Novelty Journals

ISSN 2394-7330

International Journal of Novel Research in Healthcare and Nursing
Vol. 6, Issue 1, pp: (719-734), Month: January - April 2019, Available at: www.noveltyjournals.com

Occurrence and Risk Factors of Aggressive Behavior among Governmental Primary School Students

Nabila El Sayed Saboula[1], Amal A. El-Abbassy[1], Dalia Ali Hassan El-Nagar[2]

[1]Community health nursing, Faculty of Nursing/Menoufia University, Egypt

[2]Menoufia Health Sector, Menoufia governorate, Egypt

Correspondence: Amal A. El-Abbassy; Email: moley_elabassy@yahoo.com; Address: Community health nursing, Faculty of Nursing/Menoufia University, Egypt.

Abstract: **School aggression has become an increasing concern to public health professionals, clinicians, policy makers, educators, and the general public.**

The aim of this study was to assess the occurrence and risk factors of aggressive behavior among governmental primary school students.

Methods: Design: A descriptive comparative research design was utilized. Setting: This study was conducted at governmental primary schools , Menoufia Governorate, Egypt. Subjects: simple random sampling of 410 primary school students, Menoufia Governorate, Egypt. Instruments: (1) Structured interview questionnaire; it included socio-demographic data , personal characteristics of the students, data related to student parents and family , data about risk factor of aggressive behavior and data about degrees of student's school performance. Tool (2): Aggressive behavior scale, it was developed by Aiash (2009) to assess Aggression toward self, Aggression toward others and Aggression toward schools.

Results: It was illustrated that, in urban schools most of students (97.6%) did not have aggressive behavior, and the least percentage (2.4%) had aggressive behavior. While, in rural schools all of students (100%) did not have aggressive behavior, also, it was found that risk factors for development of aggressive behavior among students in urban and rural schools were playing video games a lot, non - control during anger, crowdedness of the living area and living with one parent.

Conclusions: the study concluded that there are many factors that cause aggression like personal characteristics, familial, social and educational. Each one had its impact on Student' covert thinking and overt behaviours.

Recommendation: Professionally trained teachers are to be employed into primary schools. Also, Parents and teachers should work hand-in-hand in dealing with aggressive behavior of primary school children. Last, sporting activities should be emphasized in our primary schools to reduce the level of aggression in primary school children.

Keywords: **Aggressive behavior- governmental primary schools students-risk factors.**

1. INTRODUCTION

Aggression is a very commonly seen behaviour these days among school children. It is also one of the most prevalent behavioural aspects in children which cause a lot of concern in the present days. Aggression engulfs a wide spectrum of behaviours, which varies from covert to overt display of aggressive behaviours [1]. Nowadays there are a lot of definitions and all of them assume that aggression is to be understood as any intentional action which seeks to inflict harm to someone, cause physical pain and moral suffering; in other words, aggression is a deliberate action with a view to causing someone harm, which cannot be justified [2].

International Journal of Novel Research in Healthcare and Nursing
Vol. 6, Issue 1, pp: (719-734), Month: January - April 2019, Available at: www.noveltyjournals.com

These days aggressive behavior has become a topic of vital importance and a major concern in most societies. The whole world seems to be under the strain of aggressive acts of various forms. Violence is disturbingly common in most parts of the world and it is undoubtedly creating chaos and disturbing the world peace and harmony [3].

Schools are the most important settings outside the home, where a child's views, attitudes and behaviors are shaped early in life [4]. This makes the school environment a good setting for identifying and providing targeted early intervention for children with high levels of aggressive behaviors [5].

Approximately 3% to 7% of children and adolescents manifest aggressive signs. During the course of normal development, families may experience periods when a child exhibits temper tantrums during toddler years or rebellion during adolescent years. These behaviors, when limited in time, are considered normal developmental occurrences. When they form a pattern over time, they are considered psychiatric disorders [6].

The statistics, published by the department for education in Egypt, revealed that, primary school children are being suspended from school increasingly often for assaulting their teachers and class-mates, according to official figures around 89 youngsters aged between five and 11 were ordered out of the classroom each day for these reasons in 2010/11. The rise in primary-age pupils being suspended for physically assaulting classmates and school staff is likely to fuel concerns that younger children are becoming more aggressive [7].

There are many factors which contribute to the onset of developing aggressive children especially in Egypt. The lifestyle and standard of living is so sophisticated that parents have very little time for their children and most of the children are neglected by parents. Circle of friends contributes greatly violent behavior on a large extent if the child spends most of his time with a gang of friends who are haughty and arrogant then he will develop that attitude. In the same way, the school atmosphere does have an impact in school violence [8].

Both in developed and developing countries, it has been documented that early aggression is predictive of crime and violence in youth and adulthood. It is also predictive of other behaviors that threaten social and personal life, such as drug abuse, alcoholism, poor academic achievement, smoking, unsafe sex, teen pregnancy, family violence and problems at work. These risky behaviors tend to occur as a cluster and can be considered to be co morbidities with common causes **[9].**

AIM OF THE STUDY: The present study aimed to was to assess the occurrence and risk factors of aggressive behavior among governmental primary school students.

1.2 RESEARCH QUESTIONS:

The following research questions were formulated in an attempt to achieve the aim of the current study:

- What is the percentage of aggressive behavior among governmental primary school students in urban versus rural schools?
- What are the risk factors of aggressive behavior among governmental primary school students in urban and rural schools?
- What is the effect of aggressive behavior on school achievement among primary school students?

2. METHODS

2.1 Design: - A descriptive comparative research design was used.

2.2 Settings:- This study was conducted in four governmental schools in Menoufia Governorate, Egypt: from Shebin-Elkom's primary schools namely: Al- Shaheed Mostafa El-Faramawy Abdel Hady school, Taha Hussein School. Also, from Tta village at Menouf Center primary schools namely: Al-Shaheed Abdel Aziz El-Halafawy school. Last from Qultaa Alkubraa village primary schools namely: Al-Shaheed Kamal Qandil School.

2.3 Sample:- Multistage random sampling was used in this study for random choice of centers, random choice of villages, and random choice of schools, and random choice of students to obtain the representative sample to the total study population.

International Journal of Novel Research in Healthcare and Nursing
Vol. 6, Issue 1, pp: (719-734), Month: January - April 2019, Available at: www.noveltyjournals.com

The Method of choosing the sample:

The study sample was selected according the following criteria:

2.3.1 Inclusion criteria:

(1) Governmental primary school students.

(2) Students in 4th, 5th and 6th grades only including both sexes.

(3) Students who regularly attend their schools.

2.3.2 Exclusion criteria :

(1) Primary school students with developmental delay, seizure disorder, minor /major psychiatric disorders such as (epilepsy, fits…..) which was detected from school student's records and from student's history.

(2) Students with chronic disease.

