2	Psychological, emotional violence	3.620	1.210	Medium
-	Total Means		3.845	0.820	High

Error! Reference source not found. shows that analysis of participants' perceptions within the "Victim of violence from another person / other people" domain, presenting both the means and standard deviations of individual items and the cumulative mean for these items. "Verbal violence" (item c1) occupies the top position with a mean

score of 3.640, suggesting a medium level of agreement among participants regarding its occurrence. Following closely is "Sexual violence" (item c3) with a mean of 3.540, reflecting a similar medium level of agreement. Notably, "Physical violence" (item c4) attains a mean of 2.960, indicating a medium agreement level as well. Additionally, "Psychological, emotional violence" (item c2) receives a mean of 2.840, further contributing to the theme of moderate agreement. The "Total Means" of 3.245 and a standard deviation of 0.894, this composite score underscores a medium level of agreement among participants concerning the occurrence of diverse forms of violence perpetrated by others.

- Means and standard deviation for "Victim of violence from another person / other people" domain

Table 6

Means and standard deviation for "Victim of violence from another person / other people" domain items and total means of them

Rank	No	Items	Mean	Standard. Deviation	Agreement Degree
1	c1	Verbal violence	3.640	1.064	Medium
2	c3	Sexual violence	3.540	1.297	Medium
3	c4	Physical violence	2.960	1.228	Medium
4	c2	Psychological, emotional violence	2.840	1.149	Medium
-	Total Means		3.245	0.894	Medium

Error! Reference source not found. shows that analysis of participants' perceptions within the "Victim of violence from another person / other people" domain, presenting both the means and standard deviations of individual items and the cumulative mean for these items. "Verbal violence" (item c1) occupies the top position with a mean score of 3.640, suggesting a medium level of agreement among participants regarding its occurrence. Following closely is "Sexual violence" (item c3) with a mean of 3.540, reflecting a similar medium level of agreement. Notably, "Physical violence" (item c4) attains a mean of 2.960, indicating a medium agreement level as well. Additionally, "Psychological, emotional violence" (item c2) receives a mean of 2.840, further contributing to the theme of moderate agreement. The "Total Means" of 3.245 and a standard deviation of 0.894, this composite score underscores a medium level of agreement among participants concerning the occurrence of diverse forms of violence perpetrated by others.

- Means and standard deviation for "Self-efficacy" domain

Table 7

Means and standard deviation for "Self-efficacy" domain items and total means of them

Rank	No	Items	Mean	Standard. Deviation	Agreement Degree
1	r3	If I can't do a job the first time, I keep trying until I can.	4.460	0.542	High
2	r19	If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me.	4.420	0.642	High

3	r1 5	I am a self-reliant person.	4.400	0.756	High
4	r2 1	When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.	4.380	0.667	High
5	r1 1	When unexpected problems occur, I don't handle them well.	4.240	0.822	High
6	r2 3	I have acquired my friends through my personal abilities at making friends.	4.160	0.710	High
7	r8	When I have something unpleasant to do, I stick to it until I finish it.	3.980	0.958	High
8	r1 3	Failure just makes me try harder.	3.840	1.167	High
9	r9	When I decide to do something, I go right to work on it.	3.640	0.985	Medium
10	r4	When I set important goals for myself, I rarely achieve them.	3.480	0.953	Medium
11	r2	One of my problems is that I cannot get down to work when I should.	2.960	1.370	Medium
12	r6	I avoid facing difficulties.	2.620	1.483	Medium
13	r7	If something looks too complicated, I will not even bother to try it.	2.600	1.340	Medium
14	r5	I give up on things before completing them.	2.560	1.387	Medium
15	r1 0	When trying to learn something new, I soon give up if I am not initially successful. (R)	2.500	1.374	Medium
16	r1	When I make plans, I am certain I can make them work.	2.460	1.313	Medium
17	r1 4	I feel insecure about my ability to do things.	2.420	1.416	Medium
18	r2 2	I do not handle myself well in social gatherings.	2.400	1.485	Medium
19	r1 8	It is difficult for me to make new friends.	2.360	1.453	Medium
19	r2 0	If I meet someone interesting who is hard to make friends with, I'll soon stop trying to make friends with that person.	2.360	1.411	Medium
21	r1 7	I do not seem capable of dealing with most problems that come up in life.	2.300	1.432	Low
22	r1 2	I avoid trying to learn new things when they look too difficult for me.	2.260	1.426	Low
23	r1 6	I give up easily.	2.200	1.400	Low
-		Total Means	3.174	0.479	Medium

