Preventing domestic violence within the Iraqi families (academic staff point of view)

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Abstract:

This research aims to identify the appropriate mean(s) to confront and prevent domestic violence (DV) within the Iraqi families from the viewpoint of the faculty members. A total of 80 male and female teaching staff at the Faculty of Education for Human Sciences were involved in questionnaire for the academic year 2019/2020 using a scale consisted of 39 parameters. Paragraph are prepared following extracting their sincerity via a group of arbitrators in the field of educational and psychological sciences and their stability was verified. The scale value and coefficient of subjective validity scale were 0.84 and 0.916 degree, respectively. A set of statistical methods e.g. Pearson correlation coefficient, severity of paragraphs were used. The values, degree of severity (2.99-1.89) and weight percentile (98.8-76.5%) confirm the importance of reducing physical punishment of children and the discrimination between them within the family are significant to childhood stage as it represents the baseline from which their personality begins. Repeatedly inflicting corporal punishment on children will either leak a perception into their mind that violence is a socially acceptable behavior, or lead them to adopt it against others later; either out of revenge or emotional discharge before it turns as a habit. Public insufficiency, various administrative corruption, availability of the will to confront seriously would courage to fronts resisting the corruption via shortcomings are monolithic, effective, active, and announced results. To eliminate DV it is recommended to continuously train and encourage the teaching staff to confront the phenomenon of violence and spread religious awareness through the media, curricula and guidance centers in the community. Monitor manifestations of all forms of violence through specialized institutions, work to analyze and deal with them in a scientific manner according to educational and social theories. Co-ordination between societal institutions deems important to address the phenomena and contain causes of DV, meanwhile caring for victims of DV through official and private social welfare institutions and launching community projects that provide social, material and moral services to families with special needs to provide a source of DV.

Introduction:

Significance and objective of the research:

The violence is one of the most prevalent psychological and social phenomenon in this era, which has become a manifestation of turbulent modern life. Violence is synchronized the human existence and represents one of the most prominent constants in human life, since man was found on the surface of the earth practicing violence against his fellow human being. By the emergence of different organizations in human life, the phenomenon of violence popped up in different forms according which was classified pending upon varying degrees of violent practices i.e. physical, psychological and sexual violence according to their main manifestations [1].The rate of violence has significantly risen with modern forms during the last decades meanwhile all associated with frustration [2].Recent studies had agreed that the phenomenon of violence had an impact on the Iraqi society too due to an alarming increase in the serious violence which ought to confront with scientific methods [3];[4];[5].Despite the diversity of research trends and methods in the field of violence, researches in Iraqi society are still scanty, yet limited to descriptive studies which indicates that these trends are still not commensurate with the seriousness, expansion and growth of this phenomenon. Thus it is believed that confronting violence with scientific methods is the most mature way to mitigate its forms and manifestations. In recent era, interest of authorities has raised due to the increasing rates of violent incidents among children in many ways shedding risks and a consequent negative impacts on various aspects of their personalities. The latter extend towards security, social and economic risks at the level of the individual, family and society. The importance of this study unfolds in shedding light on the

phenomenon of violence in the children to identify the extent, causes and ways to processing and preventing it. Moreover, it also involves proposing new strategies to confront violence in Iraqi society. The significance of the study can be formulated in the following points:

1). The impact of the violence phenomenon and its negative effects on the individual, society, security, the economy, and the necessity for an integrated scientific study due to consequence resulted in prevailing behaviors generally among members of society and particularly within the family.

2). The mandatory of expansion and wide spread of this phenomenon has become a threat to society and destroys relations, which raises the necessity to confront it with the best practical methods to restore security and stability.

3). Because the children are the mainstay of the nation and the builders of its renaissance meanwhile the violence hinders the investment of their energies would obligate the authorities to preserve and protect them fall into violence. Accordingly, the latter requires more attention and care.

4). To induce the authorities, parents in upbringing them, all educational and social institutions to pay extra attention, wariness and care via certain programs and activities and take appropriate decisions in preventing them from falling into violence.

5). To proposes a strategy to confront violence in the society, which could cause real threat to society and destroys relations via practical methods as a best way to restore security and stability of the society.

The Objectives:

The current research aims to identify methods to be followed to confront and prevent violence against children from the point of view of university professors currently work at Faculty of Education for Human Sciences who hold graduate degrees, masters and doctorates for the academic year (2019/2020).

