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Abuse Experiencing Among the Adolescents Students in Irbid Secondary Schools

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Abstract

This study aimed at investigating the level of abuse experience due to the effect of gender, achievement, grade, family income, high qualification of one parent or both, number of children, order of birth, and student residency variables upon means of abuse experience AE, among students of first and second secondary grades in Qasabah of Irbid. The sample of the study consisted of (1567) students: (684) males. They were selected randomly using clustering method. The results of the study showed that the level of AE came in the low level. Additionally, there were significant effects for gender, achievement, family income, and student residency on AE, in favor of males, low achievements, less than 200, more than 200 less than 500. According to the order of birth variable, the results came in favor of the first and in favor of at mid. Finally, results came in favor who live with relatives, while there is no significant effect for grade, qualification of parent, and number of children.

Keywords: abuse, adolescents, demographic variables.

1. Introduction

The problem of child abuse is a global problem and is governed by individual differences between educators and parents. Children in all regions of the world are exposed to violence in different aspects of their lives; individuals responsible for their protection and safety often perpetrate this violence. Generally, three to five children died per year because of physical abuse, and about 18 children with permanent disabilities due to abuse

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(Maniglio, 2009; Moylan, et al., 2010). The statistics of World Health Organization also confirmed the escalating and dangerous behavior of violence on humans, where it has been pointed out that every year almost more than one million people around the world die because of violence, and for every person who dies because of the violence. There is more than one-person gets handicapped. Violence is the third leading cause of death among individuals aged 15-44 worldwide, responsible for 14% of male deaths and 7% of female deaths (UNICEF, 2012).

The term abuse is appeared in 1940 when radiologists blamed attention on the harm to the bones of children due to abuse (Kemp, et al., 1962). The long-term effects include: the possibility of brain damage, developmental delays, disorders or learning difficulties, and problems related to personal and social skills, aggressive behavior, feeling depressed, low achievement, and substance abuse, as well as disturbances in sexual behavior and the possibility of criminal conduct (Sechrist, 2000). While the short-term effects includes: a sense of loss of hope and support or help, feeling ashamed, feeling of insignificance and lack of friends, fear, in addition to social isolation and withdrawal (Cole, 1995; Russell, 1986). In some cases, these feelings can distort their self-concept, and some children may develop a tendency towards perfectionism and pay attention to obtain full academic results as a form of escape, a sense of power, trust and ability to control (Horton, Cruise, 2001; Priebe, Bäckström, Ainsaar, 2010).

Several definitions of violence in the term 19 of the agreement on the rights of the child which included all forms of physical or mental violence, injury, neglect, neglect, abuse or exploitation, including sexual abuse. In addition, it was defined by the World Health Organization as the 'deliberate use of physical force or power against any child by any individual or group that leads or is likely to result in actual or potential harm to the health of the child survival, growth or dignity' (WHO, 2017: 5). The forms of abuse that children can experience are varied and the Ministry of Health in the UK has identified abuse in four categories: physical, emotional, sexual, and neglect (Lambie, 2005). Physical abuse is defined as 'any injury or injury to the child, ranging from simple bruises to fractures or death due to beatings, biting, shaking, falling, burning or any other method of pain' (WHO, 2017: 6). The abused child may be defined by some signs such as the presence of signs and effects of unjustified bruises, self-harming, effects of bite or burning, as well as behavioral signs such as nervousness, aggression, withdrawal, and shyness (Fischer, Schimmel, Stellman, 2003).

Emotional abuse occurs when the behavior of parents or educators frequently inhibits the child's emotional growth and progress (Moran, Bifulco, 1998; Corby, 2000). Emotional abuse can occur in every form of abuse when

the abuser uses words before, during or after the abuse itself, while the behaviors that appear on children who have been abused: challenging, stubbornness, anger, and sleep disorders (Thurston, 2006).

Sexual abuse is defined as ‘the child’s exploitation or exposure to sexual manifestations and scenes that are contrary to public modesty by adults who exploit their power and authority’ (Lam, 2014: 5). Sexual abuse can be inferred through the presence of certain physical symptoms, such as the child’s suffering from sleep disturbances or annoying dreams, difficulty walking or sitting, pain in the anal or sexual organs. Regarding the behavioral signs they are such as sexual activities, inappropriate behaviors for age, the expression of certain sexual details, unwillingness to change clothes, and weak personal relationships with peers (Hackett, et al. 2013; Moylan, et al., 2010).

