

DOMESTIC VIOLENCE AND ITS EFFECT ON SPEECH DEVELOPMENT AMONG BASIC STAGE CHILDREN IN AJLOUN GOVERNORATE, JORDAN

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Abstract

Language acquisition in early childhood is a natural process achieved through listening, imitation, and playful interaction, without the need for formal instruction prior to school enrollment. This developmental milestone reflects both cognitive maturation and social engagement, as children absorb and replicate the language used by adults in their environment. By around the age of five, many children develop a level of language proficiency that provides a strong foundation for formal education in reading and writing. Language development is closely related to concepts such as speech and articulation: speech involves the organization and production of verbal sounds, while articulation refers to the physical movements of the vocal organs required to produce these sounds. Understanding these interrelated aspects of language is crucial for educators and linguists in supporting effective language teaching and fostering literacy skills in young learners.

Keywords: *Language Acquisition, Early Childhood, Speech, Articulation, Literacy*

I. Introduction and Theoretical Framework

Language is the ability acquired and learned by the child through listening and practice in the spirit of fun and play without needing for long formal education before joining school. The acquisition of child language of a community is considered a normal early development and sign of maturation. Children listen to what adults say, and imitate them to learn how to respond. Basically, when they are at about the age of five, children may acquire a kind of language proficiency that is enough to be a solid basis for language teachers who can build on it in their teaching of reading and writing.

The concept of “Language” is correlated with other terms such as (Speech or Articulation). These terms are related to each other; speech means the ability to shape and organize sounds in verbal language, and articulation is intended by the movements carried out by the vocal cords or a speech during issuance of the sounds (Albilawi, 2003) [1].

According to educationists and psychologists, the mental development of a person depends on language skills and the more developed and expanded the language of this person, the more elevated mental repertoire there is. Condillac maintains that language is the first link to acquire knowledge, concepts and experiences. It forms with sensation the basis for a total of ideas and the growth of mental abilities (Alshakhs, 1997) [2].

In order to produce language verbally and operatively, there must first be the existence of the capacity of any sound mind to grow naturally which is associated with the linguistic growth. This presupposes intact of the nervous system and the brain, together with the safety of the sense of hearing, in the recipient of the speech, and the safety of the articulators of speech that result in speech rhythmic sense,

If any of these capabilities malfunction, it will lead to a disorder in speech and articulation. Similarly, those children who have lost the ability to hear suffer because of disorders of speech and articulation. Besides, there is a category of children with language disorder in the sound or speech or articulation disorders as a result of the organs of the speech and breathing devices responsible for the processes of inhalation and exhalation in the speech process or the result of psychological or environmental conditions (Abu Fakhr-2006) [3]. This last category is the concern of our study.

Specialists ascertain that the breathing organs are also intended for speech, which comes out as air is exhaled from the lungs accompanied by sounds produced by the voice device; they are essentially undifferentiated, and the parts of a speech organ are formed to go out in the form of certain sounds, understandable and distinct speaking word of mouth normally including the tongue, lips, teeth, the lower jaw (The Mandible) and palate (Alzoraiqat- 2005) [4] .

According to psychological, medical and educational studies of disorders, words and pronunciation causes vary depending on case, age, and environment. Most of these reasons are due in general to either organic causes such as infected parts of speech, breathing and nervous system, which in turn may be related to the causes of either natal or Prenatal or Postnatal, and are either causes of psychological educational manner refers to the family, rearing and factors of socialization, or due to psychological factors, conscience, such as emotions, fears and trauma. One case may be attributed to more than one cause or factor, but all these reasons, might be overlapping and interacting with one another (Alzarrad, 1990) [5] .

The speech disorders are based on the process and method of pronunciation, and how it is created, word characters, and composition, the issuance of the voices correctly, as speech defects are multiple. One of the common flaws, especially with children at the age of (5-7) years, is dealing with consonants and vowels, and the pronunciation method of words (Ghalib, 1998) [6].