Definition of terms:

From linguistic terminology, it is the way, the mean, the doctrine and the art that gathers all methods [6]. Idiomatically, the verbal image in which meanings are expressed, or the systems of speech and its composition. It could also be the way of thinking and depicting "expression" or the mold in which each person pours his thought and emotion [7].The word "violence" refers to a behavior that an individual or group deliberately emits towards another or others, or towards himself, directly or indirectly, dictated by situations of anger, frustration, self-defense, private or public values, property, or the desire for revenge". Linguistically, violence refers to violating an order and lack of gentleness and is against kindness. It also means self-violence as if somebody is therefore a violent whenever the person is not gentle in his order while the order is violent as if he poses anything by force. Or it means obtaining certain gains that result in physical, material or psychological harm to the other party [8].

*Theoretical Background:*The term violence in the human life implies a manifestation of contemporary human life, a psychological and social phenomenon that have all been linked to human existence, which indicates that it is a phenomenon as old as mankind. However, the term violence has recently been defined as a form of disruption of normal human behavior, human degeneration, a pattern of personal and social chaos, with lack of maturity, decreased morals, shaking wisdom and disrupted minds where a high responsibilities, impulsiveness and recklessness emerge. The life confuses while the area of chaos expands, distorting the psychological and social structure, meanwhile security and stability are under constant threat, relationships are destroyed, and humanity is assassinated in thought in both feelings and behavior. Moreover, the violent behavior, in various forms, degrees and fields contradicts humanity with all its features of kindness, mercy, love, tolerance and a safe and reassuring life. Therefore, violence expresses humanity in its distorted and diseased form [9]. The term violence has also been confirmed to refer to tolerance as the human scene in which manifestations of violence are absent and the values of peace prevail. This means that we are faced with two concepts that not only contradict, but are absolutely incompatible e.g. tolerance means the absence of violence and intolerance, while violence means an intolerance or the absence of tolerance, consequently, the absence of peace [10].It has also been pointed that "violence" is a primitive, uncivilized method characterized by many criminal attitudes that reflect negatively on society i.e. stands against its norms as an anti-social behavior by being against the accepted standards of behavior, the interests and goals of society. Therefore, it destroys the security and safety of members of the society as a brutal criminal behavior towards individuals and things through destruction, beating and killing [11].Violence may also be considers in other ways e.g. "values, feelings, or beliefs that encourage people to harm others, by attacking them or their property" 12]; while other scientists argue that violence is an extreme

behavioral response that appears in the manifestations of beating, cursing or defaming, and may reach the point of killing, characterized by a sharp emotional tinge (hate and hatred). The latter may result from a decrease and/or ignorance in the level of insight, understanding or thinking, perhaps via misconceptions about certain individuals, situations, or subjects [13].A concept of violence was presented following as an exercise of physical force to inflict harm against a persons or property, as well as the act or treatment that causes bodily harm or interference with personal freedom. The violence has different levels that begin with verbal violence e.g. cursing and reprimanding and physical violence, e.g. beating and quarreling, that may progress and extend to assault others. Finally, executive violence implies thinking about killing and attacking others or their property by force [14].Other scientist points out that violence is a crude response to aggressive behavior characterized by severity and rigidity towards a person or subject, that cannot be prevented or hidden which takes the character of destruction [15]. Hence, refers to antithesis of kindness, mercy, compassion, love, tolerance and cooperation, those qualities that have taken a great position in our true Islamic religion. The Islam came with the comprehensive and integrated divine approach that organizes human life and raises it to the paths of guidance and direction, and rids it of crises and deviations. It also renounce, prohibit violent practices, refine behavior, and straighten morals.

Types of violence:
Violence has many modes of action e.g. physical or tangible where its impacts are clear on the victim and intangible (moral) whose effects cannot be sensed at first in the form of the victim, as it does not leave a clear impact on the body, but rather its effects are in the soul. The following is a review of the types of violence with examples:

[a]. physical violence:
1. Bodily harm violence e.g. everything that may hurt and harm the body as a result of being subjected to violence, regardless of the degree of harm.
2. Murder: It is the worst and most cruel types of violence e.g. perhaps most of it is in defense of honor. This type of violence is almost non-existent in some societies such as the United Arab Emirates, due to its peaceful and conservative nature.
3. Sexual assaults: While murder is considered as one of the most heinous types of violence, then it is nothing worse or more horrible than rape. With murder, the victim's life ends after he has experienced pain and suffering for a limited period. As for rape, the victim suffers psychological pain and emotional disturbances accompany her as much as she is destined to live [16].