Neglect abuse is defined as the inability to meet the child’s needs. This abuse causes pain and physical harm and generally impedes its growth. To find out how neglected the child is, its growth can be compared to the growth of other children of the same age (Uzodimma, et al., 2013). Child neglecting may be the more common abuse, and more serious, neglect is now the most widespread form of abuse in Britain, two-thirds of the children and young people referred (66% or n = 412) were known to have experienced at least one form of abuse or trauma, including physical abuse, emotional abuse, sexual abuse, severe neglect (Hackett, et al., 2013).

However, neglect is still a difficult concept for both professional practitioners and researchers, because it includes ethical evaluations of adult behavior, considerations and possibilities that actually call that child a child suffering from abuse. Therefore, to assess the neglected child objectively, it must be explained because some of the manifestations may indicate negligence of the child such as not caring may be due to parental poverty, parent suffering of a form of mental illness, or lack of information and ignorance (Thurston, 2006). Psychologists and social workers also play an important role in the care and protecting of children, through the interaction of professionals in this field with students and their families to discover some signs of abuse and abuse of children will be revealed. It is very important to training psychologists and social workers on the methods of detection of abused students and symptoms of abuse in various forms, so that they can provide psychological assistance to victims and protect them from being abused again (Hackett, et al., 2013; Lambie, 2005).

1.1 Problem of the study

The problem of child abuse is a serious global problem and the (WHO) estimates that 40 million children aged 14 and under in the world are victims

of abuse and neglect. It has been found that cases of abuse occur in all societies, which lead to many short- and long-term negative psychological effects that may lead to symptoms of depression, anxiety, drug addiction, and aggression. Several studies have also indicated an important link between childhood abuse and mental health disorders, such as anxiety disorders, negative thoughts, and suicidal behavior. Children who were exposed to abuse continued to have post-traumatic symptoms, as their scores on anxiety measures were high, and children were found to be fearful of continuing abuse, these fears often lead to frustration and anxiety. Their perceived low self-efficacy was also found to have low scores on the self-esteem scale compared with unaffected children (WHO, 2017).

Some statistics in some societies indicate that the overall number of abuse is increasing, reflecting the importance of studying this phenomenon to increase awareness of the diagnosis and treatment of abuse more seriously. Bearing in mind that not all cases are detected by doctors, teachers and social workers. There is a need to increase the awareness of educators and practitioners about the importance of identifying suspected abuse cases. In many societies, abuse is not clear or defined, and therefore awareness of the seriousness of the problem is low, although cognition and awareness are key to effective prevention.

The physical, emotional, sexual and neglect abuse are problems that affect the very essence of society, because they focus on the children and adolescents who are the investment of society, and in view of the seriousness of their consequences. Hence, this study will be the beginning of the detection of a package of variables that affect and are affected by the problem of AE. Especially as it will be shed light on the most scientific variables and levels related to students who have been abused, which will help the proper planning and work with that category to overcome their negative experiences. This study is the basis for other studies in the same field; it may raise awareness among researchers of the importance of paying attention to this problem. In addition, there is a paucity of studies on the subject of AE in Jordan, especially in term of sexual abuse and fit demographic variables. This study is an initial step that attempts to discover the levels related to the problem of students who have been abused. Based on the above this study seeks to achieve its objectives through its attempt answer the following questions:

- 1- What is the level of AE among the study sample due to the levels of variables?
- 2- Are there statistical significant differences for the AE means attributed to gender, achievement, grade, family income, high qualification of one parent or both, number of children, order of birth, and student residency variables at the significance level ($\alpha = 0.05$)?

1.2 Test study importance

The importance of the study can be divided into the theoretical importance and practical importance: the theoretical importance of the study appears in the following aspects: addressing an important educational and family subject, which is the detection of experiences of abuse in secondary schools in Irbid governorate. Finding of this study will be interest to all those who are related to the family, educators, students and their parents, in light of the previous studies, especially with regard to sexual abuse at the level of Jordan within the limits of the researcher's knowledge. The study also sheds light on the most important demographic variables related to experiences of abuse and their negative impact on the reality of the Jordanian family and the overall school conditions and the urgent need to address them.