These disorders take several clinical forms with children and include: deletion of some letters (Omission), or distortion of the sound (Distortion), or replacement of a character with another during speech (Substitution), or by adding to speech (Addition), or disorders of the pressure (Pressure disorders) especially in the pronunciation of some letters such as (R and L) in Arabic. There may appear cases in voice disorders (Dysphonia) and in the voice turmoil rhythm (Pitch) as if the sound is uninteresting or shaky shudders or coarse thick, and sometimes disorders take another form such as the child speaking too quickly, not clear with some words and passages, and in many cases the opposite happens as we find that the child stumbles and stops the speech with the letters or syllables (Saleem- 2004) [7].

As for speech fluency, disorders affect the course and flow of speech, and these disorders appear in different forms of frequency and aelchenjip stances, or prolongation of some letters and syllables or a sudden stop after being fluent in uttering the word or group of words in a sentence (Abu Fakhr - 2006) [3].

Disorders are related to the content of speech and its significance and harmony with the situation: mental, psychological and social to the individual speaker. These disorders are: poor linguistic harvest and delayed speech in children (delayed or inhibited speech) frequency in the speech - stuttering, stammering, aphasia, acute speech explosive (Explosive speech), excessive speed in speech (Cluttering), speech (slurring), modern hash (scattering) (Alzarrad-1990) [5]. The roots of the problem of speech are always in the relationships that exist between the child and his parents in the early stages of childhood (Alnahhas- 2006) [8]. As the family relations of good and a private relationship between mother and child, both at the stage of language , or prelanguage is a key factor for the growth of the configuration code and a successful language acquisitions , and that the fluctuation of this relationship may affect the process of language learning. In contrast, family relationships, free of emotion and lack of the acceptance elements of child permanence, nurturance and care may not lead to the failure of language only, but also lead to disorders of speech and pronunciation, in its different forms, such as stuttering and slurring, and unclear pronunciation (Joulani 2007) [9].

It is noted that many of the severe cases of speech disorders and pronunciation appear in children who are emotionally tied to family tensions. Despite the importance of the phenomenon of violence in human societies and taken forms and multiple sides, but the emphasis is on the pattern of physical violence that comes from fathers to children which has got more attention than other types of violence; may be due to the fact that the focus is usually on the violence and damage without paying attention to the types of physical violence and other that may cause learning difficulties in general, pronunciation and speech disorders in particular (Joulani 2007) [9].

According to official statistics in Western societies on the growing incidents of domestic violence directed toward children, in Switzerland, the percentage of domestic violence went up to 45% in 2003 in comparison with one year earlier. In Arab societies it is noted with respect to the phenomenon of domestic violence the lack of two things: first is the lack of accurate statistical reports about the size of the phenomenon, and the second is the lack of accurate statistical data in the case of existence due to the influence of the society dominant culture that limit such incidents shown to the media and try to hide them (Alkarni- 2005) [10].

Hence, monitored cases of violence represent only a small fraction of the size of the phenomenon in society, and this undoubtedly contributes to the increasing manifestations of violence, which may affect the child's personality and psychology, and may reflect on the pronunciation and fluency of speech. As a result, this study comes to identify the impact of domestic violence in our society on pronunciation and speech disorders in children at the stage of basic education.

Relevant studies:

1. Studies that dealt with domestic violence:

Abdul Wahhab Kamil (1991) referred to (Nasr -1999) [11] conducted a study entitled mistreatment and neglect of children; the study was applied to (723) children from the age of (2-15) and the results indicated that abused children cases caused by their mothers treatments and education are based on the lack of

rewarding their positive behavior, physical punishment, and ridicule of the children on an ongoing basis, Kamil found that about (292) children were extremely abused and neglected.

Alteer (1997) conducted a study referred to (Joulani 2007) [9] entitled Family Violence in the Arab countries; the study sample was (100) cases of victims of domestic violence and cases were taken of all the Arab countries, and the results indicated that (75%) of the sample of victims of domestic violence were females

(53.8%) of victims of domestic violence were wives, then sons and daughters

In Alizz and Barakat study (2004) [12], the aim was to identify the prevalence of violence against children at home, school, and street, to pinpoint the most violent members of the family with the child. They applied the study to (8962) students in the schools of Syria, The results indicated that the extreme forms of violence are at home, and that females are more vulnerable to domestic violence in its various forms even the physical, and the unemployed mothers are reported as more violent with their children.