[b]. Moral and sensory violence such as:
1. Verbal abuse: It involves everything that hurts the feelings of the victim i.e. swear, insults, or any words that carry defamation, or describing the victim with deplorable qualities that make her/him feel insulted or degraded.
2. House confinement or diminishing freedom: It is totally unacceptable because it involves a kind of servitude as our master the second caliph Omar Ibn-Al-Khattab says (How would you enslave people while they are born free). Disgraceful in the eyes of those who practice violence, perhaps this kind of moral violence is practiced against women and girls in Arabic and Muslim societies even if there are no justifiable reasons for its practice.
*3. Expulsion from the home:*If the previous type is practiced against females, then this type of violence is practiced against males, due to social considerations that distinguish Arab societies from others. This type of violence is the last shot used by parents when they are unable to discipline the behavior of the victim sons.

Based on the above data, it could be concluded that:
1). Violence is a behavior that occurs individually or collectively. Individual violence may be common in certain contexts, while collective violence may become more common in other contexts, and in all cases there is interaction between them.

2). Intentional: where some manifestations of unintentional harm i.e. accidentally hitting a pedestrian by a driver, would not fall under the category of violence, as it could be classified unintentional incident.

3). It is directed towards an individual, a group, or even towards oneself. Where we find that violent behavior may be directed towards an individual, whether he is known to the person, a family member, relatives or colleagues, which is the most common, or towards a group of people i.e. sectarian, religious or ethnic violence, or towards oneself, and one of its most prominent forms is suicide attempts.

4). Direct or indirect: This may be directed at the victim directly as the assailant punches or stabs the victim, or it may be indirect where one of the victim's property or personal belongings is attacked such as smashing the victim's car windows or glasses.

5). Multiple motives: It may be triggered by multiple factors i.e. excessive tension of the aggressor or his extreme anger at the provocative behavior of the victim towards him, or due to the aggressor's feeling of frustration and belief that the victim is an obstacle to achieving his goals.It could also be due to perception of the victim as an alternative target for violence that is safer in view of the increase in the strength of the party that aroused his frustration; to defend himself or his property that is subject to harm, in defense of private or public values targeted for violation e.g. when violence is practiced against a young man who assaults his father, or boys who make fun of a vulnerable (weak mind) child. It could also be a desire to take revenge on someone, or to try to achieve certain gains i.e. a teacher who hits a weak student in front of his colleagues in order to deter them from trying to think of disobeying his orders [17].

Causes of violence: There are many causes of domestic violence, including those related to the abuser, and others related to the abuser.
First: Reasons related to the abuser: Facts and studies show that those who cause acts of violence within the family are, from the general public, ordinary individuals and they do not necessarily belong to a deviant category. Some researchers state that a high percentage of them responsible for acts of domestic violence are those who have a history with crime. Almost 50% of husbands who beat their wives had previously spent time in prison, as violence among these institution is not an accidental thing, but rather the way to put an end to the various kinds of differences with others [8].

Reasons that lead to a person using violence:
[A]. The offender mistakenly beliefs in the legitimacy of the violence in reference to the Quran's verses that can be invoked by the words of God "Those women whom you are afraid deviation from the righteous way do advise and boycott them in the bed until they obey you then stop; otherwise, if you still uncertain, then call their relatives from your side and hers to judge between both of you if they desire reform for reconciliation; the God always is supreme wise and great expert in everything **[An-Nisa'a, 34-35].** Some people misinterpret the word [advise them] with [beat them] when men take advantage in beating their wives instead of advising them for better.

B). The education that the husband receives from his environment, society and family, depicts the act of violence as if it was a natural phenomenon which happens in every house and in every family. The husband may have been raised on violence since his childhood, that makes this matter imprinted in mind, and makes him more vulnerable to practice such violence in the future. Recent studies have proven that "a child who is exposed to violence during his childhood is more inclined to use violence than a child who was not exposed to violence during his childhood. Among the misconceptions related to poor education, is the belief that beating the wife is a reform for her, or that beating the wife is related to proving masculinity and imposing prestige, as if the use of beating will make the woman more obedient to the husband and implement his orders.
C). Psychological reasons that cause the abuser to lose his mind and lead him out of his will. One of the models of psychological diseases that may lead to "psychopathic" aggression, is what is known as the state of psychological or spiritual formation. The development of the congenital sense of psychopaths begins from childhood, as psychopaths show aggressive behavior from the first years of their lives [18].
D). Economic problems such as unemployment, poverty, debts and other matters that increase psychological pressure on the husband and increase his feeling of helplessness and weakness. The proverb says: "If poverty enters through the door, love goes out through the window." Poverty is not considered affecting the personality of the individual unless it persists for a long period of time. If a person suffers temporary financial hardship, and enjoys religious and moral education, he rarely turns to violence and criminality. Therefore, criminality "is not contingent upon the pressure of bad economic conditions at a given time, as much as it is contingent upon the frequency of this pressure and the continuity of its impact on the individual and his descendants over time**.** Among the problems resulted from poverty which contribute to the emergence of violence is the neglect of Education, overcrowding, abuse of power, etc.
E). Being affected by the scenes shown by the media encouraging violence, e.g. watching violent films that push the husband to apply what he saw to his family. Studies have proven the error of this theory, as exposure to the media that presents violent practices "is not a relief for the individual as much as it

push him to practice violent behavior" [19]. According to the social learning theory, research has shown that there is a relationship between the high crime rate and television violence. The "International Coalition Against Television Violence" has published a research that took 22 years to conduct had shown the cumulative effect of television, which extends up to twenty years to show its consequence.