Error! Reference source not found. shows that analysis of participants' self-efficacy perceptions within the defined domain. Several items stand out with notable means, reflecting a high degree of self-efficacy. "If I can't do a job the first time, I keep trying until I can" (item r3) emerges as the highest-rated item with a mean of 4.460, indicating a strong agreement among participants. Similarly, "If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me" (item r19), "I am a self-reliant person" (item r15), and "When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily" (item r21) exhibit high means, aligning with a strong sense of self-efficacy.

Moreover, the self-efficacy items with medium-level means capture a balanced sentiment, including both confident and doubtful attitudes. On the lower end, items such as "I avoid trying to learn new things when they look too difficult for me" (item r12), "I give up easily" (item r16), and "I do not seem capable of dealing with most problems that come up in life" (item r17) attain relatively low means, reflecting lower self-efficacy perceptions.

The "Total Means" 3.174 and a standard deviation of 0.479, this overall score signifies a medium level of self-efficacy agreement among participants.

Table 8 : relationship with different people you are interacting frequently

Parents	N	%
mother	10	20.0%
father	16	32.0%
Sibling (brother/ sister)	13	26.0%
friend	11	22.0%

Table 8 shows that the distribution of relationships with individuals frequently interacted with is presented. The table provides insights into the types of relationships respondents engage in regularly. Among the relationships listed, the highest representation is that of fathers, accounting for 32.0% of the interactions, followed by mothers at 20.0%. Sibling relationships, including brothers or sisters, make up 26.0% of the interactions, while interactions with friends account for 22.0%.

- Means and standard deviation for "Quality of social mother" domain

Table 9

Means and standard deviation for "Quality of social mother" domain items and total means of them

Rank	No	Items	Mean	Standard. Deviation	Agreement Degree
1	22	I would miss my mother if he/she was away.	3.300	0.675	Medium
2	21	I would like my mother to ask me to help when he/she has difficulties.	3.200	0.632	Medium
2	21	I would like my mother to agree with me if I am doing the right thing.	3.200	1.033	Medium
2	21	I would like to be with my mother if possible.	3.200	0.632	Medium
2	27	I would like to be with my mother when I need a boost in my self-confidence.	3.200	0.919	Medium
6	25	I would like my mother and me to share our difficulties.	3.000	0.667	Medium

7	z8	I would like my mother and me to share each other's happiness.	2.700	0.949	Medium
7	z1	I would like to be emotionally supported by my mother.	2.700	0.949	Medium
9	z9	I would like to be encouraged by my mother when I do something.	2.400	0.699	Medium
9	z6	I would like to encourage my mother when he/she has difficulties.	2.400	0.843	Medium
9	z4	I would like to be understood by my mother when I have a hard time.	2.400	0.843	Medium
12	Z3	I would like to be with my mother when I feel sad.	2.300	0.675	Low
-	Total Means		2.833	0.397	Medium

Error! Reference source not found. shows that the means and standard deviations for the items within the "Quality of social mother" domain, the highest-ranked item was "I would miss my mother if he/she was away," with a mean score of 3.300 and a standard deviation of 0.675, indicating a medium level of agreement among participants. Several items, including "I would like my mother to ask me to help when he/she has difficulties," "I would like my mother to agree with me if I am doing the right thing," and "I would like to be with my mother, if possible," shared the second rank with mean scores of 3.200 and varying standard deviations, all indicating a medium agreement degree.

Items related to sharing difficulties and emotions, such as "I would like my mother and me to share our difficulties" and "I would like my mother and me to share each other's happiness," received mean scores of 3.000 and 2.700, respectively, both indicating a medium level of agreement. Similarly, the item "I would like to be emotionally supported by my mother" also received a mean score of 2.700.

