

The Phenomenon of Domestic Violence from the Point of View of Secondary School Students after the Corona Pandemic in Jazan Region

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Abstract

The research examines the phenomenon of domestic violence from the perspective of secondary school students and teachers in Jazan Region. The sample comprised 1,264 students, with 585 males and 679 females. Two scales were developed: one to measure family violence among students and another to assess teachers' evaluations of domestic violence. Both scales were psychometrically validated and deemed suitable for application. Using a descriptive method and statistical analysis with SPSS-28, the study found that psychological violence is the most prevalent form of domestic violence among secondary school students in Jazan Region, followed by verbal violence. Specifically, students reported experiencing command language, reprimands, criticism of their behavior, lack of attention, invasion of privacy, and unmet financial needs from their parents. Furthermore, the analysis indicated no statistically significant differences in domestic violence experiences between students from Jazan and Sebya Education Departments. However, significant gender differences were observed, with male students reporting higher levels of domestic violence than female students. Additionally, students specializing in theoretical subjects reported higher instances of domestic violence compared to those in scientific specializations. Lastly, differences were noted among the three grades of secondary school students, indicating that domestic violence experiences varied across different academic levels. These findings underscore the need for targeted interventions and support systems to address domestic violence in Jazan Region, particularly focusing on psychological and verbal abuse and the varying experiences of different student demographics.

Keywords: *Violence, Domestic Violence, Corona Pandemic, Secondary School Students*

INTRODUCTION

The family is considered the most important social institution, both directly and indirectly, in an individual's life and in society's advancement, cohesion, and social peace. The construction and cohesion of the family, the relationships between its members, and the prevailing atmosphere within it are crucial for maintaining the family's structure, unity, and effectiveness in the socialization process of children. This ensures the formation of their personalities and guarantees the continuation of their psychological development, academic progress, and overall life adjustment.

The intensification of materialistic standards in modern life, along with the accompanying transformations and changes in various fields, and the individual's focus on material goals to keep up with the demands of modernization devoid of strong social bonds, has weakened the spirit of love among family members. This has contributed to the practice of violent behaviors, oppressive interactions, and coercive practices, which the literature in sociology and psychology refers to as domestic violence.

Amid the technological advancements that can cause social repercussions affecting the family as new realities that did not exist before, the family has lost some of its functions, solidarity, and internal cohesion among its members (Abu Hamari et al., 2018, p. 162).

The global community faces indicators and evidence of the prevalence of violence as a phenomenon taking various forms, extending to different aspects between and within societies. One of the most significant risks is the extension of violence to the basic unit of society, the family (Al-Mukhizim, 2016, p. 320).

Since sociology is concerned with social problems and addresses them through study and analysis, it has focused on studying the behavior of violence perpetrated by one family member against another. This behavior causes

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problems and diseases that lead to the disintegration of the family, the fracture of relationships between its members, and the threat to its existence (Omar, 2004, pp. 7-8).

Domestic violence is considered a social and psychological phenomenon, as well as a widespread general human issue in societies regardless of their systems, ideologies, economic levels, and material and technological progress. It is one of the most dangerous forms of human violence in many aspects related to violence and has a significant impact on individuals psychologically, socially, and physically. Its prevalence has increased worldwide, and the phenomenon of domestic violence has diversified into violence against women, violence against children, violence against youth, and violence against the elderly, all of which greatly affect societal stability (Rajabi, 2009, p. 2).

Domestic violence is among the prominent obstacles that hinder the achievement of psychological health and emotional well-being of the child, impeding their interaction with their surroundings. The impact of violence on children does not end in childhood but continues to accompany them into their adolescence and adulthood (Hafez et al., 2015, pp. 559-560).

Domestic violence has become a matter of concern worldwide due to the COVID-19 pandemic. In the face of this new global crisis, social institutions found it necessary to prevent the continuation of social activities and practices due to the severity of the pandemic situation worldwide. This is associated with the biological characteristics of the virus, which allow it to spread through direct contact between individuals. Consequently, everyone found themselves in a new social context that necessitated abandoning alternative societal relationships and turning towards family relationships and commitments. Thus, social distancing emerged as a behavioral pattern carrying positive values, offering social systems the opportunity to return to traditional community practices by keeping individuals together for long periods.

However, this could manifest clear repercussions on the general social situation, such as the inability to accept the new relational situation. This creates a disrupted daily routine due to the inability to manage leisure time, leading to a disturbed behavioral pattern that reflects on the production of aggressive practices. This can be considered one of the psychological and social repercussions of this pandemic. It has imposed new relational variables characterized by routine in the patterns and behaviors of family life, along with an inability to adapt and integrate, which may affect individuals' behavioral context (Al-Amrawi & Murabit, 2020, p. 261).

The novel coronavirus (COVID-19) has imposed a new lifestyle pattern on families, leading to indicators of domestic violence, especially with everyone being required to stay at home. While quarantine is necessary to contain the pandemic and avoid further loss of lives, this measure has exacerbated the phenomenon of domestic violence (Mazzouz, 2020, p. 150).

Some studies have found a link between parental variables and the degree of children's exposure to violence. For example, Zahran (2011) found a statistically significant negative relationship between the democratic pattern and forms of domestic violence against children. Additionally, there was a positive relationship between authoritarian and neglectful parenting styles and forms of domestic violence against children.