2.3.3 Sample size

According to statistical data for academic year 2017/2018 obtained from decision making support and information center, statistical management of Menoufia Governorate, (2017):

Number of governmental primary schools in Menoufia Governorate =107 schools, with 474637 students aged 6-12 years.

Four primary schools (two for urban and two for rural communities) were selected randomly containing 16805 students aging 6-12 years .

Sample size will be statistically calculated by using the equation of [10]

$$n = \frac{N \times P (1-P)}{((N-1 \times (d2 / Z2)) + P (1-P)}$$

n=Sample size

N=Total society size =180

d=error percentage = (0.05)

P=percentage of availability of the character and objectivity= (0.1)

Z=the corresponding standard class of significance 95%= (1.96)

The sample size must be not less than 410 students for the two comparative groups.

2.3.4 Sampling technique

The technique used to select the sample was:

(1) First stage random sample was used to select two centers from nine centers at Menoufia governorate. Centers names were put in a bowl and selected two centers by simple random sample (Menouf Center and Al -Bagour Center).

(2) Second stage random sample was used to select two villages, one village from Menouf Center and the other village from Al-Bagour Center. Villages names in the two centers were identified and put them in a bowl, then select two villages by simple random sample. The selected villages were Tta Village from Menouf Center and Qultaa Alkubraa Village from Al-Bagour Center.

(3) Third stage random sample was used to select four primary schools (two for urban and two for rural communities).Schools names in Shebin El-Kom city were identified and put them in abowl, then select two schools by simple random sample. The selected schools were Al- Shaheed Mostafa El-Faramawy Abdel Hady school and Taha Hussein School. In addition, Schools names in Tta Village were identified and put them in abowl, then select one school

by simple random sample. The selected school was Al-Shaheed Abdel Aziz El-Halafawy School. Moreover Schools names in Qultaa Alkubraa Village were identified and put them in abowl, then select one school by simple random sample. The selected school was Al-Shaheed Kamal Qandil School.

(4) Fourth stage random sample was used to select students. Students names were identified and put them in a bowl, then select students in every class by simple random sample.

The sample size were 410 students for the two comparative groups.

- Number of students who participated from Al-Shaheed Mostafa El-Faramawy Abdel Hady school were 66 student.
- Number of students who participated from Taha Hussein School were 139 student .
- Number of students who participated from Al-Shaheed Abdel Aziz El-Halafawy School were 129 student.
- Number of students who participated from Al-Shaheed Kamal Qandil School were 76 student.

2.4 Data Collection Instruments:

Data was collected through using the following tools:

Tool I: Structured interview questionnaire: It was prepared by the researcher which included the following parts:

Part one: Socio-demographic data of the students such as (age, sex, student's grades , student birth order, etc ...

Part two: Data that related to child's parents and family structure as type of family, father occupation, father education, number of brothers and sisters, and number of rooms in the house, etc…

Part three: Data about risk factor of aggressive behavior as individual factors and the influence of family, social, and school environments on the development of aggressive behavior, etc…

Part four: data about degrees of student's school performance that were collected from the school's records first term (2017-2018).

Tool II: Aggressive behavior scale (aggressive behavior likert scale): it was developed by [11], it consists of 48 statements.

This tool contains three subparts:

Subpart one: Aggression toward self. It consists of 15 statements such as

Sticking to opinion even it was wrong, hitting head against the wall

in anger, etc….

Subpart two: Aggression toward others. It consists of 20 statements such as beating school mates at parties, ridiculing from schoolmates, etc…..

Subpart three: Aggression toward schools. It consists of 13 statements such as breaking property of school, knocking the door violently, etc……

The scoring system for each statement: rare takes (1), sometimes takes (2) and often takes (3).

Scoring:

- The questionnaire contained, items related to governmental primary school students' demographic criteria, as well as AB scale with assessment of three subscales each was three points Liker scale (1 – 3) as (1) for rarely , (2) for sometimes, and (3) for often. These subscales were as follow; Aggressive behavior (AB) towards self (15statements), Aggressive behavior (AB) towards others (20 statements), and Aggressive behavior (AB)towards school (13 statements).The assessment of the aggressive behavior (AB) towards self was done by giving a score of15-30. The total score of each student was categorized into "has aggressive behavior towards self " when he/she achieved more than or equal $\geq 50\%$ of the total score , and "has no aggressive behavior towards self " was considered when the student achieved less than $<$

50% of the total score. Accordingly, students who had from15-30 points of the total score, were considered as "has no aggressive behavior towards self ", and those who had 31 - 45 points were considered as "has aggressive behavior towards self ".

- The " aggressive behavior towards others " was evaluated giving a score of20-60. The total score of each student was categorized into "has aggressive behavior towards others " when he/she achieved more than or equal ≥ 50% of the total score , and "has no aggressive behavior towards others " was considered when the student achieved less than < 50% of the total score. Accordingly, students who had 41-60 points of the total score, were considered as "has aggressive behavior towards others ", and those who had 20 - 40 points were considered as "has no aggressive behavior towards others ".

- The "aggressive behavior towards school " was evaluated giving a score of13-39. The total score of each student was categorized into "has aggressive behavior towards school " when he/she achieved more than or equal ≥50% of the total score , and "has no aggressive behavior towards school " was considered when the student achieved more than < 50% of the total score. Accordingly, students who had 27-39 points of the total score, were considered as "has aggressive behavior towards school ", and those who had 13 - 26 points were considered as "has no aggressive behavior towards school ".

- The "Aggressive behavior (AB) total score " was evaluated giving a score of48-144. The total score of each student was categorized into "has aggressive behavior " when he/she achieved more than or equal ≥ 50% of the total score , and "has no aggressive behavior " was considered when the student achieved more than < 50% of the total score. Accordingly, student who had from97-144 points of the total score, was considered as "has aggressive behavior ", and those who had 48 - 96 points were considered as "has no aggressive behavior ".

- Stepwise regression analysis was employed to determine which individual risk factors were independently associated with the development of aggressive behavior among governmental primary school students . All risk factors investigated in this study and were statistically significant with the development of the AB in the bivariate analysis, were included in the full model ,which was reduced using the backward stepwise procedure. All variables in the final model were statistically significant for the development of aggressive behavior among governmental primary school students.

2.4.1 Reliability of the tools:

Reliability test was applied by researcher for testing the internal consistency of tools by administration of the tool to the same subjects. Reliability was estimated among 10 students by using test retest method with two weeks apart between them. Then correlation coefficient was calculated between the two scores. Correlation coefficient was 0.86 which indicates that the questionnaire is reliable to detect the objectives of the study.

2.4.2 Validity of the tools:

The tool was tested by five experts in the field of Community Medicine, Community, Pediatric and Psychiatric Health Nursing to ascertain relevance and completeness.

Validity of the questionnaire was assessed using content validity. The relevancy, clarity, fluency, and simplicity of each component in the questionnaire were examined by the experts, and suggestions of experts were incorporated into the tool.