Items that expressed the desire for encouragement and understanding from the mother, such as "I would like to be encouraged by my mother when I do something," "I would like to encourage my mother when he/she has difficulties," and "I would like to be understood by my mother when I have a hard time," all had mean scores of 2.400, suggesting a medium level of agreement.

The item with the lowest mean score was "I would like to be with my mother when I feel sad," which received a mean score of 2.300 and a standard deviation of 0.675, indicating a low level of agreement.

The total mean for all the items within the "Quality of social mother" domain was calculated as 2.833, with a standard deviation of 0.397, signifying a medium agreement level among participants.

- Means and standard deviation for "Quality of social father" domain

Table 10

Means and standard deviation for "Quality of social father" domain items and total means of them

Rank	N	Items	Mean	Standard. Deviation	Agreement Degree
1	z11	I would like my father to agree with me if I am doing the right thing.	3.188	0.981	Medium
2	z12	I would like my father to ask me to help when he/she has difficulties.	3.000	0.894	Medium
3	z10	I would like to be with my father if possible.	2.938	0.854	Medium

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4	z2	I would miss my father if he/she was away.	2.875	0.806	Medium
4	z5	I would like my father and me to share our difficulties.	2.875	0.885	Medium
6	z7	I would like to be with my father when I need a boost in my self-confidence.	2.813	0.655	Medium
7	z6	I would like to encourage my father when he/she has difficulties.	2.625	0.619	Medium
7	z3	I would like to be with my father when I feel sad.	2.625	0.619	Medium
9	z8	I would like my father and me to share each other's happiness.	2.500	1.033	Medium
10	z4	I would like to be understood by my father when I have a hard time.	2.438	0.629	Medium
11	z1	I would like to be emotionally supported by my father.	2.000	1.095	Low
12	z9	I would like to be encouraged by my father when I do something.	1.875	0.957	Low
-	Total Means		2.646	0.342	Medium

Error! Reference source not found. shows that the means and standard deviations for items within the "Quality of social father" domain, the highest is the item "I would like my father to agree with me if I am doing the right thing," which garnered a mean score of 3.188 and a standard deviation of 0.981, indicating a medium level of agreement among participants. Following closely is "I would like my father to ask me to help when he/she has difficulties," with a mean score of 3.000 and a standard deviation of 0.894, reflecting another medium agreement degree.

Items related to companionship and connection with the father, such as "I would like to be with my father if possible" and "I would miss my father if he/she was away," received mean scores of 2.938 and 2.875, respectively, both falling within the medium agreement range. Similarly, the desire to share difficulties with the father was reflected in the item "I would like my father and me to share our difficulties," which also had a mean score of 2.875.

The item "I would like to be with my father when I need a boost in my self-confidence" achieved a mean score of 2.813, signifying medium agreement. Items concerning emotional support from the father, including "I would like to encourage my father when he/she has difficulties" and "I would like to be with my father when I feel sad," both garnered mean scores of 2.625, indicating a medium level of agreement.

The desire for mutual happiness sharing with the father was expressed in the item "I would like my father and me to share each other's happiness," which obtained a mean score of 2.500, reflecting medium agreement. Conversely, items like "I would like to be understood by my father when I have a hard time" and "I would like to be emotionally supported by my father" received mean scores of 2.438 and 2.000, respectively, the latter suggesting a low level of agreement.

The item "I would like to be encouraged by my father when I do something" attained a mean score of 1.875, reflecting a low agreement degree.

The overall mean for all items within the "Quality of social father" domain was calculated as 2.646, with a standard deviation of 0.342, indicating a medium level of agreement among participants.

- Means and standard deviation for "Quality of social Sibling (brother/ sister)" domain

Table 11

Means and standard deviation for "Quality of social Sibling (brother/ sister)" domain items and total means of them