Al-Asmi (2010) found a relationship between parental attitudes in upbringing (negative, positive) and a child's readiness to be vulnerable to self-fears. Parents who are less prepared for self-fears tend to use reward-based methods, are more inclined to discuss and dialogue with their children, respect their personalities, and are more tolerant, gentle, and accepting of their mistakes. On the other hand, parents who are more prepared for self-fears tend to use methods opposite to the previous ones, such as using strength, dominance, and excessive protection (Radwan & Metwally, 2019, pp. 251-252).

Abu Ghali (2014) concluded that the level of domestic violence is high and that physical violence is the most common form. In addition, Al-Mukhizim (2016) found no differences between male and female middle school students in their perception of forms of domestic violence. Additionally, no differences were found between regions in terms of domestic violence. Verbal and physical violence were identified as the most frequent forms of domestic violence. Disputes among children, especially during adolescence, were identified as the primary cause of domestic violence. Most of the effects of domestic violence were found to be related to the

psychological aspect, fear of the future, and academic achievement. This highlights the importance of a healthy family environment on the psychological, academic, and future health of children.

Despite the awareness of the seriousness of domestic violence on the unity of the family and society, as well as on the care, upbringing, academic performance, and personal, social, and future development of children in general, studies in this field are still few and limited compared to the seriousness of the problems and repercussions of the phenomenon of domestic violence. The problems of domestic violence have become even more serious due to the repercussions of the COVID-19 pandemic and its impact on family relationships. This necessitates the attention and interest of societies and researchers to study the phenomenon of domestic violence and its related variables. This is what prompted the current research.

This research encompasses two domains, one focusing on high school students in Jazan Region, Saudi Arabia. The research problem revolves around the following questions:

1. What are the most prevalent dimensions and items of the domestic violence scale among high school students in Jazan Region?
2. Are there statistically significant differences in domestic violence among high school students between Jazan and Sebya Education Departments?
3. Does the level of domestic violence differ based on gender among high school students in Jazan Region?
4. Does the level of domestic violence differ based on specialization among high school students in Jazan Region?
5. Does the level of domestic violence differ based on grade level among high school students in Jazan Region?

Research Objectives

1. To determine the most prevalent dimensions and items of the domestic violence scale among high school students in Jazan Region.
2. To identify statistically significant differences between Jazan and Sebya Education Departments in the variable of domestic violence among high school students in Jazan Region.
3. To identify statistically significant differences related to gender, specialization, and grade level in the variable of domestic violence among high school students in Jazan Region.

Significance of the Study

The significance of the current study lies in:

- Addressing the phenomenon of domestic violence, which has increased in impact and taken various forms worldwide during the COVID-19 pandemic, from the perspective of high school students in Jazan Region.
- Focusing on an age group represented by high school students, who are in the stage of adolescence, characterized by its sensitive nature. This is evident through the reactions of students who experience domestic violence and who seek to prove and achieve themselves, needing a healthy family environment to help them feel psychological security, self-esteem, and academic excellence.
- Developing a tool to measure domestic violence among high school students for use in future research.
- The results of the current research may increase the interest of concerned parties in society, including universities, educational administrations, civil society organizations, counseling centers, and media outlets, in conducting research, holding seminars, workshops, training courses, and programs to reduce domestic violence and mitigate its effects on students, whether psychological, educational, or related to fear of the future.
- The findings of the current research can benefit spouses in providing a healthy family environment and healthy family relationships, increasing awareness of seeking help from specialized centers and institutions in counseling and guidance if necessary to achieve family harmony and a healthy environment for child rearing.

Key Terms and Definitions

Violence: The World Health Organization defined violence in 2002 as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, resulting in psychological harm, injury, death, developmental harm, or deprivation. The current research adopts the World Health Organization's definition of violence.

Domestic Violence: Operationally defined in the current research as irrational behavior characterized by cruelty, aggression, coercion, and compulsion, emanating from a family member with the intent to threaten and harm other family members surrounding this individual, whether this harm is verbal, physical, psychological, social, or economic. It is measured by the degree to which the student obtains it in the questionnaire prepared for this research.

COVID-19 Pandemic: After the spread of the novel coronavirus in various parts of the world and surpassing continental boundaries, the World Health Organization classified it as a global pandemic and named it the COVID-19 pandemic. Thus, the COVID-19 pandemic is a global pandemic that appeared in all parts of the world and surpassed continental boundaries as a result of the spread of the novel coronavirus and its transmission and infection of the respiratory system (WHO, 2020).

High School Students: They are male and female students in the high school stage in Jazan Region.

Delimitations of the Study

The research delineates its scope through several boundaries. It focuses on investigating domestic violence among high school students in Jazan Region, specifically within Jazan and Sebya Education Departments. The study confines its examination to demographic variables, aiming to understand the prevalence and dimensions of domestic violence among students. By focusing on high school students as its human boundary, the research seeks to provide insights into this critical issue affecting young individuals. Temporally, the study is restricted to the second semester of the academic year 1443 AH, ensuring a specific timeframe for data collection and analysis. These boundaries help in narrowing the research scope and providing a focused and relevant study on domestic violence among high school students in Jazan Region.