The practical importance of the study can be to benefit from its results in the service of all parties related to the study from officials in the Ministry of Education, by standing on the reality of the methods of family upbringing, so that the results of this study provide scientific data on the degree of exposure to AEs. The finding will prepare the educators and counselors to design the plans to deal with the population of the study in light of the different study variables, which contribute to the stabilization of positive aspects, work on the reform, and improve the negative aspects, and to create a positive and safe family and school environment. It also highlights the importance of the study in providing a tool that can be used to reveal the reality of the experiences of exposure to abuse, and open the prospects for researchers to carry out further studies through the proposals made in this regard.

1.3 Definition of terms

For the purposes of this study, the following terms have the following specific meanings:

Abuse Experience: The entire child's abuse is manifested in four categories: physical, emotional, sexual, and neglect abuse.

Achievement level: It is defined as a specific level of achievement, efficiency or performance in the school or academic work, or the extent to which the students understand what they have learned from certain experiences in a given course of study, and is measured in the degree to which the student obtains the normal school tests or the achievement tests. It is classified into two levels due to the result of the last year: low achievement (repeat one course or more) or normal achievement (succeeded on all courses).

Family income level: This means the total amount of salaries and financial benefits that the family receives. It includes all members of the family residing

in the house and unmarried, it is determined into three levels: 200 JD or less, between 201 and 500 JD and, more than 500 JD.

High qualification for one parent or both: the highest level of education reached by the father, mother, or both, and is defined in the study by the following four levels: illiterate; read and write; high school or diploma; bachelor or postgraduate.

Family status: The student's place of residence means the person responsible for him or her. The family situation is classified according to four categories: living with parents, with one parent, with grandparents or with relatives.

Order of Birth: The birth order was defined according to the divisions of the founder of the theory of individual psychology Adler, which divided the birth of the family members into three sections: first, middle and last. The order of birth was rearranged again based on the number of brothers and sisters to the first son, middle group, and the last son.

2. Literature review

Numerous Arab studies have examined the subject of children and adolescents exposure to abuse without investigating the sexual abuse (Arafa, 2016; Elsayed, 2015; Gamar, 2016; Mahmood, Hasan, 2013). Therefore, among the limits of the previous Arab studies was the shortage of scientific studies on the subject of sexual abuse. The reasons of absence, related to the extent of community acceptance to discuss the sexual abuse. The culture and parents refuse to answer the students to a questionnaire containing items of sexual situations and experiences. While most non-Arab studies tended towards sexual abuse (Albers, et al., 2016; Gonzalez, et al., 2017; Guerra, Pereda, 2015; Hackett, et al., 2013; Hoof, et al., 2015; López, et al., 2007; McElheran, et al., 2012; Priebe, Svedin, 2009; Winton, Mara, 2015).

On the other hand, some studies dealt with demographic levels and their impact on various forms of abuse. The most prominent of these studies (Carey, et al., 2008; Fortune, Lambie, 2004; Grietens, De Haene, Uyttebroek, 2007; Rolim, et al., 2014).

One of the early studies that examined the mismanagement of children who failed school was the Henderson (1993) study, where low academic achievement and poor discipline were assumed to be common in abused children. This study of students in New York City showed that neglected students showed lower scores on achievement tests than their peers who did not live the same circumstances. The study also showed that neglect is not

which explains the low achievement of students but also the wrong patterns in the treatment of some behavioral problems.

In a study entitled Prevalence of childhood sexual abuse among Mexican adolescents, it was found that it was 18.7% and was female and the aggressors were neighbors and relatives. The percentage of deception was 90% and the rate of abuse was 10% (Pineda-Lucatero, et al., 2008).

In another study compared physical abuse of children and its impact on teacher harassment and its relationship to mental health problems among adolescents. The results showed that adolescents who suffered from physical abuse harassed teachers more and sex had an average effect on child abuse and mental health problems such as depression Suicide (Yen, et al., 2015).