2.5 Pilot Study:

Pilot study was conducted to test the practicality and applicability of the questionnaire and to detect the problems that may encounter during data collection. Also, help to estimate the time needed to fill the questionnaire. The pilot study was conducted on 41 students to assess the clarity, feasibility, applicability of the study tools, and the time needed to fill each tool .The sample of pilot study was excluded from the total sample to assure the stability of the results.

2.6 Ethical Consideration:

An approval of ethical committee in the College of Nursing, Menoufia University, Egypt on the subject of research was obtained to carry out the current study; an official permission was obtained from the ministry of education and mangers of

the selected schools by submission of a formal letter from the dean of faculty of nursing, Menoufia University, Egypt. Also, oral consent was obtained from students and class supervisors (teachers) before inclusion in the study. No health hazards were present. Moreover, participants assured that all their data are highly confidential; anonymity is also assure through assigning a number for each student instead of names to protect their privacy. In addition, data was only available to the researcher and the participants. The ethical issues consideration included explaining the purpose and natural of the study, stating the possibility to withdraw at any time.

2.7 Procedure and Data Collection:

A reviewing of past and current literature covering the various aspects of the problem was done using books, articles periodicals, magazines and studies related to aggressive behavior and risk factors.

Approval:

- Official letters were issued from Faculty of Nursing, Menoufia University, Egypt, and sent to the researcher took permission from the director of the directorate of education and managers of the selected schools for carrying out the current study. The letters explained the purpose of the study, and sought their cooperation.
- The researcher and managers of school selected certain days and schedule for data collection.
- Before starting the data collection, the agreements and the aim of the study were explained to each explained and their consent to participate was obtained.
- The researcher went to each school three times from 10 to 12 am during second term .
- Filling the questionnaire took about 20 minutes.
- After filling questionnaire, degrees of student's school performance were collected from the school's records first term.

2.8 Statistical analysis:

- Data was coded and transformed into specially designed form to be suitable for computer entry process. Data was entered and analyzed by using SPSS (Statistical Package for Social Science) statistical package version 22. Graphics were done using Excel program.

- Quantitative data were presented by mean (X) and standard deviation (SD). It was analyzed using student t- test for comparison between two means.

- Qualitative data were presented in the form of frequency distribution tables , number and percentage. It was analyzed by chi-square ($\chi 2$) test. However, if an expected value of any cell in the table was less than 5, Fisher Exact test was used(if the table was 4 cells) , or Likelihood Ratio (LR) test (if the table was more than 4 cells). Level of significance was set as P value <0.05 for all significant tests.

3. RESULTS

Table (1) demonstrated students' risk factors for development of aggressive behavior distributed by their residence .As shown from the table, in urban schools more than one third of students (37.6%) and in rural schools more than one third of students' (38%) favorite hobby were physical and motor hobbies. As presented there was no significant statistical relationship between favorite hobby and aggressive behavior among students in urban and rural schools as p value =0.99. As shown in urban schools about more than half of students (57.6%) and in rural schools about two third of students (63,9%) were sometimes have boredom of school day, as presented there was no significant statistical relationship between boredom of school day and aggressive behavior among students in urban and rural schools as p value =0.34.

As shown in urban schools less than half of students (45.3%) and in rural schools less than half of students (43.4%) were sometimes practice sports. As presented there was no significant statistical relationship practicing sports and aggressive behavior among students in urban and rural schools as p value =0.10. As shown in urban schools more than one third of students (36.1%) and in rural schools more than one third of students (42.4%) were sometimes watch violence movies so much. As presented there was no significant statistical relationship between watching violence movies so much and aggressive behavior among students in urban and rural schools as p value =0.15.

As shown in urban schools more than one third of students (37.6%) were sometimes play video games a lot and in rural schools more than half of students (55.1%) did not play video games a lot. As presented there was a significant statistical relationship between playing video games a lot and aggressive behavior among students in urban and rural schools as p value =0.002. As shown in urban schools less than two third of students (60.5%) and in rural schools more than half of students (57.1%) did not watch Wrestling or Boxing. As presented there was no significant statistical relationship between watching Wrestling or Boxing and aggressive behavior among students in urban and rural schools as p value =0.41.

As shown in urban schools majority of students (98.5%) and in rural schools majority of students (97.6%) did not smoke. As presented there was no significant statistical relationship between smoking and aggressive behavior among students in urban and rural schools as p value =0.56. As shown in urban schools majority of students (92.2%) and in rural schools majority of students (91.2%) did not sit with a smoking friends. As presented there was no significant statistical relationship between sitting with a smoking friends and aggressive behavior among students in urban and rural schools as p value =0.87.

As shown in urban schools less than half of students (43.9%) did not control themselves during anger and in rural schools about half of students (48.8%) sometimes did not control themselves during anger. As presented there was a significant statistical relationship between non- control during anger and aggressive behavior among students in urban and rural schools as p value =0.000.

Fig.(1): illustrated enough pocket money as students' Family risk factors' for development of aggressive behavior. As illustrated in urban schools less than three quarters of students had enough pocket money. Also less than one fifth of them (17.6%) sometimes have enough pocket money, and (11.2%) of them did not have enough pocket money. While in rural schools more than three quarters of students (79%) had enough pocket money. Also less than one fifth of them (16.1%) sometimes have enough pocket money, and the least percentage of them (4.9%) did not have enough pocket money.

Table (2) students' family risk factors' for development of aggressive behavior distributed by their residence .As shown from the table in urban schools majority of students (88.8%) were living with both parents ,while in rural schools the most of students (97.5%) were living with both parents. As shown there was a significant statistical relationship between living with both parents or one parent and aggressive behavior among students in urban and rural schools as p value =0.002. As shown in urban schools less than half of students (45.9%) and in rural schools more than half of students (55.1%) sometimes fight with their brothers. As shown there was no significant statistical relationship between fighting with brothers and aggressive behavior among students in urban and rural schools as p value =0.11.

As shown in urban schools less than half of students (41%) and in rural schools about half of students (49.2%) sometimes have father excessive pampering .As shown there was no significant statistical relationship between father excessive pampering and aggressive behavior among students in urban and rural schools as p value =0.14. As shown in urban schools about half of students (48.3%) and in rural schools half of students (50.7%) sometimes have mother excessive pampering. As shown there was no significant statistical relationship between mother excessive pampering and aggressive behavior among students in urban and rural schools as p value =0.83.

As shown in urban schools less than half of students (45.9%) and in rural schools more than half of students (54.1%) sometimes in able to express opinion. . As shown there was no significant statistical relationship between inability to express opinion and aggressive behavior among students in urban and rural schools as p value =0.21. As shown in urban schools less than three quarter of students (72.2%) and in rural schools more than two third of students (68.3%) did not have cruelty of parents. As shown there was no significant statistical relationship between cruelty of parents and aggressive behavior among students in urban and rural schools as p value =0.48.