THEORETICAL FRAMEWORK

The concept of violence is associated with many other concepts such as harm, abuse, neglect, assault, deviant behavior, crime, and aggression. However, the common term is violence, which includes variables that cause this situation such as power, control, and domination. Therefore, the concept of violence is one of the concepts that has been shrouded in much mystery because it emerged as a scientific concept at a time when other concepts prevailed, describing behaviors as violent (Al-Mukhizim, 2016, p. 324).

The term domestic violence encompasses assault, harm, intimidation, causing physical and psychological injuries, and threatening danger, all forms of using force in action or threat. It is directed towards family members such as the wife, husband, or children and may prevail in the entire family environment as a climate characterized by quarrels, aggression, and tension, making it a high-risk environment that leads to physical and psychological injuries, permanent disabilities, isolation, or deprivation. Often, mothers and children are victims of these forms of violence (Seifert, 2012, pp. 36-37).

The prevalence of domestic violence: Despite the importance of studying domestic violence in human societies and its various forms, it has not received in-depth studies that shed light on its psychological and social dimensions. Perhaps this is because what appears in the media about this phenomenon does not represent its actual size in society. Most cases of domestic violence are kept secret within families due to concerns about damaging the family's reputation and status, or individuals' embarrassment about admitting to the pain resulting from the violence they experience or witness (Almakhzim, 2016, p. 325).

Official statistics from the United Nations in 2004 indicate a growing incidence of domestic violence in communities, whether directed towards children or spouses. For example, in Switzerland, the rate of domestic violence was 45%, in the United Kingdom, it was 30%, and in the United States, it was 22%. In Jordan, the rate

of violence reached 47%. These statistical reports indicate a growing phenomenon of domestic violence and the seriousness of its effects on families (Almakhzim, 2016).

PREVIOUS STUDIES

Domestic violence remains a pervasive issue with profound implications for individuals, families, and societies worldwide. The previous studies examined here delve into various facets of domestic violence, offering valuable insights into its prevalence, impact, and underlying factors.

Al-Qarni (2005) examined the impact of domestic violence on deviant behavior among middle school girls in Mecca. The study applied its tools to 350 female students from middle school in Mecca, showing a positive relationship between physical violence, verbal violence, neglect, and deviant behavior. Most of the study sample had below-average rates.

Patro et al. (2005) aimed to identify the psychological effects on children who are victims of domestic violence. They applied a domestic violence scale to a sample of 110 students, including 57 male students and 53 female students. The results indicated poor psychological adjustment among children due to experiencing domestic violence, leading to low self-esteem, emotional instability, a tendency toward severe violence, and lower academic performance. Differences were found between male and female students regarding violent behavior, favoring male students.

Al-Mutairi (2006) studied the prevalence of domestic violence within the families of examined individuals, finding a high level of domestic violence and a relationship between violence patterns and delinquency.

Qashta and Thabet (2006) addressed the impact of domestic violence on the mental health of elementary school students. The results showed that the level of physical violence by parents against children was 5.33%, and the level of psychological violence was 5.35%. There were differences between genders in the degree of domestic violence, favoring males. The study also found a relationship between domestic violence, both psychological and physical, and the mental health of children.

Al-Khatib (2011) aimed to uncover the forms of domestic violence and its impact on children, as well as the educational level of parents in relation to the use of violence. The results showed that domestic violence has several reasons, with those related to parents being the most common, followed by economic and cultural reasons. Children are exposed to verbal violence most frequently, followed by physical violence and then psychological violence. The effects of domestic violence on children included aggression, lying, rejection, deprivation, and isolation. There were differences in violence according to the parents' educational level, favoring those with lower education levels.

Al-Suwaity (2012) conducted a study to understand domestic violence directed towards children and its relationship with the feeling of security. The results showed an inverse relationship between the feeling of security and domestic violence, with males more exposed to domestic violence than females. There were no significant differences in the mother's educational level, while there were differences in the father's educational level regarding the degrees and forms of domestic violence.

Al-Makhzim (2016) examined the forms of domestic violence in Kuwaiti families from the children's perspective, considering gender and environment variables. The results showed no differences between male and female middle school students in their estimation of domestic violence forms. There were no differences between regions in domestic violence. Verbal and physical violence were the most frequent forms of domestic violence, and disputes among children, especially in adolescence, were the main reason for domestic violence. Most of the effects of domestic violence were related to the psychological aspect, fear of the future, and academic achievement. This highlights the importance of a healthy family climate for the psychological, academic, and future health of children.

Al-Imrawi and Merabet (2020) studied social distancing during the COVID-19 pandemic and the problem of domestic violence in Algerian society. The results showed that prolonged presence of individuals together produced a set of disturbed indicators within the family, manifested in lack of understanding, weak communication, and family ties, leading to a range of aggressive behaviors such as psychological neglect,

ridicule, verbal abuse, and bullying. This also included legitimizing aggressive behavior practiced by a family member.

Minib et al. (2021) developed a scale to detect families with a violent interaction pattern, where violence was classified into five types: physical violence, consisting of all acts of physical harm (11 phrases); verbal violence, consisting of (8 phrases); moral (psychological) violence, consisting of (16 phrases); economic violence, consisting of (9 phrases); and social violence, consisting of (7 phrases). The final scale consisted of 51 phrases with response options ranging from "very much" to "never."