1). "There has been a direct relationship between Television violence films broadcasted in the sixties and the rise of crime in the seventies and eighties" The organization said: Between 25%-50% of violent acts in the rest of the world are caused by violence in television and cinema [20].

2). Reasons related to the abuser himself: Some false beliefs as well as bad behaviors of the victim may contribute to exposure to domestic violence, and these beliefs and behaviors include:

A). Belittling the offender in front of others could provoke him to take revenge then after to restores his dignity. The provocative behaviors maybe as arguing with the husband, belittling his thoughts and criticizing his actions sharply in front of others, could lead to ridicule of those present on one hand. Plus, the inferiority feeling of a husband may provoke his anger and pushes him to assault his wife by beating in retaliation for her demeaning and insulting him in front of people. A husband expressed a reason for beating his wife: "My wife has stripped me completely in front of others." he said. Among these examples are also children provoking their parents when they neglect their studies, or making noise in the house while the father needs comfort and calm, or when his children attack their siblings, or refuse to abide by religious duties [21].

B). The wife's sexual indolence by continuous withholding from her husband when he desires or invites her. This is what the Messenger of God warned about when he said: (When a husband calls his wife for his need, she should respond to him even if she is on the stove) [22].The reasons why a woman refuses to marry her husband in this era differ slightly from the previous ones, particularly for the working woman. She may suffer from the phenomenon of a double day inside and outside the home, which increased her exposure to psychological pressures; moreover it would weigh her physical strength, which makes her refrain from her husband often under the influence of fatigue and tiredness.

C). The abnormal beliefs of the wives who think that by opposing her husband, in application of the "liberal" theories advocated by a group of people, she proves her identity and independence. This kind of beliefs and ideas may provoke the husband's desire against his wife in an attempt to respond to her allegations in a practical way. An example of these ideas are those who claim equality between man and woman, or liberty of women, by implanting in mind of some women, who, in turn, are influenced by them try to apply and practice within their families "Equal to man and equal to him".

D). Victim's consent towards the violence practiced against her, by not trying to change it, but rather she acts in defense or to excuse the offender, which makes the abuser continue to do him. The reasons that lead the victim to be satisfied with the violence directed at her and not to complain are the wife's own beliefs that make her more receptive to the motives of perpetrating violence by the perpetrator on the other hand [19].

The following may represent some of these beliefs:

1). The belief of some victims that violence is an evidence of the offender's love towards the victim. A wife was questioned: "Why do you think that your husband does not love you? She said: Because he no longer hits me". Such a thought is an absolute wrong believe as she thinks physical abuse of husbands is a kind of love towards her!

2). The psychological fear of some victim women that motivates them to refrain from reporting violence i.e. mother's fear for her children that she will leave them at the mercy of an unjust father who may beats them. Fear of the stigma of the divorced woman and the resulting injustice in society towards the divorced woman, or her fear of retaliatory reactions if she asks for a divorce from the strong, authoritarian husband.

3). Victim's love towards her offender husband drives her to be patient, in an attempt to reform him and modify his behavior. In a study conducted on 52 wives, it was found that 70% of them were beaten after their first year of marriage, but they did not start submitting complaints to the official bodies until after 12th year. That is, after either the wife felt despair of treatment, or after his violence intensified in such a way that she was not safe for her life, or because she felt that there are other advantages in the husband that increase her tolerance against his disadvantages, especially when he periodically engages in violence against her, where there is a wide time interval. In between the two beatings, the husband is able to provide several supports to the wife in a way that allows dispelling the feelings that repel him"

[17]. These are the most remarkable intertwining important correlated causes of family violence. Moreover, the economic crises within the family and the difficult living conditions facing any family often lead to the emergence of family disputes that lead to psychological and mental disorder among family members, and perhaps to their destruction.

Second: Motives for domestic violence:
The motives that drive a person towards domestic violence can be divided into two parts:
1). Intrinsic motivation: Those motives that stem from the person himself that lead him towards domestic violence. This type of motives can be divided into two parts **[18].**
[A]. Intrinsic motives that formed in the human soul as a result of external circumstances such as neglect and abuse.