As shown in urban schools majority of students (85.4%) and in rural schools majority of students (86.4%) did not have sensation of neglect and abuse from parents. As shown there was no significant statistical relationship between inability to express opinion and aggressive behavior among students in urban and rural schools as p value =0.41. As shown in urban schools majority of students (87.8%) and in rural schools majority of students (87.8%) did not have quarrels and threats of divorce in the family. As shown there was no significant statistical relationship between quarrels and threats of divorce in the family and aggressive behavior among students in urban and rural schools as p value =0.47.

As shown in urban schools less than three quarter of students (74.1%) and in rural schools more than three quarter of students (79%) did not feel parents discrimination between them and their brothers. As shown there was no significant statistical relationship between feeling of parents discrimination between students and their brothers and aggressive behavior among students in urban and rural schools as p value =0.45. As shown in urban schools about half of students (48.3%) and in rural schools less than two third of students (62.4%) sometimes have family beating or screaming when doing something wrong. As shown there was a significant statistical relationship between family beating or screaming when doing something wrong and aggressive behavior among students in urban and rural schools as p value =0.003.

As shown in urban schools the most of students (90.2%) and in rural schools majority of students (86.8%) not having family encouragement for beating other colleagues. As shown there was no significant statistical relationship between family encouragement for beating other colleagues and aggressive behavior among students in urban and rural schools as p value =0.22.

As shown in urban schools more than three quarter of students (78.5%) and in rural schools more than three quarter of students (81%) not have family frustration and discouragement. As shown there was no significant statistical relationship between family frustration and discouragement and aggressive behavior among students in urban and rural schools as p value =0.34. As shown in urban schools less than three quarter of students (71.2%) and in rural schools more than three quarter of students (79%) had enough pocket money . As shown there was a significant statistical relationship between enough pocket money and aggressive behavior among students in urban and rural schools as p value =0.04.

As shown in urban schools, students' mean hours spent in front of television were 2.7 ± 1.2, and in rural schools, students' mean hours were 2.2 ± 1.1. As shown there was a significant statistical relationship between hours spent in front of television and aggressive behavior among students in urban and rural schools as p value =0.003. As shown in urban schools, students' mean hours spent in playing on mobile were 1.9 ± 0.4, and in rural schools, students' mean hours were 0.9 ± 0.3. As shown there was a significant statistical relationship between hours spend playing on mobile and aggressive behavior among students in urban and rural schools as p value =0.000.

Table (3) presented students' social risk factors' for development of aggressive behavior distributed by their residence . As presented in urban schools more than three quarter of students (83.9%) and in rural schools about three quarter of students (75.6%) did not have deprivation of the living area from many services. As presented there was a significant statistical relationship between deprivation of the living area from many services and aggressive behavior among students in urban and rural schools as p value =0.03. As presented in urban schools more than three quarter of students (77.1%) and in rural schools the most of students (95.6%) did not have crowdedness of the living area. As presented there was a significant statistical relationship between crowdedness of the living area and aggressive behavior among students in urban and rural schools as p value =0.000.

As presented in urban schools about three quarter of students (74.6%) and in rural schools majority of students (85.4%) had place to play and leisure in the living area. As presented there was a significant statistical relationship between no place to play and leisure in the living area and aggressive behavior among students in urban and rural schools as p value =0.007. As presented about three quarter of students in urban schools (74.6%) and majority of students in rural schools (85.4%) have place to play and leisure in the living area. As presented there was a significant statistical relationship between No place to play and leisure in the living area and aggressive behavior among students in urban and rural schools as p value =0.007.

As presented in urban schools more than half of students (57.1%) and in rural schools less than two third of students (61.5%) had a lot of violence ,quarrels and insults in street. As presented there was no significant statistical relationship between existence of a lot of violence ,quarrels and insults in street and aggressive behavior among students in urban and rural schools as p value =0.43. As presented in urban schools more than half of students (60%) had noise in living area and in rural schools half of students (50.2%) did not have noise in living area. As presented there was a significant statistical relationship between noise in living area and aggressive behavior among students in urban and rural schools as p value =0.02.

As presented in urban schools less than two third of students (64.4%) and in rural schools less than two third of students (62%) did not see that the sinner will not be punished. As presented there was a significant statistical relationship between seeing that the sinner will not be punished and aggressive behavior among students in urban and rural schools as p value =0.000.

Novelty Journals

ISSN 2394-7330

International Journal of Novel Research in Healthcare and Nursing
Vol. 6, Issue 1, pp: (719-734), Month: January - April 2019, Available at: www.noveltyjournals.com

Fig.(2): represented crowdedness of the living area as students' social risk factors' for development of aggressive behavior. As presented in urban schools more than three quarter of students (77.1%) did not have crowdedness of the living area while less than one quarter of them (22.9%) had crowdedness of the living area . Also, the figure presented that in rural schools, the most of students (95.6%) did not have crowdedness of the living area ,while the least percentage of them (4.4%) had crowdedness of the living area.

Table (1): Students' risk factors for development of aggressive behavior distributed by their residence.

Students' risk factors for development of aggressive behavior		Residence Place				Total		P value of difference
		Urban		Rural				
		No.	%	No.	%	No.	%	
Favorite hobby	Playing games on mobile	48	23.4	47	22.9	95	23.2	X2=0.06,P=0.99 NS
	Physical and Motor hobbies	77	37.6	78	38	155	37.8	
	Artistic hobbies	68	33.2	67	32.7	135	32.9	
	Any combined hobbies	12	5.9	13	6.3	25	6.1	
Boredom of School day	No	72	35.1	64	31.2	136	33.2	X2=2.1,P=0.34 NS
	Sometimes	118	57.6	131	63.9	249	60.7	
	Yes	15	7.3	10	4.9	25	6.1	
Practicing sports	No	28	13.7	41	20	69	16.8	X2=4.5 ,P=0.10 NS
	Sometimes	84	41	89	43.4	173	42.2	
	Yes	93	45.3	75	36.6	168	41	
Watching /violence movies so much	No	65	31.7	69	33.7	134	32.7	X2=3.7,P=0.15 NS
	Sometimes	74	36.1	87	42.4	161	39.3	
	Yes	66	32.2	49	23.9	115	28	
playing video games a lot	No	77	37.6	113	55.1	190	46.3	X2=12.8,P=0.002 Sig.
	Sometimes	77	37.6	54	26.3	131	32	
	Yes	51	24.9	38	18.5	89	21.7	
Watching Wrestling or Boxing	No	124	60.5	117	57.1	241	58.8	X2=0.40 ,P=0.41 NS
	Sometimes	41	20	51	24.9	92	22.4	
	Yes	40	19.5	37	18	77	18.8	
Smoking of student	No	202	98.5	200	97.6	402	98	X2=1.15,P=0.56 NS
	Sometimes	0	0	1	0.5	1	0.2	
	Yes	3	1.5	4	2	7	1.7	
Sitting with a smoking friends	No	189	92.2	187	91.2	376	91.7	X2=0.26,P=0.87 NS
	Sometimes	7	3.4	9	4.4	16	3.9	
	Yes	9	4.4	9	4.4	18	4.4	
Non - control during anger	No	34	16.6	53	25.9	87	21.2	X2=16.3,P=0.000 HS
	Sometimes	81	39.5	100	48.8	181	44.1	
	Yes	90	43.9	52	25.3	142	34.6	
Enough pocket money	No	23	11.2	10	4.9	33	8	X2=6.1,P=0.04 Sig.
	Sometimes	36	17.6	33	16.1	69	16.8	
	Yes	146	71.2	162	79	308	75.2	
Mean hours spent in front of the television.	Mean ± SD	2.7 ± 1.2		2.2 ± 1.1				t=2.9, P=0.003 sig.
Mean hours spend playing on mobile.	Mean ± SD	1.9 ± 0.4		0.9 ± 0.3				t=4.8, P=0.000 HS.
Total		**205**	**100**	**205**	**100**	**410**	**100**	