Furthermore, Guerra, Pereda (2015) conducted a study aimed at assessing emotional impact on adolescent victims of sexual abuse; adolescents who had been sexually abused reported less unpleasant feelings than adolescents who had not been sexually abused.

On the other hand, the Asscher, Put, Stams (2015) study showed that delinquent females were more likely to be violent and assaulted than non-delinquent females but did not engage in criminal behavior, while delinquent males expressed criminal and sexual behaviors than non-delinquent adolescents.

In Nigeria the author found that the social and economic levels that play major roles are highlighted with the aim of sensitizing health care professionals, child advocacy groups, policy makers and other stakeholders on the impact of child abuse. We also hope that this would remind all concerned organizations and individuals of child protection, which is integrated in the child right act and adopted by Nigeria 2003 (Uzodimma, et al., 2013).

In a sample of 93 adolescents who have been sexually assaulted in childhood, the recall of memory is not limited to the general trend of the individual as a personal strategy to solve or deal with problems, especially victims. We also examined age differences and other individual differences as indicators of unspecified memories. The results showed that there is an impact on age and language ability to expose children to abuse in all their forms (Harris, et al., 2016). Other studies have found that there is no relationship between sex, age, abuse, and the emergence of psychological disorders (Yuce, et al., 2015).

Simmel, et al., (2015) examined the related demographic characteristics, child welfare system variables (e.g., type of placement status; change in placement type between waves), and youth levels such as the presence of clinical range problem behaviors (Child Behavior Checklist). Results demonstrate four distinct classes of caregiver risk levels, with a nearly even split between those who have an absence of risk factors and those who have a

whole host of risk determinants. Differences between the classes regarding the duration of time in out-of-home placements between Wave 1 and Wave 3 also emerged significant.

3. Methodology and procedures

The study used the descriptive analytical method, using the study instrument to investigate the degree of exposure to abuse in the secondary schools of the Directorate of Education of Qasabah of Irbid. The effect of the independent variables of the study (grade, family income, high qualification of one parent or both, number of children, order of birth, and student residency) was determined among the first and second Secondary students' experience of AE.

3.1 Participants

The study population consists of all secondary public education schools, which includes the first secondary and the second secondary classes in the directorate of education of the Qasabah of Irbid, which for the academic year 2016-2017 (5982) male students and (7813) female students, distributed into (217) classes for males, and (274) classes for females. After receiving the questionnaires, the researcher assistants corrected the questionnaires to get the total scores, in order to input the data easily and quickly for each student.

The study sample consisted of (8) secondary schools (17 %) of the total community schools for the study (25) male schools and (19) female schools. These schools were selected according to their size by means of the stratified random sample. The sample included schools from all Qasabah of Irbid district representing the gender of the student (male, female) and by school size (small, medium, large).

In the classification of schools according to their size, the researcher relied on the classification adopted in the school statistics at the planning department educational system in the ministry of education in Jordan. This classification is based on the consideration if the number of students ranging between (250-400) is a small school, but if the number of students between 400 - 900 is considered a medium school, and finally if the number of students more than 900 students is considered a school large size.

According to the sample of students, they were randomly selected by the stratified way from the specific schools according to the gender and the size of the school. Eighteen students from the two secondary grades of each school were chosen as a random sample from each class, thus the total number of the sample of the study sample consisted of (684) male and (883) female student.

Students of the first and second secondary grades were chosen as individuals for the study sample, because they constitute the total number of secondary grades, so that the student is better able to remember the past, and is able to make substantive judgments about his parenting methods of education after having lived with them for many years. All students are Jordanian so, we excepted all other nationalities especially the Syrian nationality, as well as excepting the only son family.

3.2 Instrument

The researcher develop the instrument of AE, after reviewing some of the previous studies related to his study, and the questionnaires that were benefited from such as this study of Al-Bahrani, Alahadha, Al-Jardanih, and Aldhafri (2009); Arafa (2016); Gamar (2016); Mandavia, et al., (2016); Straus (1998) and Vidourek (2017) without any of them originally adopted the instrument of study. The instrument consists of (48) items divided into four factors. Each of the four factors includes a characteristic of one of the areas of exposure to abuse. The degree of AE of the students of the study sample was estimated to be detrimental to the elements of the instrument according to the five-level Likert scale (1-5): (strongly agree = 5 points) (agree= 4 points) (not sure= 3 points) (not agree= 4 points) (Strongly not agree = one point). The items of the questionnaire were divided into abuse factors as the following: physical abuse, measured by items (1-12), emotional abuse, measured by items (13-24), neglect abuse, measured by items (25-36) and sexual abuse measured by items (37-48), taking in consideration that all items of the questionnaire are on the negative direction.