Alkarni (2005)[10] conducted a study which aimed to identify patterns of domestic violence experienced by middle scholars (physical, verbal, neglect) and to determine relationship between the types of domestic violence and deviant female students' behavior. The study was applied to (350) female students. The results indicated that (82.8%) of the sample under study, had the estimate levels of below (Good) at school. Besides, the boys who occupy the middle ordinal within the children of the family are more vulnerable to violence. The study pointed to the ability of respondents to state family neglect and verbal violence more than physical violence as a result of the dominant culture.

Kishtah and Thabit (2006) [13] conducted another study which aimed to identify the impact of domestic violence on psychological health. The sample consisted of (370) students, boys and girls, in the schools of Rafah in Gaza strip .The results indicated that the level of physical violence by parents against children was 33.5%, and the level of the spread of psychological violence by the parents was 35.4%, and there is a direct statistically significant correlation between the degree of domestic violence for both psychological and physical dimensions of the parent against the child and the degree of the mental health of a child; there are also significant differences between male and female children for the degree of domestic violence by the parents in favor of males.

2. Studies on the relationship between domestic violence and speech, pronunciation disorders:

A study of each Meyers and Freeman (1985)[14], aimed to study the relationship between expectations of mothers of children with disorders of speech and the educational level of mothers. The results indicated that mothers of children with disorders of speech at the top level of education expect their children to speak without demanding that they not speak to them in a model which leads to a kind of psychological pressure on the child and failure to communicate in speech and the lack of verbal fluency.

Ingham's study (1993) [15], aimed to study the relationship between family environment and helping the child to correct his pronunciation. Its results indicated that families of children with speech disorders are characterized by the following:

1. Methods of their parents control are wrong and there is ill-use of reward and punishment as the children are exposed to physical violence.
2. Relying on the solution of internal conflict in the family through the threat to the child.
3. Inability of communication between parents and children and replaced by the aggression and screaming.
4. The issuance of clips with the meaning of verbal irony of the child in a conversation with him which impedes the flow of ideas and makes the child avoid any talk in front of them that the child is exposed to emotional violence.

It was found out through the study of Ghalib's results (1998)[6] that severity of stuttering increases when children lose their parents interest and attention (violence, neglect) and the high level of education of parents who expect from their children more than they can achieve, and that family relations covered by the kind of apathy negatively affect the relations of the child and school community and the surrounding environment, leading eventually to poor compatibility and increase social unrest in pronunciation.

A study by Jennifer (2001) [16] indicated that the roots of the problem of speech are always in the relationships that exist between the child and his parents in the early stages of a child's life, when the demands of child parents become higher than his performance ability, and when parents use harsh punishment (physical violence), accompanied with severe restrictions, and establish what the child accomplished by constantly negative evaluation (emotional violence), it will most likely be negative to the child concerned with reference to the tension and the incidence of speech disorders.

Alsaeed (2006) [17] conducted a study that aimed to identify the prevalence percentage of the manifestations of stuttering in children, the impact of each gender and age, the order in the family and the level of mother education. The study was applied to (55) boys and girls. The results indicated that most manifestations of stuttering are duplicates, followed by stops and then prolonging, In particular, duplicates recur in the beginning of the word more than the middle and end, The study holds that there is no difference that is statistically significant in the manifestation of stuttering due to the variable of gender, age, or order of the child in the family, or the level of the mother's education.

Fink's study (1995) [18] indicates that parents play a larger role in the success or failure of the child to acquire vocabulary, .Getting used to the habits of language may go wrong with him to the advanced stage of age.

Lorgesen and Dives (1992) [19] indicated that the order in the family congenital affect the safety of the child's language, as the first child suffers from disorders of language more than the last or second child.