METHODOLOGY

The descriptive approach was used due to its suitability for the nature and objectives of the research.

Population and Sample of the Study

The research population consisted of all male and female students in the secondary stage in Jazan Region for the academic year 2022, totaling 78,031 students, including 38,024 male students and 40,007 female students. The survey sample consisted of 160 students, selected through simple random sampling to verify the psychometric properties of the research tool. The main research sample consisted of 1264 students, including 585 male students and 679 female students, selected through stratified random sampling.

Tools of the Study

Domestic Violence Scale for Secondary School Students: After reviewing the theoretical framework and previous studies and examining previous scales and questionnaires that addressed measuring domestic violence, including Al-Suwaidi (2012), Hadi and Abdulnabi (2013), Hafiz et al. (2015), Raad and Faseeh (2019), and Manib et al. (2021), six dimensions for measuring domestic violence were identified to be suitable for secondary school students. In light of the relative importance of each dimension, a number of terms were formulated to correspond to their relative importance. The initial form of the domestic violence scale consisted of 50 items distributed across six dimensions.

Validity

A- Content Validity: The scale was presented to five specialized professors in the fields of education and psychology as judges to express their opinion on the suitability of the items of the scale and the representation of the terms for each dimension. The judges' agreement on the representation of these terms was calculated, keeping the items that obtained an agreement rate of 80% or more. Some items were modified according to the judges' suggestions, and three items (one from the physical violence dimension and two from the economic violence dimension) were deleted, making the scale consist of 47 items, indicating the content validity of the scale.

B- Consistency Validity: The correlation coefficient between the score of each item of the scale and the total score of the dimension (excluding the score of the item) was calculated, considering the total score of the other items as an internal marker for the item. Table 1 illustrates the results.

Table 1. Correlation coefficients between the score of each item and the total score of the dimension to which it belongs after excluding the score of the item (n=160)

| Domain 1 Verbal violence | | Domain 2 Physical violence | | Domain 3 Psychological violence | | Domain 4 Interference in privacy | |
|-----------------------------|--|-------------------------------|--|------------------------------------|--|-------------------------------------|--|
| Item | Correlation coefficient after deleting the item | Item | Correlation coefficient after deleting the item | Item | Correlation coefficient after deleting the item | Item | Correlation coefficient after deleting the item |
| 1 | 0.664** | 8 | 0.691** | 14 | 0.668** | 30 | 0.604** |
| 2 | 0.711** | 9 | 0.778** | 15 | 0.780** | 31 | 0.600** |
| 3 | 0.600** | 10 | 0.800** | 16 | 0.636** | 32 | 0.480** |
| 4 | 0.771** | 11 | 0.770** | 17 | 0.710** | 33 | 0.669** |
| 5 | 0.700** | 12 | 0.810** | 18 | 0.669** | 34 | 0.796** |
| 6 | 0.496** | 13 | 0.639** | 19 | 0.726** | 35 | 0.745** |
| 7 | 0.745** | | | 20 | 0.592** | 36 | 0.498** |
| Domain 5 | | Domain 6 | | 21 | 0.672** | 37 | 0.560** |

| Social violence | | Economic violence | | 22 | 0.709** |
|-----------------|---|-------------------|---|----|---------|
| Item | Correlation coefficient after deleting the item | Item | Correlation coefficient after deleting the item | 23 | 0.583** |
| 38 | 0.665** | 44 | 0.731** | 24 | 0.689** |
| 39 | 0.766** | 45 | 0.739** | 25 | 0.655** |
| 40 | 0.607** | 46 | 0.820** | 26 | 0.621** |
| 41 | 0.738** | 47 | 0.687** | 27 | 0.581** |
| 42 | 0.657** | | | 28 | 0.791** |
| 43 | 0.761** | | | 29 | 0.702** |

**sig. at the (0.01) level

From Table 1, it is evident that all correlation coefficient values were statistically significant at the 0.01 level, indicating the validity of the items.

C- Construct validity

Principal component analysis was conducted, and items with loadings below (0.3) were removed according to Guilford's criteria, as shown in Table 2.

Table 2. Values of the items' loadings on their respective factors according to Guilford's criterion (n=160)

| Domain 1 Verbal violence | | Domain 2 Physical violence | | Domain 3 Psychological violence | | Domain 4 Interference in privacy | |
|-----------------------------|----------|-------------------------------|----------|------------------------------------|----------|-------------------------------------|----------|
| Item | Loadings | Item | Loadings | Item | Loadings | Item | Loadings |
| 1 | 0.776 | 8 | 0.788 | 14 | 0.753 | 30 | 0.694 |
| 2 | 0.811 | 9 | 0.852 | 15 | 0.770 | 31 | 0.714 |
| 3 | 0.695 | 10 | 0.868 | 16 | 0.774 | 32 | 0.589 |
| 4 | 0.855 | 11 | 0.846 | 17 | 0.756 | 33 | 0.782 |
| 5 | 0.804 | 12 | 0.876 | 18 | 0.513 | 34 | 0.868 |
| 6 | 0.594 | 13 | 0.745 | 19 | 0.827 | 35 | 0.832 |
| 7 | 0.837 | | | 20 | 0.295 | 36 | 0.619 |
| Domain 5 Social violence | | Domain 6 Economic violence | | 21 | 0.314 | 37 | 0.665 |
| Item | Loadings | Item | Loadings | 22 | 0.418 | | |
| 38 | 0.771 | 44 | 0.851 | 23 | 0.134 | | |
| 39 | 0.850 | 45 | 0.860 | 24 | 0.241 | | |
| 40 | 0.720 | 46 | 0.906 | 25 | 0.315 | | |
| 41 | 0.824 | 47 | 0.819 | 26 | 0.340 | | |
| 42 | 0.762 | | | 27 | 0.396 | | |
| 43 | 0.847 | | | 28 | 0.674 | | |
| | | | | 29 | 0.635 | | |