Novelty Journals

ISSN 2394-7330

International Journal of Novel Research in Healthcare and Nursing
Vol. 6, Issue 1, pp: (719-734), Month: January - April 2019, Available at: www.noveltyjournals.com

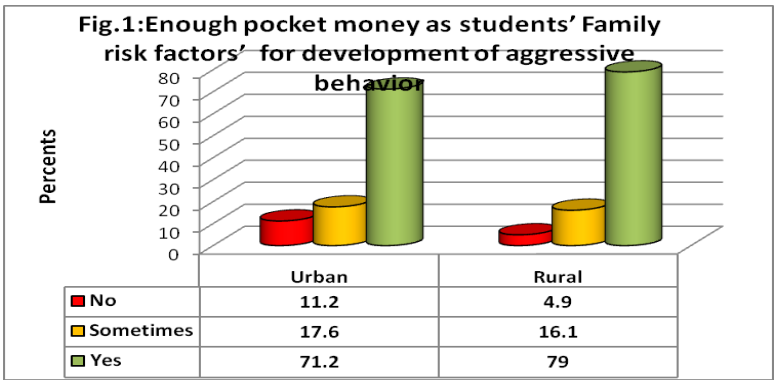


Table 2: Students' Family risk factors' for development of aggressive behavior distributed by their residence.

Students' risk factors for development of aggressive behavior		Residence Place				Total		P value of difference
		Urban		Rural				
		No.	%	No.	%	No.	%	
Living with	Both parents	182	88.8	200	97.5	382	93.2	X^2=15.2,P=0.002 Sig.
	One parent	231	1.2	5	2.5	28	6.8	
Fighting with brothers	No	643	1.2	59	28.8	123	30	X^2=4.3,P=0.11 NS
	Sometimes	94	45.9	113	55.1	207	50.5	
	Yes	47	22.9	33	16.1	80	19.5	
Father excessive pampering	Dead	1	0.5	4	2	5	1.2	X^2=5.2 ,P=0.14 NS
	No	62	30.2	50	24.4	112	27.4	
	Sometime	84	41	101	49.2	185	45.1	
	Yes	58	28.3	50	24.4	108	26.3	
Mother excessive pampering	Dead	3	1.5	2	1	5	1.2	X^2=0.86,P=0.83 NS
	No	59	28.7	52	25.4	111	27.1	
	Sometimes	99	48.3	104	50.7	203	49.5	
	Yes	44	21.5	47	22.9	91	22.2	
The inability to express opinion	No	89	43.4	72	35.1	161	39.3	X^2=3.2,P=0.21NS.
	Sometimes	94	45.9	111	54.1	205	50	
	Yes	22	10.7	22	10.8	44	10.7	
Cruelty of parents	No	148	72.2	140	68.3	288	70.2	X^2=2.5 ,P=0.48 NS
	Sometimes	44	21.5	54	26.3	198	23.9	
	Yes	13	6.3	11	5.4	24	5.9	
The sense of neglect and abuse from parents	No	175	85.4	177	86.4	352	85.9	X^2=2.4,P=0.41 NS
	Sometimes	22	10.7	24	11.6	46	11.2	
	Yes	8	3.9	4	2	12	2.9	
Quarrels and threats of divorce in the family	No	180	87.8	180	87.8	360	87.8	X^2=1.47,P=0.47 NS
	Sometimes	15	7.3	19	9.3	34	8.3	
	Yes	10	4.9	6	2.9	16	3.9	
Feeling of parents discrimination between student and his/her brothers	No	152	74.1	162	79	314	76.5	X2=2.6,P=0.45 NS
	Sometimes	35	17.1	26	12.7	61	14.9	
	Yes	18	8.8	17	8.3	35	8.6	
Family beating or screaming when doing something wrong	No	50	24.4	47	23	97	23.6	X^2=11.6,P=0.003 Sig.
	Sometimes	99	48.3	128	62.4	227	55.4	
	Yes	56	27.3	30	14.6	86	21	
Family encourage student for beating other colleagues	No	185	90.2	178	86.8	363	88.5	X2=3.0,P=0.22 NS
	Sometimes	18	8.8	20	9.8	38	9.3	
	Yes	2	1	7	3.4	9	2.2	
Family frustration and discouragement	No	161	78.5	166	81	327	79.8	X2=2.1,P=0.34 NS
	Sometimes	34	16.6	25	12.2	59	14.4	
	Yes	10	4.9	14	6.8	24	5.9	
Total		**205**	**100**	**205**	**100**	**410**	**100**	

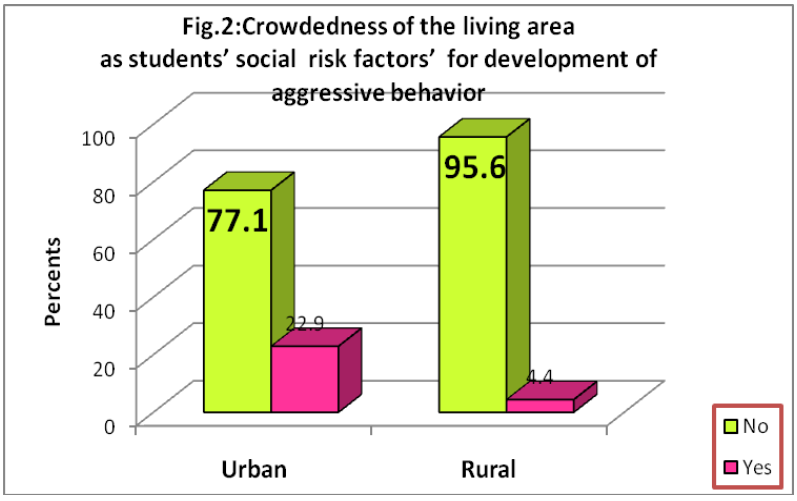
Novelty Journals

ISSN 2394-7330

International Journal of Novel Research in Healthcare and Nursing
Vol. 6, Issue 1, pp: (719-734), Month: January - April 2019, Available at: www.noveltyjournals.com

Table 3: Students' social risk factors' for development of aggressive behavior distributed by their residence.