Kafafi (1998) [20] and Alimam (2008) [21] noted that the emotional and emotional unbalance is caused by psychological reasons (emotional violence) which affect the child's behavior, which may make him unable to speak fluently.

Alfeki (1983) [22] indicates that some of the language disorders result from the strained relationship between the child and his family, especially the child's relationship with his mother.

We notice from the foregoing that there is a relationship between domestic violence and various forms of pronunciation and speech disorders, but the question to be answered now is: what is the impact of domestic violence upon speech and pronunciation disorders in children during their basic education? And does this influence vary according to sex and congenital arrangement? Certainly, these questions are the focus of the problem of this study.

3. Problem of the Study:

Each family member, parent and brother, has his own role that is indispensable for the child, which has a significant impact on growth in all aspects of mental health, psychological and social growth. It means that abuse and neglect (violence) affect the construction behavior of children, and the continuity of this violence comes from a lack of care to these children, Parents who abuse their children will leave psychological effects of large speech and pronunciation disorders (Joulani, 2007) [9].

Since speech is an important psychological communication channel, the fluency of speech includes the individual's ability to drag out the talk, is connected to non-stop only when necessary if the stops to catch breathe, and for the rest, or ideas, and often the stops occur between sentences and long phrases, which includes between (4-7) words. But if the stop occurs for other than the above mentioned reasons, it is a blemish to speak, as the children with a defect or lack of speech are subjected to harsh types of social punishment (Alsaheed-2006) [17].

The phenomenon of domestic violence is prevalent in our society, but it did not take the adequate attention of study, and also the phenomenon of pronunciation and speech disorders is a widespread phenomenon in our schools, but there are a few studies to, the knowledge of the researchers, that dealt with the relationship between domestic violence and speech disorders and pronunciation. Therefore, this study came to identify the aspects of domestic violence with children at the stage of basic education in the governorate of Ajloun, and then to discuss how they differ for different gender and their arrangement in the family.

4. Study Questions:

This study seeks answers for the following questions:

1. What are the most parents' domestic violence (physical violence, emotional violence and neglect violence among members of the research sample?
2. Are there any significant differences in performance on a scale of domestic violence and its semantics due to the variable of sex?
3. Are there any significant differences in performance on a scale of domestic violence and its semantics due to the order of the child in the family?

5. Importance of the Study:

This study has a theoretical and practical importance. Theoretically; we need to gain more knowledge about the forms of domestic violence over students with speech disorders and pronunciation. Practically, the identification of these forms of violence can help a teacher and director of special education programme to develop an effective plan to help them dealing with this problem, the detection of these children and

diagnosing their problems as a prelude to treatment. Finally, this study sought to develop a tool for the detection of forms of domestic violence exerted on students with speech disorders and pronunciation, which contributes to the enrichment of scientific knowledge in this field.

Headings

1. Definition of procedural terms used in the study:

1.1 Domestic Violence:

One of the patterns of aggressive behavior result from the existence of unequal relations within the family which makes the stronger party in the family physically or verbally violates the rights of the weaker party (Alkarni- 2005)[10].

1.2 Physical violence:

Is any kind of intentional behavior, which results in harm to the child's body; it is practiced by one or both parents or others around the child in the family, whether in the form of creating the pain over the child (such as beating or disk or kicking or burning or grounding (imprisonment) or tying), or any other indirect act that possibly causes harm to the child (Al-Saeed, 2006) [17].

1.3 Emotional violence:

Is harassment, verbal ongoing and regular by the child's parents or those around him, and that by minimizing him, by criticizing or threatening, or ridiculing him, as well as volatility in the feelings of love towards him, through the use of verbal or non-verbal communication such as intimidating or rejecting him, or disturbing, or contempt, or teasing, or harassing him (Al-Saeed, 2006) [17].

1.4 Violence neglect:

Permanent neglect for the child for protecting him from any kind of danger that may cause him suffering and exposing him to feel cold or hunger, or failure to provide necessary care needed for the child health and growth (Saraga-1993) [23].