Rank	No	Items	Mean	Standard. Deviation	Agreement Degree
1	z1 1	I would like my sibling to agree with me if I am doing the right thing.	3.462	0.776	Medium
2	z1 2	I would like my sibling to ask me to help when he/she has difficulties.	3.385	0.506	Medium
3	z5	I would like my sibling and me to share our difficulties.	3.308	0.480	Medium
4	z3	I would like to be with my sibling when I feel sad.	3.308	0.855	Medium
5	z1 0	I would like to be with my sibling if possible.	3.231	0.439	Medium
5	z6	I would like to encourage my sibling when he/she has difficulties.	3.231	0.927	Medium
7	z4	I would like to be understood by my sibling when I have a hard time.	3.000	1.000	Medium
7	z2	I would miss my sibling if he/she was away.	3.000	0.577	Medium
9	z7	I would like to be with my sibling when I need a boost in my self-confidence.	2.923	0.954	Medium
10	z8	I would like my sibling and me to share each other's happiness.	2.462	0.967	Medium
11	z9	I would like to be encouraged by my sibling when I do something.	2.231	0.832	Low
12	z1	I would like to be emotionally supported by my sibling.	2.077	0.641	Low
-	Total Means		2.968	0.254	Medium

Error! Reference source not found. shows that the of means and standard deviations for items within the "Quality of social Sibling (brother/sister)" domain ,

The item "I would like my sibling to agree with me if I am doing the right thing" secured the top rank with a mean score of 3.462 and a standard deviation of 0.776, signifying a medium level of agreement among participants. Following closely is the item "I would like my sibling to ask me to help when he/she has difficulties," which garnered a mean score of 3.385 and a standard deviation of 0.506, indicating another medium agreement degree.

The desire to share personal challenges with a sibling is evident in the item "I would like my sibling and me to share our difficulties," which received a mean score of 3.308 and a standard deviation of 0.480, reflecting medium agreement. Similarly, the inclination to seek solace with a sibling during times of sadness is portrayed in the item "I would like to be with my sibling when I feel sad," with a mean score of 3.308 and a standard deviation of 0.855, also suggesting a medium agreement degree.

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Items expressing the wish for companionship include "I would like to be with my sibling, if possible," with a mean score of 3.231, and "I would like to encourage my sibling when he/she has difficulties," with a mean score of 3.231. Both these items indicate a medium level of agreement.

The aspiration for understanding and emotional support is reflected in items such as "I would like to be understood by my sibling when I have a hard time," with a mean score of 3.000, and "I would miss my sibling if he/she was away," with a mean score of 3.000. Both these items received medium agreement ratings.

Items centered around boosting self-confidence through sibling presence, sharing happiness, and offering encouragement, exhibited mean scores of 2.923, 2.462, and 2.231, respectively, all indicating varying degrees of agreement, with the latter two items falling into the low agreement range.

The item "I would like to be emotionally supported by my sibling" received a mean score of 2.077, reflecting a low level of agreement.

The mean for all items within the "Quality of social Sibling (brother/sister)" domain was calculated as 2.968, with a standard deviation of 0.254, suggesting a medium agreement level among participants.

- Means and standard deviation for "Quality of social Friend" domain

Table 12

Means and standard deviation for "Quality of social Friend" domain items and total means of them

Rank	No	Items	Mean	Standard. Deviation	Agreement Degree
1	z11	I would like my friend to agree with me if I am doing the right thing.	3.455	1.293	Medium
2	z10	I would like to be with my friend if possible.	3.182	1.079	Medium
3	z7	I would like to be with my friend when I need a boost in my self-confidence.	3.091	1.136	Medium
3	z2	I would miss my friend if he/she was away.	3.091	0.944	Medium
5	z12	I would like my friend to ask me to help when he/she has difficulties.	3.000	0.894	Medium
6	z5	I would like my friend and me to share our difficulties.	2.909	0.944	Medium
7	z4	I would like to be understood by my friend when I have a hard time.	2.727	0.905	Medium
8	z8	I would like my friend and me to share each other's happiness.	2.636	0.924	Medium
8	z6	I would like to encourage my friend when he/she has difficulties.	2.636	1.027	Medium
10	z3	I would like to be with my friend when I feel sad.	2.545	0.934	Medium
11	z9	I would like to be encouraged by my friend when I do something.	2.455	0.934	Medium
12	z1	I would like to be emotionally supported by my friend.	2.273	0.905	Low
-		Total Means	2.833	0.648	Medium

Error! Reference source not found. shows that the of means and standard deviations for items within the "Quality of social Friend" domain, the top-ranked item is "I would like my friend to agree with me if I am doing the right thing," with a mean score of 3.455 and a standard deviation of 1.293, indicating a medium level of agreement among participants. Following closely is the desire for companionship expressed in "I would like to be with my friend, if possible," with a mean score of 3.182 and a standard deviation of 1.079, reflecting another medium agreement degree.