Students' social risk factors for development of aggressive behavior		Residence Place				Total		P value of difference
		Urban No.	%	Rural No.	%	No.	%	
Deprivation of the living area from many services	No	172	83.9	155	75.6	327	79.8	X^2=4.4, P=0.03 Sig.
	Yes	33	16.1	50	24.4	83	20.2	
Crowdedness of the living area	No	158	77.1	196	95.6	354	86.3	X^2=29.8,P=0.000 HS
	Yes	47	22.9	9	4.4	56	13.7	
No place to play and leisure in the living area	No	153	74.6	175	85.4	328	80	X2=4.7,P=0.007 Sig.
	Yes	52	25.4	30	14.6	82	20	
Existence of a lot of violence ,quarrels and insults in street	No	88	42.9	79	38.5	167	40.7	X2=1.7,P=0.43 NS
	Yes	117	57.1	126	61.5	243	59.3	
Noise in living area	No	82	40	103	50.2	185	45.1	X^2=7.3 ,P=0.02 Sig.
	Yes	123	60	102	49.8	225	54.9	
Seeing that the sinner will not be punished	No	132	64.4	127	62	259	63.2	X^2=16.6,P=0.000 HS
	Yes	73	35.6	78	38	151	368	
Total		**205**	**100**	**205**	**100**	**410**	**100**	



4. DISCUSSION

Violence in schools causes a decrease in students' academic success, decay in school climate, drop-outs and creates psychological ill-beings [12].

The Aim of this study was to assess the occurrence and risk factors of aggressive behavior among governmental primary school students.

Regarding students' risk factors for development of aggressive behavior. **Related to playing video games a lot,** the current study revealed that in urban schools, more than one third of students (37.6%) were sometimes play video games a lot and in rural schools more than half of students (55.1%) did not play video games a lot, and there was a significant statistical relationship between playing video games a lot as a risk factor for development of aggressive behavior among students in urban and rural schools as p value =0.002 (Table 1). The current study findings were supported by [13] who studied " whether exposure to violent video games is linked to problems of aggression in a sample of 346 children between 7 and 14 years of age, attending primary and secondary schools in Northern Italy." They reported that "the role of violent video games as a risk factor for problems of aggressive behavior and of externalization in childhood and early

adolescence". Also, these findings came in agreement with [14] who studied" effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, empathy/desensitization, and pro social behavior in Eastern and Western countries, a meta-analytic review". They reported that "exposure to violent video games is a causal risk factor for increased aggressive behavior, aggressive cognition, and aggressive affect and for decreased empathy and pro social behavior".

Related to non control themselves during anger , the current study revealed that in urban schools less than half of students (43.9%) did not control themselves during anger and in rural schools about half of students (48.8%) sometimes did not control themselves during anger. Also, there was a significant statistical relationship between non- control during anger as a risk factor for development of aggressive behavior among students in urban and rural schools as p value =0.000 (Table 1).This study came in agreement with [15] who studied" two self-control-informed theories of aggression, and reviewed recent experimental research within psychology on the influence of self-control on aggression in response to instigation (i.e., reactive aggression)" . They reported that " Robust experimental evidence demonstrates that self-control failures frequently predict aggression and, conversely, that bolstering self-control decreases aggression".

Related to watching violence movies so much, the current study revealed that in urban schools more than one third of students (36.1%) and in rural schools more than one third of students (42.4%) were sometimes watch violence movies so much, and there was no significant statistical relationship between watching violence movies so much and aggressive behavior among students in urban and rural schools as p value =0.15 (Table 1). This finding was contraindicated with [16] who studied " the link between consumption of media violence and increased use of physical, verbal, and relational aggression and decreased use of pro social behavior concurrently and longitudinally, and potential mediators for the link between viewing media aggression and using aggressive behavior. In this study, 430 3rd - 5th grade children, their peers, and their teachers were surveyed , students were from five Minnesota schools, United States". They reported that Children's consumption of media violence early in the school year predicted higher verbally aggressive behavior, higher relationally aggressive behavior, higher physically aggressive behavior, and less pro social behavior later in the school year. Additionally, these effects were mediated by hostile attribution bias.". This might be due to busy schedule of students during the day in the present study in studying their lessons and writing homework.

Related to watching Wrestling or Boxing, the current study revealed that in urban schools less than two third of students (60.5%) and in rural schools more than half of students (57.1%) did not watch Wrestling or Boxing, and there was no significant statistical relationship between watching Wrestling or Boxing and aggressive behavior among students in urban and rural schools as p value =0.41(Table 1). The current study finding was contradicted with [17] who studied" relationship between physical/verbal aggression as viewed on World Wrestling Entertainment (WWE) and juvenile aggressive behaviors, specifically 6th graders., between the ages of 11 and 12 years, they were from a local school district, United States. " They reported that" viewing of the physical/verbal aggression on WWE does have an effect on juveniles, but those who do not watch WWE do not have a heightened aggression level".

Related to having enough pocket money, the present study revealed that in urban schools less than three quarter of students (71.2%) and in rural schools more than three quarter of students (79%) had enough pocket money, and there was a significant statistical relationship between enough pocket money as a risk factor for development of aggressive behavior among students in urban and rural schools as p value =0.04 (Table 1 & Figure 1). This result was contraindicated with [18] who studied" association of socioeconomic status with psychiatric problems and violent behaviours in a nationally representative sample of Iranian children and adolescents". They reported that"Children and adolescents with low socioeconomic status were at higher risk for psychiatric problems and violent behaviours".

Related to students' mean hours spent in front of television, the current study revealed that in urban schools, students' mean hours spent in front of television were 2.7 ± 1.2, and in rural schools, students' mean hours were 2.2 ± 1.1, and there was a significant statistical relationship between hours spent in front of television as a risk factor for development of aggressive behavior among students in urban and rural schools as p value =0.003(Table 1).This finding came in agreement with [19] who studied" effects of television viewing on social behavior of elementary school students of Bahawalpur division ,Punjab, Pakistan. ". They reported that" television viewing has both the positive and negative effects on social behavior of elementary school students, and the negative effects consist of aggression and violence, antisocial behaviors and negative body images when idealizing models on the screen".