[B]. A violence which a person has been exposed to since his childhood and other conditions that accompany man that consequently produce and an accumulation of various psychological impulses. The latter results in a psychological contract that eventually led to compensation for the aforementioned conditions by resorting to violence within the family. Exposure to violence during his early childhood is more inclined to use violence than that of a child who was not exposed to violence during his childhood.

C). Those motives that man has since his formation, which arose as a result of illegal behaviors that the parents had committed as their impact is reflected in the development of the child e.g. genetic factor can be included within these motives.

2). Economic motivations: This type of motives is what other forms of violence have in common with domestic violence, but the only difference maybe, in the goals that are aimed at economic motive violence. Within the family environment, the father may not target to obtain economic benefits from use of violence against his family but rather, to discharge disappointment and poverty impacts which are violently reflected by the father towards the family; otherwise, the goal behind the use of violence is to obtain material benefits **[19].**

3). Social Motives: This type of motive is represented in the customs and traditions accustomed to a society that require from a man. According to the requirements of these traditions, a certain degree of manhood, i.e. he does not beg to lead his family without violence and force. This represents a criterion by which one can recognize the extent of a person's character e.g. manhood, otherwise he will fall out of the ranks of men. This type of motives is directly proportional to the culture carried by the society, especially the family culture. The more the society is on a high degree of culture and awareness, the more the role of these motives diminishes until it is absent in high-end societies. On the contrary in societies with limited culture, the degree of motives varies as the impact of these motives depends upon degeneration of the cultures of societies.It should be noted that some members of these societies may not believe in these customs and traditions, but are driven by them out of social pressure.

Third, Effects of violence: Domestic violence contributes to impeding the movement of the family, and makes it difficult to carry out their functions. The effects that appear on the victim who is subjected to domestic violence depends on the age of the victim. A child whose personality has not yet been formed is different from a woman who is exposed to spousal violence after her marriage. The violence practiced against the elderly members, who, need someone respects their age, satisfy, need for love, care and tenderness. In sum, studies confirm many health effects that appear as a result of violence practiced in the family. The report issued by the World Health Organization (WHO) on November 24, 2005 (Geneva/London) highlighted that the phenomenon of domestic violence causes severe health effects. Likewise, another study stated, "The chronic hardship resulting from exposure to violence and the constant fear of its occurrence drives victims to frequent doctors' clinics to seek treatment for some psychosomatic symptoms, i.e. headaches, coughing, tingling, numbness, insomnia, and weight loss **[21].**The damages resulting from violence do not only affect those who have been subjected to violence, but extend far beyond that. Therefore, a list the different effects of domestic violence is listed as follows:
)1). *The effect of violence on those against whom it was perpetrated:* There are many effects on those who perpetrated domestic violence against them, include:
A - Violence has caused the emergence of psychological complexes that may develop and exacerbate into pathological conditions.

B- Increasing the possibility of a person, suffered from violence, adopts the same approach that was practiced against him.

(2). *The impact of violence on the family*: If the impact of violence was to stop within the limits of the individual who suffered from violence, the sermons would have been easier, but the matter goes beyond that in affecting the family itself, whether the large family that the violent person may try to take revenge on, or which he will form in the future.

(3). *The impact of domestic violence on the society:* Given that the family is the nucleus of society, any threat directed at it, through domestic violence, will eventually lead to a threat to the whole of society.

Research Methodology:

Includes the procedures to determine the methods to be followed to confront violence by preparing a tool for this purpose.

Research community:

The research community had composed of 87 of both genders represented by the faculty members of Faculty of Education for Human Sciences of both male and female e.g. (75% male 25% female) [Table-1]..

(Table-1): The community of the research, male, female and total.

	Department	Male	Female	Total
1	The Holy Quran Sciences	3	2	5
2	The Turkish language	2	1	3
3	The Arabic language	20	3	23
4	The Kurdish language	8	2	10
5	The History	12	2	14
6	The Geography	8	2	10
7	The Psychology	5	4	9
8	The English Language	7	6	13
	The total	65	22	87

Research Sample: For the purpose of obtaining a representative sample to analyze the paragraphs, it was necessary to describe the research community for which the scale will be prepared and to select the sample. A sample for statistical analysis of (80) male and female teachers were chosen by the stratified random method, for both genders as in table-2.