The aspiration for confidence-boosting support from friends is highlighted by the item "I would like to be with my friend when I need a boost in my self-confidence," which achieved a mean score of 3.091 and a standard deviation of 1.136, suggesting a medium agreement degree. Similarly, the sentiment of missing a friend when they are away is captured by the item "I would miss my friend if he/she was away," with a mean score of 3.091 and a standard deviation of 0.944, indicating medium agreement.

Items related to mutual assistance during difficulties and sharing challenges garnered mean scores of 3.000 and 2.909, respectively, both within the medium agreement range. The desire for understanding during hard times is reflected in the item "I would like to be understood by my friend when I have a hard time," with a mean score of 2.727.

The wish to share happiness with friends resulted in the item "I would like my friend and me to share each other's happiness" receiving a mean score of 2.636, while the desire to encourage friends during their difficulties achieved the same mean score in the item "I would like to encourage my friend when he/she has difficulties".

Items concerning support during moments of sadness and the desire for encouragement from friends garnered mean scores of 2.545 and 2.455, respectively, both indicating medium agreement. The item "I would like to be emotionally supported by my friend" had a mean score of 2.273, reflecting a low level of agreement.

The mean for all items within the "Quality of social Friend" domain was calculated as 2.833, with a standard deviation of 0.648, signifying a medium agreement level among participants.

First hypothesis: impact of three essential variables— "Victim of violence from another person / other people," "Violence against another person," and "The perpetrator of violence against another person"—on levels of self-efficacy.

Regression analysis

Regression analysis was employed to examine the hypotheses in this study. This technique allows for the analysis of the relationship between a single dependent variable and an independent variable (Hair Jr et al., 1998). Table 5 presents the results of a regression analysis examining the relationship between self-efficacy and various independent variables, including "Violence against another person," "The perpetrator of violence against another person," and "Victim of violence from another person / other people.

Results

- In the context of family relationships, it was found that "Very good" received the highest response at 38.0%, indicating a prevailing positive perception. Conversely, responses for negative sentiments such as "Not so good," "Bad," and "Very bad" each accounted for 14.0%, implying fewer participants held negative views about family relationships.
- Shifting focus to the concept of a "Friendly Collective," both "Yes" and "Not quite" shared the highest response at 42.0%, suggesting a considerable number of participants perceived their family environment as either friendly or somewhat friendly. In contrast, the response indicating a lack of friendliness, "No," constituted 16.0%, indicating that a smaller group felt their family lacked a friendly atmosphere.
- Concerning the frequency of family gatherings, "Everyday" gatherings garnered the highest response at 66.0%, emphasizing the significance of frequent interactions within families. In comparison, "On weekends" received a response of 34.0%, suggesting a lower but still noteworthy preference for weekend gatherings.
- Exploring family activities during gatherings, the highest response at 28.0% was for "Solve life problems together." This suggests that a considerable proportion of families actively engage in collaborative problem-solving during their gatherings. Conversely, engagement in activities such as "Working on household plot" and "Engaged in family household work" was lower, standing at 4.0% and 6.0%, respectively. This implies that fewer families involve themselves in productive tasks during gatherings.