From Table 2, it is evident that all items' loadings were significant according to Guilford's criterion, except for items 20, 23, and 24 from Factor 3, which were thus deleted.

Reliability

A - Cronbach's Alpha Coefficient: Cronbach's alpha coefficients were calculated (after deleting the item) for each dimension and the total score, as shown in Table 3.

Table 3. Cronbach's alpha coefficients after deleting the item, and the alpha coefficient for the dimensions and the total score (n=160)

| Domain 1 Verbal violence | | Domain 2 Physical violence | | Domain 3 Psychological violence | | Domain 4 Interference in privacy | |
|--|--|---|--|------------------------------------|--|--|--|
| Item | Cronbach's alpha coefficient after deleting the item | Item | Cronbach's alpha coefficient after deleting the item | Item | Cronbach's alpha coefficient after deleting the item | Item | Cronbach's alpha coefficient after deleting the item |
| 1 | 0.856 | 8 | 0.896 | 14 | 0.933 | 30 | 0.845 |
| 2 | 0.850 | 9 | 0.885 | 15 | 0.930 | 31 | 0.846 |
| 3 | 0.866 | 10 | 0.880 | 16 | 0.933 | 32 | 0.866 |
| 4 | 0.845 | 11 | 0.884 | 17 | 0.932 | 33 | 0.838 |
| 5 | 0.852 | 12 | 0.883 | 18 | 0.933 | 34 | 0.826 |
| 6 | 0.883 | 13 | 0.903 | 19 | 0.931 | 35 | 0.829 |
| 7 | 0.850 | Cronbach's alpha coefficient (Domain) 0.906 = | | 20 | 0.935 | 36 | 0.856 |
| Cronbach's alpha coefficient (Domain)= 0.875 | | | | 21 | 0.933 | 37 | 0.851 |
| Domain 5 Social violence | | Domain 6 Economic violence | | 22 | 0.932 | Cronbach's alpha coefficient (Domain) =0.861 | |

| | | | | | | | |
|--|--|--|--|--|-------|--|--|
| | | | | 23 | 0.935 | | |
| Item | Cronbach's alpha coefficient after deleting the item | Item | Cronbach's alpha coefficient after deleting the item | 24 | | | |
| 38 | 0.868 | 44 | 0.853 | 25 | 0.933 | | |
| 39 | 0.851 | 45 | 0.849 | 26 | 0.934 | | |
| 40 | 0.877 | 46 | 0.816 | 27 | 0.935 | | |
| 41 | 0.856 | 47 | 0.869 | 28 | 0.930 | | |
| 42 | 0.870 | Cronbach's alpha coefficient (Domain) =0.881 | | 29 | 0.932 | | |
| 43 | 0.853 | | | Cronbach's alpha coefficient (Domain) =0.937 | | | |
| Cronbach's alpha coefficient (Domain) =0.883 | | | | | | | |
| Cronbach's alpha coefficient (total)=0.974 | | | | | | | |

Table 3 shows that all Cronbach's alpha coefficients (after deleting the item) are less than or equal to the alpha coefficient for the dimension to which the item belongs, except for item 6 from dimension one and item 32 from dimension four. The reliability of these two items was higher than the overall reliability of their respective dimensions, indicating that these two items were not reliable and were therefore deleted. Table 3 also shows that all coefficients of reliability according to the Cronbach's alpha method for the dimensions and the total score are appropriate and reliable, indicating the reliability of the dimensions and the scale as a whole.

Based on the previous psychometric characteristics (validity, internal consistency, and stability) of the scale, it was found that three items were deleted due to content validity (judges), and five items were deleted for not being statistically significant, namely items 8, 20, 23, 24, and 32. Therefore, the final version of the scale consists of 42 items, distributed across dimensions as follows:

- Dimension 1: Verbal violence, including seven items.
- Dimension 2: Physical violence, including five items.
- Dimension 3: Psychological violence, including 13 items.
- Dimension 4: Privacy intrusion, including seven items.
- Dimension 5: Social violence, including six items.
- Dimension 6: Economic violence, including four items.

Four responses were used and adopted for each item: (strongly agree, agree, disagree, strongly disagree), according to the Likert scale. The total score of the scale ranges from 42 to 168.