Table-2: Distribution stuff members according to genders involved in the research community

Faculties	Master		Doctorate		Total
Gender	Male	Female	Male	Female	
Faculty of Education for Pure Science	16	21	24	19	80

Search Tool: The following steps were applied for the purpose of preparing the current search tool:

Firstly, identification of the main components: To determine the basic components of the methods adopted, many sources and literatures available were reviewed to confront violence. Directing an exploratory questionnaire to some specialists from university professors in the field of educational meanwhile psychological scientist were consulted to choose in response to violence. The responses of specialists and the initial 5 components reflect those methods that should be followed to confront violence, were analyzed. Followed by presenting the outcome to a group of ten experts specialized in psychological measurement and educational guidance to verify the validity of the results or/and to add any modifications to the components and determining the importance relative to each component. Accordingly, the formulation were modified and the importance of each component were estimated to a seven-tiered scale. To calculate the strength of the importance of each component a statistical analysis of their responses using Fisher's equation was used [23]. It turned out to be varied in the strength of its measurement followed by approximating the degree of importance (Table-3).

(Table-3): The main components of the scale used and their significance:

	The main components	Significance	Number of items
1	Avoiding triggers of violence	6.8	9

2	Managing personal stress	8.5	6
3	Channeling tension in alternate channels	5.5	6
4	Changing the belief in the legality and social acceptability of violence	7.8	9
5	Social support and initiative	3.9	9
	Total		39

Secondly,Paragraphs Drafting: An exploratory questionnaire was designed to a sample of 15 male and female teachers from the Department of Psychology and Psychological Counseling. A number of relevant paragraphs were drafted followed by analyzing the responses as an open questionnaire then were formulated to cover the elements of each component. An extra paragraph was added to each component as a precaution to avoid some paragraphs fall at analysis [24]. Accordingly, a total of 39 paragraphs were formulated and distributed among the components. In order to determine the validity of the paragraphs three alternatives have been developed in front of each paragraph (strongly agree, somewhat agree, absolutely disagree) followed by presenting to a group of experts and specialists. Consequently 5 paragraphs were modified and one paragraph was rejected.

Thirdly, Preparing instructions: To guarantee obtaining the best response instructions were prepared for answering the tool and to clarify the way in which the examinee answers the paragraphs. It was taken into account that it should be simple, understandable and appropriate to an understanding level of the sample. At concealing the real purpose of the research alternatives were explained in detail.

Fourthly, Correction of the tool: In order to obtain the total score that each respondent receives on the questionnaire three alternatives were identified in front of each paragraph (strongly agree, somewhat agree, and absolutely not), and weights were assigned to them (3, 2, 1), respectively.

Fifthly, The exploratory experience: This experiment aimed to identify the clarity of the paragraphs and instructions in terms of wording, meaning and time taken to implement the tool. The scale was applied to a random sample of a total 12 male and female teachers at the University of Kerkuk, Faculty of Education for Human Sciences. It was found that the instructions are clear and that the time required for response was between 10-15 minutes.

Sixthly, Basic Experience: The main objective of the basic experiment of the scale is to conduct a statistical analysis of the items to reveal their accuracy and ability to measure what they were designed to measure [25].The responses of (80) questionnaires were done using the *Pearson correlation coefficient* to find out the extent to which the degree of the paragraph is related to the total degree, as the relationship of the degree of the paragraph with the total degree is one of the indicators of its discriminatory ability and an indicator of the internal homogeneity between the paragraphs in measuring the property [26].It became clear that there are no undistinguished items, no item that had less than (<20.0) was adopted as a criterion for keeping the item in the scale [27].Table-4 shows the correlation coefficients between the scores of each item and the total score.

(Table-4): Correlation coefficient of the paragraph's score with the total score:

S	Correlation coefficient	S	Correlation coefficient
1.	0.25	21.	0.41
2.	0.31	22.	0.52
3.	0.34	23.	0.53
4.	0.37	24.	0.27
5.	27.0	25.	0.36
6.	39.0	26.	0.26
7.	22.0	27.	0.29
8.	25.0	28.	0.41
9.	26.0	29.	0.32
10.	.370	30.	0.55
11.	42.0	31.	0.38
12.	41.0	32.	0.49
13.	350.	33.	0.62
14.	420.	34.	0.21

15.	38.0	35.	0.44
16.	28.0	36.	0.38
17.	39.0	37.	0.39
18.	32.0	38.	0.25
19.	35.0	39.	0.67
20.	26.0	-	-

Psychometric parameters of the Scale:

(1). The Validity: Honesty is a necessary and basic characteristics of the test, an important and essential step that must be available and investigated before applying the tool or using it confirm that test is capable of measuring the phenomenon under study **[28].**The validity of the tool ostensibly is verified by presenting the research tool to a committee of experts specialized in the field of educational and psychological sciences in some Iraqi universities to produce an acceptable criterion for many researchers, hence, the paragraph is accepted or modified upon observation of experts' some paragraphs of the tool were deleted and modified **[29].**Also, honesty was extracted by means of self-honesty, defined as the validity of the experimental scores in relation to the real scores that were rid of the impurities of chance errors. The group that was first run for this was the close link between persistence and self-honesty **[30].**Therefore, the self-honesty is measured by calculating the square root of the scale stability coefficient. Given that the reliability coefficient of the resolution in the re-test method equals (0.84) degrees, so the self-honesty coefficient of the scale is equal to (0.916) degrees.