Related to students' mean hours spent in playing on mobile, the current study revealed that in urban schools, students' mean hours spent in playing on mobile were 1.9 ± 0.4, and in rural schools, students' mean hours were 0.9 ± 0.3, and there was a significant statistical relationship between hours spend playing on mobile as a risk factor for development of aggressive behavior among students in urban and rural schools as p value =0.000 (Table 1). This result was in accordance with the study carried out by [20] who studied" relationship between leisure time screen activity and aggressive and violent behaviour in Iranian children and adolescents". They reported that"Prolonged leisure time spent on screen activities is associated with violent and aggressive behaviour in children and adolescents. In addition to the duration of screen time, the association is likely to be explained also by the media content".

Also these finding were consistent with [21] who studied" association between mobile technology use and child adjustment in early elementary school age, in Japan" . They reported that "among the participants, 230 (14.0%) were regular users (60 minutes or more on a typical day) and 1,412 (86.0%) non-regular users (under 60 minutes on a typical day). Relative to non-regular use, regular use of mobile devices was significantly linked to conduct problems and hyperactivity/inattention . Also, routine and frequent use of mobile devices appear to be associated with behavioral problems in childhood". Additionally this finding came in agreement with [22] who studied" indirect effect of youth screen time (e.g., television, computers, smart phones, video games, and tablets) on behavioral health problems (i.e., internalizing, externalizing, and peer problems) through sleep duration and disturbances, in United States" . They reported that "regardless of the developmental stage of the youth, higher levels of youth screen time were associated with more sleep disturbances, which, in turn, were linked to higher levels of youth behavioral health problems".

Regarding Students' Family risk factors' for development of aggressive behavior. **Related to living with**, the current study revealed that in urban schools majority of students (88.8%) were living with both parents ,while in rural schools the most of students (97.5%) were living with both parents, and there was a significant statistical relationship between living with both parents or one parent as a risk factor for development of aggressive behavior among students in urban and rural schools as p value =0.002 (Table 2). The finding of the present study came in agreement with [23] who studied" behavioral tendencies such as assertiveness, aggressiveness and submissiveness of single parent children and normal parent children who have two parents. Participants were 75 single parents and 75 two parents children attending 3. and 4. elementary grades in Sinop in Turkey. The researcher reported that" the single parent children are less assertive and more aggressive and submissive than their two parent peers". Moreover the current study finding was consistent with [24] who studied" association of family structure and family environment with aggressive behavior of children (6-8years) in a rural community of Gadap town, Karachi, Pakistan". They reported that " the significant major risk factors were age, family size 34.4%, family type 27.6%, family environment 23.7% and intimate partner violence in 30.2%.".

Related to having family beating or screaming when doing something wrong, the current study revealed that in urban schools about half of students (48.3%) and in rural schools less than two third of students (62.4%) sometimes have family beating or screaming when doing something wrong. Also there was a significant statistical relationship between family beating or screaming when doing something wrong as a risk factor for development of aggressive behavior among students in urban and rural schools as p value =0.003(Table 2). The present study finding was supported by [25] who studied" determinants of aggressive and Pro social behaviour among schoolboys in Kingston, Jamaica".They reported that" exposure to neighborhood violence, physical punishment at home and family discord were associated with increased risk for aggression". Also this result was in accordance with the study carried out by [26] who examined" whether the effect of corporal punishment on aggression is ethnic-specific using major racial groups inside and outside the united States samples and how the mean levels of cohesion in family relationships as found in different ethnic groups moderate the association between mothers' use of corporal punishment and children's aggression. ". They reported that" high corporal punishment was associated with more aggression in all ethnicities, but there was a significant variation in the association across ethnicities, and the variation was explained by ethnic-level family cohesion. There were weaker associations between corporal punishment and child aggression among ethnic groups with high family cohesion and stronger associations among ethnic groups with low family cohesion".

Concerning Students' social risk factors' for development of aggressive behavior. **Related to crowdedness of the living area**, the current study revealed that in urban schools more than three quarter of students (77.1%) and in rural schools the most of students (95.6%) did not have crowdedness of the living area, and there was a significant statistical relationship between crowdedness of the living area as a risk factor for development of aggressive behavior among students in urban

and rural schools as p value =0.000 (Table 3 and Figure 2). This result came in agreement with [27] who studied"effect of housing crowding on children's academic achievement, behavior, and health in the United States and Los Angeles, a city with atypically high levels of crowding". They reported that "several dimensions of children's wellbeing suffer when exposed to crowded living conditions, particularly in Los Angeles, even after controlling for socioeconomic status. The negative effects on children raised in crowded homes can persist throughout life, affecting their future socioeconomic status and adult wellbeing" .

Related to having noise in living area, the current study revealed that in urban schools more than half of students (60%) had noise in living area and in rural schools half of students (50.2%) did not have noise in living area and there was a significant statistical relationship between noise in living area as a risk factor for development of aggressive behavior among students in urban and rural schools as p value =0.02 (Table 3). Similar findings was recorded by [28] who studied " whether exposure to noise lead to decreased regulatory abilities, and increased aggression during one pilot and two comparative studies [pilot study: N = 60 female French students ;first comparative study: N = 60 French and N = 60 Syrian students of both sexes (50%); second comparative study: N = 60 Syrian students of both sexes (50%) living in France". They reported that "there was dispositional relationship between poor executive functioning and negative reactivity, and extend it to situational level. For all participants, it shows that increases in impulsiveness (negative emotionality and aggressive choices) due to an aversive noise (80 db) are concomitant with an inability to focus individuals' attention on ongoing tasks, specifically in those living directly or indirectly stressful life-event".

Moreover the present study findings was supported by a study that was carried out by [29] who studied " impact of noise on displaced aggression (DA) in different subgroups of residents in one of the neighborhoods of Plovdiv city, Bulgaria". They reported that " Hearing noises above the perceived normal threshold, higher noise sensitivity and continuous noises were associated with higher levels of DA. Low frequency and high intensity noises were also associated with higher DA scores. Multiple regression model supported these findings. Contradictory to previous research age was positively correlated with noise sensitivity and aggression. We speculated that this might be due to the relatively lower socio-economic standard and quality of life in Bulgaria".

5. CONCLUSIONS

Consistent with other studies, the results of this study conclude that that there are many factors that cause aggression like personal characteristics, familial, social and educational. Each one had its impact on Student' covert thinking and overt behaviours.

6. RECOMMENDATION

Professionally trained teachers are to be employed into primary schools. Also, Parents and teachers should work hand-in-hand in dealing with aggressive behavior of primary school children. Last, sporting activities should be emphasized in our primary schools to reduce the level of aggression in primary school children.

Conflicts of interest disclosure

The authors declare they have no conflict of interest.

REFERENCES

[1] Murlidhar M, Shastri S (2016). Aggressive Behaviour among Elementary School Children in Bangalore: A Study on Gender and Grade Differences, International Journal of Indian Psychology, Volume 3, Issue 4, No. 63, ISSN 2348-5396 (e), ISSN: 2349-3429 (p), DIP: 18.01.111/20160304, ISBN: 978-1-365-32518-2

[2] Kulesza W.(2015). Aggression in opinion of primary school Students. Education. Scientific and technical journal. Volume 1, Issue 2, Available from: https://www.upjs.sk/public/media/11267/20.pdf.