Data Analysis

SPSS was utilized to conduct various statistical analyses in this study. Descriptive statistics such as means, and standard deviations were calculated to summarize the data. The independent samples t-test was employed to compare the means of two independent groups, providing insights into potential differences between them. Additionally, the ANOVA (Analysis of Variance) test was used to analyze the differences among means of three or more groups, offering a broader perspective on group comparisons. Furthermore, the Chi-square test was applied to examine the association between categorical variables, providing valuable insights into the relationships within the data. These statistical methods helped to analyze the data comprehensively, allowing for a more in-depth understanding of the research findings.

RESULTS AND DISCUSSION

First research question: What are the most prevalent dimensions and items of the domestic violence scale among high school students in Jazan Region?

The means and standard deviations of the dimensions and items of the Domestic Violence Scale were calculated. Table 6 illustrates the results.

Table 6. Means and standard deviations of the dimensions of the domestic violence scale (N=1264)

| No. | Domain | Mean | Standard deviation | Rank |
|-----|-------------------------|-------|--------------------|------|
| 1 | Verbal violence | 11.13 | 4.09 | 2 |
| 2 | Physical violence | 7.07 | 2.73 | 5 |
| 3 | Psychological violence | 20.53 | 7.87 | 1 |
| 4 | Interference in privacy | 10.88 | 4.16 | 3 |
| 5 | Social violence | 9.22 | 3.72 | 4 |
| 6 | Economic violence | 5.62 | 2.38 | 6 |

It is clear from Table 6 that psychological violence is the highest, followed by verbal violence, intrusion of privacy, social violence, physical violence, and finally, economic violence. This result is logical and can be explained by the fact that secondary school students are in adolescence and desire to feel self-esteem. They are more sensitive in their interactions, which noticeably affects their psyche, making psychological violence the most prevalent. Additionally, they only want to hear words that please them, which is why verbal violence is in second place. Intrusion of privacy ranks third, as it is natural for secondary school students, who are in adolescence, to desire privacy. Economic violence ranks last, which may be attributed to the nature and economic capabilities of Saudi society.

Second research question: Are there statistically significant differences in domestic violence among high school students between Jazan and Sebya Education Departments?

The mean, standard deviation, t-value, and significance level for the dimensions of the scale were calculated, as shown in Table 7.

Table 7. Mean, standard deviation, t-value, and significance level for the dimensions of the scale

| No. | Domain | Jazan Education Department= 668 | | Sebya Education Department= 596 | | t | Sig. | Level of sig. |
|-------|-------------------------|---------------------------------|--------------------|---------------------------------|--------------------|-------|------|---------------|
| | | Mean | Standard deviation | Mean | Standard deviation | | | |
| 1 | Verbal violence | 11.23 | 4.18 | 11.01 | 3.98 | 0.95 | 0.34 | Insig. |
| 2 | Physical violence | 6.96 | 2.71 | 7.18 | 2.75 | -1.42 | 0.16 | Insig. |
| 3 | Psychological violence | 20.60 | 8.17 | 20.45 | 7.51 | 0.33 | 0.74 | Insig. |
| 4 | Interference in privacy | 10.80 | 4.28 | 10.97 | 4.01 | -0.73 | 0.47 | Insig. |
| 5 | Social violence | 9.17 | 3.86 | 9.27 | 3.57 | -0.46 | 0.64 | Insig. |
| 6 | Economic violence | 5.58 | 2.44 | 5.66 | 2.32 | -0.55 | 0.58 | Insig. |
| Total | | 64.35 | 23.15 | 64.54 | 21.43 | -0.16 | 0.88 | Insig. |

Table 7 shows that there were no statistically significant differences between the Jazan and Sebya educational administrations, whether in terms of dimensions or the overall score. This result is consistent with the findings of Al-Mukhizim's study (2016). This may be due to the fact that both the Jazan and Sebya administrations belong to the same region, which is Jazan Region, and therefore, there may be no significant differences between the two administrations in terms of domestic violence.

Third research question: Does the level of domestic violence differ based on gender among high school students in Jazan Region?

To answer the third question, the mean, standard deviation, T-value, and significance level were calculated for the dimensions and the overall score of the domestic violence scale, as shown in Table 8.

Table 8. Mean, standard deviation, T-value, and significance level (gender)

| No. | Domain | Males =585 | | Females =679 | | t | Sig. | Level of sig. |
|-------|-------------------------|------------|--------------------|--------------|--------------------|-------|-------|---------------|
| | | Mean | Standard deviation | Mean | Standard deviation | | | |
| 1 | Verbal violence | 12.40 | 4.06 | 10.03 | 3.79 | 10.68 | 0.000 | Sig. |
| 2 | Physical violence | 8.06 | 2.91 | 6.21 | 2.24 | 12.53 | 0.000 | Sig. |
| 3 | Psychological violence | 22.63 | 7.99 | 18.73 | 7.29 | 9.01 | 0.000 | Sig. |
| 4 | Interference in privacy | 12.25 | 4.35 | 9.69 | 3.58 | 11.30 | 0.000 | Sig. |
| 5 | Social violence | 9.88 | 3.83 | 8.65 | 3.53 | 5.93 | 0.000 | Sig. |
| 6 | Economic violence | 6.39 | 2.55 | 4.96 | 2.01 | 10.97 | 0.000 | Sig. |
| Total | | 71.61 | 23.11 | 58.26 | 19.70 | 10.96 | 0.000 | Sig. |

It is clear from Table 8 that the differences between male and female students in the dimensions and the total score were statistically significant at the 0.01 level in favor of male students. This result is consistent with those of Patro et al. (2005), Qishta and Thabet (2006), Al-Khatib (2011), Al-Suwaiti (2012), whereas it differs with that of the study by Sernberg and Guterman (2006). To detail, there were differences between the sexes in favor of females. This result differs from that of Al-Mukhaizeem's (2016) study, which did not find statistically significant differences between male and female students in domestic violence. This result may be due to the fact that male students are more vulnerable to domestic violence by parents.