(2). The reliability: The stability of the test is a basic condition of the research tool which means that the scale produces the same results or close to them if re-applied to the individuals themselves in the same circumstances **[31][32].**To extract the stability of the research tool, the test was relied on retest method ; while for the purpose of finding the stability of the research tool, a random sample of 25 teachers was selected. The time between the first application and the second application of scale was around 2-3 weeks. The reliability coefficient of the tool was extracted using the *Pearson coefficient* which reached to 0.84, a degree that shows the researcher that the stability coefficient of the tool is high and therefore, applicable to the research sample.

Application and debugging tool: Following the confirmation of the validity of the tool the basic research sample with an answer form for each was applied and recorded as a set of information related to the research variables. However, following completing the application, the data received were examined via excluding 2 forms due to the lack of completeness of the required information in it.

Statistical means: The following statistical methods were used to process the data contained:
1). *Pearson correlation coefficient*.
2). *Fisher correlation coefficient*.
3). T-test for one sample.

Presentation and discussion:
The tool was applied to sample members consisted 80 male and female teachers and the degrees of the sample members in general ranged between (28-71), with an average of 79.67 degrees. A single-sample student T-test was used to find out the significance of the difference between the average at the level of acceptance to reduce violence and the theoretical average of the scale of 78 degrees with a degree of freedom 79. There has been a significant difference between the experimental and the theoretical averages of the scale. It means that the volume of the proposed methods for confronting violence in general is high, and that the difference between the achieved mean and the theoretical average of the scale is real but not caused by chance or random factors which may indicate the possibility of its adoption. It is concluded the outcome refers to a natural result due to the economic, political and social conditions that the country is going through. Table-5 demonstrates various methods to confront violence, the degree of severity and the weight percentage arranged in descending order from highest to lowest.

(Table-5): Methods to be adopted to confront violence, degree of severity and weight percentage, arranged in descending order.

S	Methods	New sequences	Severity degree	Weight (%)

1.	Reducing corporal punishment and discrimination among children in the family.	1	2.995	98.83
2	Dealing with an individual in a way that deepens his sense of personal value.	2	2.524	84.16
3	Encourage the practice of constructive social behaviors	3	2.520	83.67
4	Reducing the manifestations of social discrimination in its multiple forms	4	2.461	82.07
5	Develop religious awareness and commitment to moral values	6	2.295	76.51
6	Informing the individual about the best ways to act in violent situations	7	2.301	76.71
7	Publicly resisting deficiencies and administrative corruption in various forms	35	2.301	76.71
8	Standing on the experiences of individuals and other nations to overcome violence.	36	2.301	76.71
9	Positive treatment away from violence and coercion, which builds self-confidence.	8	2.295	76.51
10	Demanding the existence of mechanisms that allow ensuring safety in schools.	25	2.295	76.51
11	Setting an example for others to speak out against sexual and gender-based violence.	9	2.260	75.34
12	Strengthening children's resilience in the face of difficulties and helping them to respond to life's challenges in a constructive manner.	12	2.260	75.34
13	Configure an active and effective force to stop colleagues bullying	13	2.168	72.28
14	Use constructive techniques and methods to ensure discipline.	11	2.145	71.35
15	Make children partners in preventing violence.	15	2.145	71.35
16	A call for an inclusive approach involving children, school staff, parents and the community.	14	2.114	70.47
17	Connecting schools to the Social and Psychological Care Center	16	2.114	70.47
18	Cooperation between schools and the Child Protection Society in monitoring and addressing the problem of violence against children.	19	2.114	70.47
19	Enhancing and strengthening the experience of social and educational counseling in schools	20	2.096	69.88
20	Achieving permanent contact between the school and the family and holding educational seminars for raising children.	10	2.096	69.88
21	Developing and developing educational awareness at the family and school levels.	22	2.096	69.88
22	Early detection and response to the causes of violence	18	2.096	69.88
23	Standing on the experiences of individuals and other nations to overcome violence.	37	2.093	69.79
24	Training in methods of emotional control and physical and psychological relaxation.	17	2.093	69.79
25	Equitable distribution of life services across governorates, and neighborhoods within them.	26	2.093	69.79
26	Expanding the circle of safe political participation	21	2.029	67.64
27	Engaging in voluntary social activities	31	2.029	67.64
28	Expansion of public parks and sports facilities	32	2.029	67.64
29	Slum care and re-planning	33	2.029	67.64
30	Changing the trend towards violence as an effective	34	2.011	67.06