[3] Kumar HR, Jitender SV,Malik, AT & Mohit EG. (2012). A study of aggression among adolescents in relation to self-concept and scholastic achievement. Journal of Educational and Psychological Research, 2(2), 96-100.

[4] UNICEF. UNICEFmanual: child friendly schools.2009. Available from: http://www.unicef.org/publications/files/Child_ df

[5] Abdulmalik, J., Ani, C., Ajuwon, A. J., & Omigbodun, O. (2016). Effects of problem-solving interventions on aggressive behaviours among primary school pupils in Ibadan, Nigeria. Child and adolescent psychiatry and mental health, 10(1), 31. doi:10.1186/s13034-016-0116-5

[6] Zahrt D.M, Melzer-Lange M.D (2011). Aggressive Behavior in Children and Adolescents. Pediatrics in Review 2011;32;325, DOI: 10.1542/pir.32-8-325, Available from: http://pedsinreview.aappublications.org/content/32/ 8/325.

[7] The Department for Egyptian Education. Prevalence, Risk Factors and Teachers 'Outcome of Childhood Abuse Reported by Female responsibilities in preventing school violence: Journal of Egypt. Educational Research and Reviews, Public Health Association, 83 (5-6): 329-51, 2012..

[8] Abdallah LS, Elkarmalawy EM and Sharee HM,(2015) .Factors Contributing to Wide Spread of Violence among Primary School Children in Cairo Governorate. Med. J. Cairo Univ., Vol. 83, No. 1, March: 231-239.

[9] Duque LF, Restrepo A., (2012). Early Prevention of Aggression in Children in Developing Countries. In: Tremblay RE, Boivin M, Peters RDeV, eds. Tremblay RE, topic ed. Encyclopedia on Early Childhood Development.

[10] Thompson S. 2014.Estimating Population Size with Link-Tracing Sampling.Department of Statistics and Actuarial Science, Simon Fraser University, 8888 University Drive, Burnaby, British Columbia, CANADA,

[11] Aiash, g. a., (2009). The effectiveness of a proposed counseling program to reduce aggressive behavior among children of harborage institutions in Gaza Strip. Available from:: http://library. Iugaza.edu.

[12] Altun SA&Baker OE,2010, School violence: a qualitative case study, Procedia Social and Behavioral Sciences 2 (2010) 3165–3169 .Available from https://core.ac.uk/download/pdf/82239320.pdf

[13] Milani, L., Camisasca, E., Caravita, S. C. S., Ionio, C., Miragoli, S., and Di Blasio, P. Violent Video Games and Children's Aggressive Behaviors: An Italian Study. SAGE Open; 2015.Available from: https://doi.org/10. 1177/2158244015599428

[14] Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., and Saleem, M. Violent video game effects on aggression, empathy, and pro social behavior in Eastern and Western countries: A meta-analytic review. Psychological Bulletin,2010; 136(2), 151-173. Available from: http://dx.doi.org/10.1037/a0018251

[15] Denson TF, Dewall CN, Finkel EJ,(2012), Self-Control and Aggression,2012; 21:20-25

[16] Gentile DA, Coyne S, Walsh DA. Media violence, physical aggression, and relational aggression in school age children: a short-term longitudinal, 2011; 37: 193–206. Available from: https://doi.org/10.1002/ab.20380.

[17] Schnepel TS. Observational learning: The impact of the aggressive actions portrayed on WWE professional wrestling on juvenile behavior. 2013. Available from search.proquest.com-T S Schnepel - 2013

[18] Usakli H. Comparison of Single and Two Parents Children in terms of Behavioral Tendencies , International Journal of Humanities and Social Science , 2013; 3 , 8. Available from :https://pdfs.semanticscholar.org

[19] Khan M, Quadri SMA, Aziz S. Association of Family Structure and its Environment with Aggressive Behaviour of Children (6-8years) in a Rural Community. J Child Adolesc Behav, 2014; 2: 125

[20] Meeks-Gardener JM, Powell CA, Grantham-McGregor SM. Determinants of aggressive and prosocial behavior among Jamaican schoolboys. West Indian Medical Journal, 2007;56(1):34. Available from: https://www.ncbi. nlm.nih.gov/pubmed/17621842

[21] Lee, Y., & Watson, M. W. Corporal Punishment and Child Aggression: Ethnic-Level Family Cohesion as a Moderator. Journal of Interpersonal Violence, 2017. Available from: https://doi.org/10.1177/0886260517704227

[22] Heshmat R, Qorbani M, Ghoreshi B, Djalalinia S, Tabatabaie OR, Safiri S, Noroozi M, Motlagh ME, Ahadi Z, Asayesh H, Kelishadi R . Association of socioeconomic status with psychiatric problems and violent behaviours in a nationally representative sample of Iranian children and adolescents: the CASPIAN-IV study. BMJ Open, 2016; 6:e011615. 10.

[23] Sajjad, Shahida; Hussain, Irshad; Rana, Haroon-Ur-Rashid; Ramzan, Muhammad . Effects of Television Viewing on Social Behavior of Elementary School Students: A Qualitative Study. New Horizons (1992-4399) . Jan2017, Vol. 11 Issue 1, p135-144. 10p.

[24] Kelishadi , Qorbani , Motlagh , Heshmat , Ardalan , Jari . Relationship between leisure time screen activity and aggressive and violent behaviour in Iranian children and adolescents: the CASPIAN-IV Study, Paediatrics and International Child Health, 2015; 35:4,305-311

[25] Hosokawa R, Katsura T. Association between mobile technology use and child adjustment in early elementary school age. PLoS ONE, 2018; 13(7): e0199959. Available from: https://doi.org/10.1371/journal.pone.0199959 pmid:30044819.

[26] Parent, J., Sanders, W., & Forehand, R. Youth Screen Time and Behavioral Health Problems: The Role of Sleep Duration and Disturbances. Journal of developmental and behavioral pediatrics : JDBP,2016; 37(4), 277–284.

[27] Solari C D , Mare R D . Housing crowding effects on children's wellbeing, Social Science Research, 2011; 41,2: 464-476Available from: https://doi.org/10.1016/j.ssresearch.2011.09.012.

[28] Pahlavan F, Arouss M. Does Exposure to Noise Lead to Decreased Regulatory Abilities,and Increased Aggression?, Journal of Behavioral and Brain Science, 2016;53-80. Available from: http://dx.doi.org/10.4236/jbbs.2016.61007

[29] Dzhambov A, Dimitrova D. Neighborhood noise pollution as a determinant of displaced aggression: A pilot study. Noise Health , 2014; 16:95-101 . Available from: http://www.noiseandhealth.org/text.asp