- In the realm of quarrels and conflicts within families, the highest response was for "Seldom" conflicts at 36.0%, indicating that conflicts occur infrequently among the surveyed families. "Sometimes" and "Very often" responses were lower, at 4.0% and 16.0%, respectively, suggesting that fewer families experience frequent conflicts. Notably, "No, there are not" received a response of 30.0%, indicating a substantial portion of families reported having no conflicts.
- Exploring the causes of family quarrels and conflicts, "Misunderstanding between family members" emerged as the leading factor with a response of 26.0%. This emphasizes the impact of communication breakdowns as a major contributor to conflicts. Similarly, "Disrespect of relationship ethics" and "Refusal to participate in family duties, work, concerns" both shared a high response of 24.0%.
- Analyzing the strategies employed to address family conflicts, "Discussing the situation and making mutual decisions" garnered the highest response at 30.0%, highlighting the importance of open communication and collaborative conflict resolution. In contrast, "Conflicts remain unresolved" was the lowest response at 12.0%, implying that fewer families leave conflicts unresolved.
- Regarding participation in family conflicts among adults, the highest response was for "No" participation at 52.0%, indicating that a significant number of adults preferred avoiding conflicts. Conversely, the response for "Yes" participation was at 32.0%, signifying notable active engagement in family conflicts.
- Examining reactions to family conflicts, the responses were diverse. The highest response, at 18.0%, indicated that many individuals respond with a "Worried, emotional response" or "Taking the side of one parent," showcasing the emotional impact of conflicts.
- Shifting attention to relationships with colleagues, "Good" received the highest response at 56.0%, revealing positive relations with colleagues. Conversely, the responses for "Not so good" and "Bad" were both at 6.0%, indicating that fewer participants viewed their relationships with colleagues negatively.
- In the context of class/grade friendliness, "Not quite" garnered the highest response at 46.0%, suggesting that a significant proportion of participants perceived their peer interactions as somewhat friendly. The response indicating a lack of friendliness, "No," was at the lowest with 10.0%.
- Regarding fights and conflicts within the class, the highest response was for "Rarely" conflicts at 32.0%, followed by "Often" at 26.0%. This variation suggests that conflicts within the class occurred at different frequencies among respondents.
- Exploring the causes of class fights and conflicts, "Violation of relationship ethics" received the highest response at 30.0%, highlighting interpersonal conduct's role in generating conflicts. Similarly, "Disagreements in extracurricular events" shared a high response of 28.0%, indicating the impact of differing opinions in extracurricular matters.
- Analyzing the methods of solving class conflicts, "Conflicts remain unresolved" was the highest response at 32.0%, while "Seeking help from others" was at 30.0%. This suggests that a significant proportion of class conflicts may go unresolved, and external guidance is often sought for resolution.
- In terms of reactions to school conflicts, "Becoming reserved" was the highest response at 30.0%, indicating a tendency to withdraw in such situations. Finally, considering attitudes toward violence, responses varied. "Taking the side of the weak one" received the highest response at 20.0%, reflecting empathy, while "Indifference" and "Getting angry, nervous" both shared the highest response at 14.0%, indicating differing emotional responses to violence.

Recommendations:

Understanding Severity and Agreement: The study's results illuminate perceptions of violence severity. "Physical violence" and "Sexual violence" have higher perceived severity. Agreement degrees provide insight into consensus among participants on violence severity.

Prioritizing Intervention and Awareness: Urgently address "Physical violence" and "Sexual violence" with intervention, awareness campaigns, and prevention. Efforts should target reducing these forms of violence due to their significant impact.

Psychological and Emotional Impact: "Psychological, emotional violence" is prevalent, requiring attention despite not having the highest mean scores. Address its impact due to its presence across contexts.

Targeting Education and Communication: Raise awareness about "Verbal violence" through education and communication strategies. Moderate agreement suggests effectiveness.

Consistency in Findings: The consistency in the findings across different domains (violence against another person, perpetrator of violence, victim of violence) provides credibility to the study's results. Similar patterns of mean scores and agreement degrees across different contexts reinforce the validity of the participants' perceptions.

Importance of Context: While the mean scores provide insight into the severity of different forms of violence, it's crucial to consider the contextual nuances. Different types of violence might be more prevalent or impactful in specific situations or relationships. Tailored interventions should take these nuances into account.

Future Research and Interventions: The study's results can serve as a foundation for further research in the field of violence prevention and intervention. Future studies can explore the underlying factors contributing to these perceptions and assess the effectiveness of interventions designed to reduce violence.

Collaboration with Stakeholders: Based on the agreement degrees and mean scores, stakeholders such as policymakers, NGOs, and community organizations can collaborate to design targeted programs, policies, and interventions aimed at addressing different forms of violence. Prioritizing these efforts can lead to a safer and more respectful society.

Longitudinal Studies and Tracking Changes: Conducting longitudinal studies to track changes in perceptions over time can help gauge the effectiveness of awareness campaigns, policies, and interventions. This can provide valuable insights into whether perceptions and attitudes towards violence are shifting in a positive direction.

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