	means of resolving disputes			
31	Changing the belief that violence is legal and socially acceptable	5	2.022	67.64
32	Emphasize the person's ability to control their violent behavior	27	1.964	65.50
33	Highlighting the role of the Islamic religion from violence, and purifying heritage from the misleading statements favoring violence	28	1.964	65.50
34	Facilitating the establishment of voluntary associations active in this field and informing victims of how to contact them	29	1.963	65.43
35	Denying the abuser the benefits of violence	24	1.963	65.43
36	Continuous support and encouragement that builds a sense of security and belonging.	23	1.935	64.50
37	Expanding the channels of mass communication - government	30	1.935	64.50
38	Encouraging initiatives to confront the problem of unemployment, and facilitating marriage	38	1.891	63.60
39	Expanding the establishment of service associations aimed at improving the lives of low-income and people with special rights	39	1.891	63.60

Discussion:

From table-5 it becomes clear that:

First: The numerical outcome the questionnaire shows that the sharpness and percentage values were limited between (2.995-2.295) with a percentage weight ranged between (98.83-67.641%). It indicates the safety and level of strength of all paragraphs involved in the questionnaire to be adopted as ideal methods for confronting violence and containing the crisis that occur and would benefit to help overcome violence.

Second: The values, degree of severity and weight percentile in the first five paragraphs in table-4 were limited between (2.995-1.891), and the weight percentile ranged between (98.83-76.51%), respectively, confirm the importance of reducing physical punishment of children. The discrimination between children within the family is important of the childhood stage as represents the baseline from which their personality begins. Plus, child's feeling of discrimination and inferiority, compared to his siblings, will generate more tensions that will exacerbate later. Likewise, repeatedly inflicting corporal punishment on children will either leak a perception into their mind that violence is a socially acceptable behavior, or it would lead them to think about using it against others later either out of revenge or emotional discharge followed by the children might then practice it by habit. While the peoples at schools and students at universities are considered the center of the educational process, therefore, the necessitates rise to take care of them and make them aware of their personal value. It should be emphasized that a person whose dignity is degraded, and his sense of self is deranged, will not be a useful member in building society.

Third: The paragraphs from 35-39 aimed at improving the lives of low-income people and those with special rights rank via showing the values of the degree of severity. The percentage weight of these paragraphs were limited to (1.963-65.433%) and (1.891-63.60%), respectively involve the safety and strength by confirming the importance of resisting aspects of life. Other paragraphs (7-onwards) and 35-39 e.g. public insufficiency and administrative corruption in its various forms, availability of the will to confront and announce to enable each individual to reassure courage to fronts resisting the corruption meanwhile shortcomings are monolithic, effective, active, and their results are announced in the recognized ways.

The latter will not reduce tension but will also sharpen the energies of all citizens to participate in the war against corruption. It would also urge them to refrain from engaging in minor corruption in which they get involved either out of the motive of keeping pace with the general trend or self-compensation for the stolen rights. Moreover, the importance of learning the means and paths through which the members of the community may submit their complaints to the officials, provided that these complaints

arrive in a relatively short time, and dealt with an appropriate period of time, and in a serious manner to eliminate the causes of the problem in order to reduce the escalation of citizens' tension.

Recommendations:

1). Encourage the teaching staff to continuously train to confront the phenomenon of violence as a serious attempt to eliminate from the community environment and the student community.

2). Spread religious awareness through the media, curricula and guidance centers in the community in the field of domestic violence.

3). Monitor manifestations of violence in all forms through specialized institutions concerned with domestic violence, and work to analyze and deal with them in a scientific manner according to educational and social theories within the framework of societal treatments.

4). Co-ordination between societal institutions in order to address the phenomena of domestic violence and contain its causes.

5). Caring for victims of domestic violence through official and private social welfare institutions, in anticipation to avoid development of negative roles for them in the future.

6). Launching community projects that provide social, material and moral services to families with special needs to provide a source of domestic violence.

4.3. Suggestions: It would benefit toconduct:

1). A study on the behavior of violence directed towards the husband or wife in the displaced families.

2). An empirical study to determine the effectiveness of the treatments provided in the current research to treat violent behavior in the family.

3). A comparative study of violent behavior between families with high and low academic achievement.

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