The researcher presented the instrument in its first copy, consisting of (52) items on ten professors of the faculty specialized in educational and psychological sciences at the university to determine its phenomenal validity, and then made the amendments that some of the reviewers decided as necessary. More than 80% of the arbitrators agreed on the items of the questionnaire after rephrasing and the deletion of three of them, to become the total number consists of (48) items.

To test the reliability the researcher use the test-retest method. The questionnaire was first applied on 22-11-2016 on (50) students of the first and second secondary grades from outside the study sample and then re-applied on the same group after four weeks. The coefficient of stability between the two applications reached (0.96), which indicates high stability of the questionnaire. The internal consistency of the questionnaire with its four factors was estimated using the Cronbach's alpha formula, the Stability coefficients for the four factors ranged between (0.91 - 0.87) and the total

stability was (0.93). The standards for instrument reliability for Cronbach's alpha by Robinson, Shaver and Wrightsman (1991) were used to judge the quality of the questionnaire. These standards were 0.80- 1.00 – exemplary reliability, 0.70 - 0.79 – extensive reliability, 0.60 - 0.69 – moderate reliability, and < 0.60– minimal reliability. Based on the above guidelines, the AE exhibited exemplary reliability, suggesting that the instrument is suitable to measure the construct under study.

The questionnaire should be corrected as follows: the student is asked to answer each item based on the degree to which the term applies. The total score ranges from (48-240), while on the sub-factors of the questionnaire range from (12-60), then, the student considered as abused if he gets his grades according to the following gradation: the total score (Low: 48-112; Medium: 113- 177; High: 178-240), the sub-factors (Low: 12-28; Medium: 29-44; High: 45-60).

4. Results

4.1 Results related to the first question

In purpose to answer question one regarding the level of AE among students of the study sample, means and standard deviations were calculated. Table (1) shows the numbers, means and standard deviations of the study sample on AE in light of gender, achievement, grade, family income, high qualification of one parent or both, number of children, order of birth, student residency, and the total of AE.

It is clear from table (1) that total mean of the study sample is (68.74) with standard deviation is (27.05). Based on this result, the level of AE came in the low level, which is in the range from (48-112), as well as all variables and levels except the male average that came in the medium range (112.99). Regarding the AE factors, the results came at the medium range except the sexual abuse, which came at the low range.

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TABLE 1. The means, standard deviations, and numbers of the study variables on AE.

Variable	Level	Number	Mean	Standard deviations
Gender	Males	684	112.99	71.03
	Females	883	67.27	46.05
Achievement	Low achievement	402	107.17	69.70
	Normal achievement	1165	78.54	57.01
Grade	First secondary	802	87.20	62.67
	Second secondary	765	87.98	62.68
Family income	Less than 200 JD	444	100.88	67.47
	More than 200 and less than 500	640	93.13	65.23
	More than 500	483	71.27	50.96
High qualification of one parent or both	Illiterate	306	102.28	69.53
	Read and write	790	94.40	65.87
	High secondary or diploma	258	69.69	49.67
	Bachelor or postgraduate	213	63.29	51.36
Number of children	3 or less	426	72.28	52.46
	Between 4-7	751	93.08	65.00
	8 or above	390	97.74	66.35
Order of birth	The first son	336	90.24	62.63
	At the mid	914	94.22	65.90
	The last son	317	70.59	50.34
Student residency	Live with both parents	1022	79.66	61.72
	Live with one parent	359	87.17	63.47
	Live with grandparents	102	71.34	52.34
	Live with relatives	84	95.93	75.70
Factors of AE	Physical abuse	1567	38.67	8.76
	Emotional abuse	1567	42.07	12.86
	Neglect abuse	1567	43.64	11.51
	Sexual abuse	1567	21.57	4.91
Total		1567	88.59	62.99

4.2 Results related to the second question

In order to answer the second question, table (2) shows the multivariate analysis of variance results of the students AE due to the gender, achievement, grade, family income, high qualification of one parent or both, number of children, order of birth, and student residency variables.