Fourth research question: Does the level of domestic violence differ based on specialization among high school students in Jazan Region?

To answer the fourth question, the mean, standard deviation, T-value, and significance level for the dimensions of the scale were calculated, as shown in Table 9.

Table 9. Mean, standard deviation, T-value, and significance level (specialization)

| No. | Domain | Scientific =760 | | Theoretical =504 | | t | Sig. | Level of sig. |
|-------|-------------------------|-----------------|--------------------|------------------|--------------------|-------|-------|---------------|
| | | Mean | Standard deviation | Mean | Standard deviation | | | |
| 1 | Verbal violence | 10.86 | 4.18 | 11.52 | 3.91 | -2.85 | 0.005 | Sig. |
| 2 | Physical violence | 6.63 | 2.58 | 7.72 | 2.82 | -6.95 | 0.000 | Sig. |
| 3 | Psychological violence | 19.79 | 7.84 | 21.65 | 7.78 | -4.17 | 0.000 | Sig. |
| 4 | Interference in privacy | 10.34 | 4.11 | 11.68 | 4.11 | -5.69 | 0.000 | Sig. |
| 5 | Social violence | 8.77 | 3.73 | 9.90 | 3.62 | -5.39 | 0.000 | Sig. |
| 6 | Economic violence | 5.29 | 2.29 | 6.11 | 2.44 | -5.96 | 0.000 | Sig. |
| Total | | 61.69 | 21.96 | 68.59 | 22.31 | -5.42 | 0.000 | Sig. |

From Table 9, that there were statistically significant differences between the scientific and theoretical specializations in dimensions and the total score in favor of the theoretical specialization, meaning that students in theoretical specializations are more vulnerable to domestic violence. This may be due to the fact that students of scientific specialization are less exposed to domestic violence. Perhaps practical and applied study, which requires spending more time on studying, assignments, and assignments, reduces the exposure of students of scientific specialization to domestic violence.

Fifth research question: Does the level of domestic violence differ based on grade level among high school students in Jazan Region?

To answer the fifth question, means and standard deviations were extracted for the dimensions of the scale according to the grade level variable. To indicate the significance of the statistical differences between the means, one-way ANOVA was used. Tables 10 and 11 illustrate the results.

Table 10. Mean, standard deviation (grade level)

| No. | Domain | First-year secondary (Grade 10) | | Second-year secondary (Grade 11) | | Third-year secondary (Grade 12) | |
|-----|-------------------------|------------------------------------|--------------------|-------------------------------------|--------------------|------------------------------------|--------------------|
| | | Mean | Standard deviation | Mean | Standard deviation | Mean | Standard deviation |
| 1 | Verbal violence | 11.37 | 3.82 | 10.26 | 3.72 | 11.72 | 4.41 |
| 2 | Physical violence | 7.71 | 2.75 | 6.57 | 2.55 | 7.10 | 2.78 |
| 3 | Psychological violence | 21.87 | 7.89 | 18.84 | 7.29 | 21.17 | 8.08 |
| 4 | Interference in privacy | 11.62 | 4.02 | 10.30 | 4.05 | 10.92 | 4.26 |
| 5 | Social violence | 10.20 | 3.58 | 8.46 | 3.54 | 9.27 | 3.82 |
| 6 | Economic violence | 6.13 | 2.39 | 5.23 | 2.26 | 5.64 | 2.43 |
| | Total | 68.90 | 22.01 | 59.66 | 21.12 | 65.84 | 22.85 |

Table 10 shows the means and standard deviations of the domestic violence scale across all dimensions and for the tool as a whole according to the grade level variable.

Table 11. One-way ANOVA to determine the significance of differences between groups.