1.5 Speech disorder (Articulation Disorders):

Difficulties in the initiating aspects of speech production or the inability to produce specific sounds and words caused by errors in the output of speech sounds of letters and exits to be formed improperly (Alzahir, 2010) [24].

1.6 Speech disorder:

Is the deviation of the talk about the acceptable range in an environment that the individual is seen to speak as troubled if characterized by the following characteristics: difficulty in hearing, is not clear, the properties of sound and visual inappropriate, disturbances in the production of specific sounds, stress in the production of sounds, defects in rhythm and speech, language deficiencies, talk is not appropriate for the age, gender and physical growth (Alzoraiqat, 2005) [4].

II. Determinants of the study:

The results of this study were determined by the accuracy of classification to students with speech disorders and pronunciation. This classification was not done by the researchers but at schools.

Also the results determined with what was provided by including the special circumstances in terms of sample size and characteristics, mode of selection, as determined by the extent of validity and reliability of the study tool.

III. The study environment and appointed:

The study group comprised all students with speech disorders and pronunciation enrolled in public schools in the governorate of Ajloun for the school year (2011-2012). The cases were identified through the management of schools, the counselor and classroom teachers, and Specialist in Special Education to identify the names of people with disorders of speech and pronunciation. This information was confirmed by referring to the student's school file that displays the child's condition since the early entry to school. They are present in the second, third and fourth grade. The number of members of the study sample (20) students, (10) of them males and (10) females, who were distributed in three classes and selected from random schools in the province; the number was (6) Schools: (3) male schools and (3) female schools.

IV. Tools of study:

For the purposes of this study, the following searching tools had to be used:

4.1 The Form of the case study (Student File):

The case study form was found at public schools (governmental schools) which include: medical evaluation of the child and evaluation of a multidisciplinary team composed of specialists and special education counselor, and classroom teachers.

4.2 Scale of domestic violence (Processing research):

For the purpose of this study, this was carried out according to the following steps:

1. Reviewing the previous articles related to the subject of the study for the purpose of formulating the paragraphs which are forms of domestic violence among students with speech disorders and pronunciation. Ensuring that literature has been reviewed (Alimam, and Mahfouz, 2008) [21] ; (Alsaed, 2006) [17] ; (Kishtah and Thabit, 2006)[13] ; (Alizz and Barakat, 2004) [12] ; (Jennifer, 2001) [16]; (Fink 1995) [18]; (El-Assal, 1990) [25]; (Lorgesen 1992) [19]; (Ingham, 1993) [15]; (Meyers and Freeman, 1985) [14].

2. The scale was checked by ten specialists in education and psychology to determine the extent and clarity of the language. Based on observations obtained by the arbitrators, paragraphs were reformulated, formatted, and adjusted, where it became a standard in its final component of (20) items distributed on the dimensions of the scale as follows:

- a. Physical violence, which consists of (6) paragraphs and is numbered from (1-6).
- b. Emotional violence which consists of (7) paragraphs and numbered from (7-13).
- c. Violence, neglect which consists of (7) paragraphs and numbered from (14-20).

The scale of answers Quad consists of four levels: never takes the weight (0), and a little bit and takes the weight (1), and sometimes takes the weight (2), and often takes the weight (3). The answer upon the scale paragraphs has to be said by the child in the presence of his/her teacher who observed the behavior of the

student at school constantly. The researchers interviewed teachers and mentors to determine how to answer the paragraphs of the scale by each child.

2. Validity of the scale:

Indications of accuracy were obtained by two ways:

1. **Sincerity of content:** This standard was developed based on the specific procedural steps based on the analysis of previous literature and content standards available. These procedures have been considered as evidence to content sincerity.

2. **The credibility of the arbitrators:** The tool of the study was checked by ten arbitrators ranging from specialists in special education and educational psychology, to judge the appropriateness of the paragraphs to the level of the targeted age group, and clarity language and effectiveness of the paragraphs and appropriate number and extent of representation of the forms of violence. The measure deleted some paragraphs and kept the paragraphs that the whole (80%) of the arbitrators agreed on. Some of the paragraphs were modified after the observations were referred to more than an arbitrator.