Table (2) shows that there are significant effect for the gender and achievement on AE in favor of males, as well as for low achievements, while there is no significant effect for the grade on AE. Additionally, results show that there are significant effects for the family income, order of birth, and student residency in the means of AE, while there are no significant effect for the high qualification of one parent or both and for Number of children. To identify the differences between the different significant levels variables, Scheffe test was used. The statistical significant results of the analysis are shown in the table (3).

TABLE 2. A multivariate analysis of variance results of the students on the AE due to the above variables.

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	50859.718	1	50859.718	84.582	.000 **
Achievement	22805.609	1	22805.609	37.927	.000**
Grade	1082.030	1	1082.030	1.799	.180
Family income	9745.251	3	3248.417	5.402	.001 **
High qualification of one parent or both	3142.980	3	1047.660	1.742	.156
Number of children	2504.420	2	1252.210	2.082	.125
Order of birth	4234.016	2	2117.008	3.521	.030 *
Student residency	6229.366	3	2076.455	3.453	.016 *
Error	773277.712	1286	601.305		
Total	7041269.000	1305			

*p < .05; **p < .01. R Squared = .173 (Adjusted R Squared = .161)

TABLE 3. Scheffe Post Hoc test identifies the significant differences among the above variables on AE.

Variable	I	J	Mean Difference (I-J)	Sig.
Family income	Less than 200	More than 500	29.60716	.000**
	More than 200 less than 500	More than 500	21.85534	.000**
Order of birth	The first son	The last	19.65134	.000**
	At mid	The last	23.63535	.000**
Student residency	Live with grandparents	Live with relatives	24.58543	.008*

*p < .05; **p < .01.

It is clear from table (3) that Scheffe Post Hoc test for comparison, shows that differences were came in favor of less than 200 (M=100.88) comparing with more than 500 (M=71.27); and in favor of more than 200 less than 500 (M=93.13) comparing with more than 500. In addition, regarding the order of birth variable, the results came in favor of the first (M=90.24) comparing with the last (M=70.59); and in favor of at mid (M=94.22) comparing with the last. Finally, results came in favor of live with relatives (M=95.93) comparing with live with both grandparents (M=71.34).

5. Discussion and recommendations

The results showed that the means of AE was low on most variables, levels and factors. Except the male level, the results came at the medium range, as well as for physical, emotional and neglect abuses, but sexual abuse came in the low range. This interpretation may be due to the good performance of the Jordanian family in the upbringing of the generation and the protection of children's rights and care. This may be due to the experience of the past so that the father and mother become aware that the child has rights. Where the good treatment will lead the child to build a strong and

confident personality, this result came consistent with Al-Bahrani, et al., (2009), Asscher et al., (2015), and Guerra, Pereda (2015).

As for the result of males, it can be explained that males bear the responsibilities of socialization that may be severe, endurance, and exposure to situations and difficult circumstances, which may involve the parents in terms of severity of education, and abuse of children, and their training on endurance and capability to face difficulties.

According to the achievement level, the results showed, as in most studies, that students who were exposed to a higher level of abuse showed a lower level of academic achievement. The results of this study agreed with Henderson (1993). He supposed weak discipline is common in children who are abused. Spencer, et al., (2005) found that study subjects who were abused in their various forms of emotional, physical, sexual and neglect in their childhood had learning and speech difficulties.

Regarding the result of grade variable, there were no differences between the first and second secondary students in terms of the average degree of AE. This may be due to the proximity of the age group and their overlap with each other. The difference in the age of the two grades is a small difference, may not make a significant difference in the results.