| No. | Domain | Source of variance | Sum of squares | df | Means of squares | f | Sig. | Level |
|-------|-------------------------|--------------------|----------------|------|------------------|-------|-------|-------|
| 1 | Verbal violence | Between groups | 531.70 | 2 | 265.848 | 16.30 | 0.000 | Sig. |
| | | Within groups | 20570.05 | 1261 | 16.312 | | | |
| | | Total | 21101.75 | 1263 | | | | |
| 2 | Physical violence | Between groups | 237.07 | 2 | 118.535 | 16.31 | 0.000 | Sig. |
| | | Within groups | 9164.48 | 1261 | 7.268 | | | |
| | | Total | 9401.55 | 1263 | | | | |
| 3 | Psychological violence | Between groups | 2026.12 | 2 | 1013.061 | 16.78 | 0.000 | Sig. |
| | | Within groups | 76108.68 | 1261 | 60.356 | | | |
| | | Total | 78134.80 | 1263 | | | | |
| 4 | Interference in privacy | Between groups | 318.56 | 2 | 159.279 | 9.34 | 0.000 | Sig. |
| | | Within groups | 21504.68 | 1261 | 17.054 | | | |
| | | Total | 21823.24 | 1263 | | | | |
| 5 | Social violence | Between groups | 548.58 | 2 | 274.288 | 20.39 | 0.000 | Sig. |
| | | Within groups | 16961.72 | 1261 | 13.451 | | | |
| | | Total | 17510.30 | 1263 | | | | |
| 6 | Economic violence | Between groups | 144.50 | 2 | 72.252 | 12.96 | 0.000 | Sig. |
| | | Within groups | 7029.70 | 1261 | 5.575 | | | |
| | | Total | 7174.20 | 1263 | | | | |
| Total | | Between groups | 17159.10 | 2 | 8579.551 | 17.63 | 0.000 | Sig. |
| | | Within groups | 613728.21 | 1261 | 486.700 | | | |
| | | Total | 630887.31 | 1263 | | | | |

It is clear from Table 11 that the F-value is statistically significant both in the dimensions and the overall score, indicating statistically significant differences between grade levels in domestic violence. To determine the direction of these differences, post-hoc comparisons using the Scheffé method were employed, as shown in Table 12.

Table 12. Scheffé method for multiple comparisons

| No. | Domain | Grade | Mean | 1 st secondary | 2 nd secondary | 3 rd secondary |
|-----|------------------------|---------------------------|-------|---------------------------|---------------------------|---------------------------|
| 1 | Verbal violence | 1 st secondary | 11.37 | - | 1.11273* | -0.34941 |
| | | 2 nd secondary | 10.26 | - | - | -1.46213-* |
| | | 3 rd secondary | 11.72 | - | - | - |
| 2 | Physical violence | 1 st secondary | 7.71 | - | 1.14156* | .60852* |
| | | 2 nd secondary | 6.57 | - | - | -.53304-* |
| | | 3 rd secondary | 7.10 | - | - | - |
| 3 | Psychological violence | 1 st secondary | 21.87 | - | 3.03414* | 0.69798 |
| | | 2 nd secondary | 18.84 | - | - | -2.33616-* |

| | | | | | | |
|-------|-------------------------|---------------------------|-------|---|----------|------------|
| | | 3 rd secondary | 21.17 | - | - | - |
| 4 | Interference in privacy | 1 st secondary | 11.62 | - | 1.32269* | 0.69881 |
| | | 2 nd secondary | 10.30 | - | - | -0.62388 |
| | | 3 rd secondary | 10.92 | - | - | - |
| 5 | Social violence | 1 st secondary | 10.20 | - | 1.73661* | .92664* |
| | | 2 nd secondary | 8.46 | - | - | -.80997-* |
| | | 3 rd secondary | 9.27 | - | - | - |
| 6 | Economic violence | 1 st secondary | 6.13 | - | .89200* | .48446* |
| | | 2 nd secondary | 5.23 | - | - | -.40754-* |
| | | 3 rd secondary | 5.64 | - | - | - |
| Total | | 1 st secondary | 68.90 | - | 9.23973* | 3.06701 |
| | | 2 nd secondary | 59.66 | - | - | -6.17272-* |
| | | 3 rd secondary | 65.84 | - | - | - |

* sig. at (0.05)

Table 12 shows the following:

Verbal violence: There are differences between the first and second grades in favor of the first grade, and differences between the second and third grades in favor of the third grade.

Physical violence: There are differences between the first and second grades in favor of the first grade, differences between the first and third grades in favor of the first grade, and differences between the second and third grades in favor of the third grade.

Psychological violence: There are differences between the first and second grades in favor of the first grade, and differences between the second and third grades in favor of the third grade.

Interference in privacy: There are statistically significant differences between the first and second grades in favor of the first grade.

Social violence: There are significant differences between the first and second grades in favor of the first grade, differences between the first and third grades in favor of the first grade, and differences between the second and third grades in favor of the third grade.

Economic violence: There are significant differences between the first and second grades in favor of the first grade, differences between the first and third grades in favor of the first grade, and differences between the second and third grades in favor of the third grade.

Overall domestic violence scale: There are significant differences between the first and second grades in favor of the first grade, and differences between the second and third grades in favor of the third grade.

It is clear from the above that first-year secondary (Grade 10) students are more exposed to domestic violence, both in terms of the overall score and the dimensions and forms of domestic violence.

Recommendations

In light of the study's results, the researchers recommend:

Direct parents' attention to supporting their children's psychological well-being by avoiding any behavior that might lead to psychological violence.

Encourage parents to interact with their children with kindness and tolerance, avoiding scolding, commands, criticism, and reducing interference in their children's privacy.

Advising parents to treat their children equally, regardless of gender, grade level, or specialization, so that children feel there is no discrimination based on gender, age, or academic field.

Fostering cooperation and communication between the school administration and parents to address the issues faced by abused students.

Encouraging school administrations to develop and design programs under the supervision of educational authorities to help improve the academic performance of abused students.

Assigning the most experienced teachers to work with abused students, addressing their academic, psychological, and social needs.

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