The results also showed that there were differences in the average degree of exposure to abuse according to the income variable, for the favor of those whose fathers had low incomes. In interpreting these findings, it is clear that the lower the family income, the greater the likelihood that children will be abused. Stress may have an impact on child abuse, and may be associated with a low level of parental education. The results of this study agree with the study of Browne, Lynch (1999), which found that there are a number of reasons for children to enter public care: parents' addiction to alcohol, family disintegration and lack of control as well as poverty and lack of parental education, and economic situation. Where violence has appeared to be widespread among the poor families and limited income compared with the rich and unlimited income, and in families where the father or husband are unemployed than in families where the father works (Al-Bahrani et al., 2009; Darwish, 2001; Uzodimma et al., 2013)

The results also indicate that there are differences in the average degree of exposure to abuse among students according to the level of order of birth, and this difference came in favor of the son in the middle ranking and then in the first ranking compared to the last order. The reason for this is that the category of births whose birth rate in the middle has been more abused than the other two groups is due to lack of attention, increased pressures due to economic factors and an increase in the number of family members, leading to the development of feelings of neglect towards the middle class of children.

This category is the weakest and therefore may be abused by older brothers. According to Adler's theory of individual psychology, this group may suffer from the inferiority complex, because of its order at the mid-range, which suggests that it is the weakest among the rest of the brothers. Inferiority, and in return, we find that in the last child lives with the idea that their understanding of spoiled, which is why they feel less exposure to abuse. (Prochaska, Norcross, 2008).

The results of the Gabriel of post Hoc test show that there are differences in the average degree of abuse among students according to the student's residency variable. These differences were between students living with grandparents and students living with a relative in favor of students living with a relative. In order to explain this finding, we can clearly state that one of the reasons for the child's abuse is to live with persons with whom the kinship is not related to the level of assets or branches. Living with people other than the father, mother or grandfather and grandmother is a reason for exposing the child to abuse. The absence of feelings of motherhood and paternity, which generates a sense of deprivation and oppression, aggravates matters between the child and the people who come to him. Living with parents, or at least with one or with grandparents, reduces the possibility of abuse of children. The results of this study were agreed with the study of Schnitzer, Ewigman (2005) and Pineda-Lucatero et al., (2008) which found that children living with the protection of people with no biological relationship were about 50 times more likely to die because of the infection they were exposed to than children living with their relatives were.

5.1 Conclusion and recommendations

In the light of the results of this study, there are a number of recommendations that must be taken into account so that their educational and psychological contents are disseminated to the Jordanian families and enlighten the opinion makers of their importance. Among these recommendations are the following:

- 1- To spread the educational awareness that includes the moderation of the methods of formation and rationality of the Jordanian family. The results showed that the average level of child abuse in the minimum, which is a positive educational aspect, calls for strengthening this parenting socialization style of education.

- 2 - Provide awareness programs for parents to familiarize them with the concepts of abuse and its effects on children in general and the category of males in particular, as they have been abused more than others have.

3. Provide supportive and awareness-raising programs on problem-solving and effective communication methods for illiterate parents and families with more than eight children and low-income families where their children are exposed to higher levels of abuse.

4 - Educating teachers, parents, and counselors of the importance of attention to after abuse and its impact in dealing with the decline in achievement through arranging to the home visiting to the suspected families.

5. Conducting more in-depth qualitative studies related to the impact of AE, and how to identify the concept of abuse and awareness the significant of others of the child life.

5.2 Study limitation

This research was conducted under the following limitation

1 - This study was limited to one tool is the measure of exposure to abuse, and therefore the results are determined by the characteristics of the questionnaire and its ability (in different levels) to measure what was prepared to measure.

2- The results of this study are determined by the selected sample, which are the students in grades of first and second secondary Qasabah of Irbid. Therefore, the generalization of the results of this study is limited to the community from which the sample was taken.

3- The results are bounded by eight demographic details (i.e. gender, achievement, grade, family income, high qualification of one parent or both, number of children, order of birth, and student residency variables). Other demographic details may have different results, accordingly.

4- The present study was limited to the fall semester of the academic year 2016/2017.

Results of the study were based on the responses on the AE used in this study.

Despite these limitations, however, it is considered that the findings obtained provide useful insights of relevance to counselors, teachers and parents in Jordan.

5.3 Compliance with ethical standard

- Author declares that he has no conflict of interest.

- Ethical approval: all procedures performed were in accordance with the ethical standards of the research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

- Informed consent was obtained from all individual participants included in the study.

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