3. Reliability of the scale:

Indications were obtained by calculating the stability of the degree of internal consistency using the equation (Krobnach Alpha). The value of total alpha (0.87) shows that the value of alpha for the physical violence indicator at (0.95) and its value for emotional violence indicator at (0.96) as well as its value for negligence violence indicator at (0.95), which is acceptable for the purposes of this study.

4. Procedures of the Study:

Six schools were selected randomly for the application of the study, and then visits were made to these schools to interview teachers of resource rooms and the counselors. For students with speech disorders and pronunciation have been identified based on the followed procedures in the schools of Ajloun. The tool of the study was applied to every student by teachers under the supervision of the researchers. The tool was then collected after the distribution of the study and was answered by the group members of the study sample, where this process took a month and a half.

5. Variables of the study:

The study included the following independent variables:

First: Gender (males / females).

Second: Order of the child in the family.

6. The Statistical Analysis:

The researchers used the following statistical methods to answer the study questions:

1. Means and standard deviations.
2. Independent samples (t) test.
3. One Way ANOVA test.
4. Scheffe' test.

V. Results Of The Study

The followings part begins by describing the results of the descriptive statistics and answering the study questions, after the researchers collected the necessary data through applying the study instrument. Question one: What are the most parents' domestic violence (physical violence, emotional violence and neglect violence among members of the research sample?

To answer this question, descriptive statistics (means and standard deviations) of the most parents' domestic violence (physical violence, emotional violence and neglect violence among members of the research sample were computed. The results were shown in table (1).

Table (1): Means and standard deviations of the most parents' domestic violence (physical violence, emotional violence and neglect violence) among members of the research sample descending from the most to less according to the means

The Domains	Means*	Std. Dev.
Neglect violence	1.90	.642
Emotional violence	1.89	.626
Physical violence	1.74	.710
Total	1.85	.575

* Out of (3).

Table (1) shows the "Neglect violence" ranked firstly with mean (1.90), and standard deviation (0.642). "Emotional violence" ranked secondly with mean (1.89) and standard deviation (0.626). While "Physical violence" ranked finally with mean (1.74) and standard deviation (0.710). The mean of the total domestic violence was (1.85) and standard deviation (0.575).

Then the researchers computed the means and standard deviations for the domains' items, as follows:

1) The First Domain: Physical violence

Means and standard deviations of the physical violence domain items were computed. The results were shown in table (2).

Table (2): Means and standard deviations of the physical violence domain items among members of the research sample descending from the most to less according to the means

No.	Items	Means	Std. Dev.
2	My family detains me.	1.90	.968
3	My parents forced me to speak	1.85	1.137
1	My parents punish me.	1.80	1.056
6	My family captures my property to some of my games	1.79	1.005
4	Constant bickering between me and my family	1.60	.821
5	My family uses the fingers in hurting me, when I am late to	1.50	1.000
	talk. Total	1.74	.710

Table (2) shows the item (2) says "My family detains me" ranked firstly with mean (1.90), and standard deviation (0.968). Item (3) says "My parents forced me to speak" ranked secondly with mean (1.85), and standard deviation (1.137). While item (5) says (My family uses the fingers in hurting me, when I am late to talk) ranked finally with mean (1.50), and standard deviation (1.000). The mean of the total physical violence was (1.74) and standard deviation (0.710).

2) The Second Domain: Emotional violence

Means and standard deviations of the emotional violence domain items were computed. The results were shown in table (3).

Table (3): Means and standard deviations of the emotional violence domain items among members of the research sample descending from the most to less according to the means

No.	Items	Means	Std. Dev.
7	My parents punish me when I speak mordant words	2.25	.716
12	My parents refuse to present me to the guests who visit us	1.90	1.021
8	My parents make fun of me when I express my feelings or my	1.85	.988
9	thoughts.My parents threaten me by variety verbal words.	1.85	1.040
11	My parents look abnormally when I speak	1.85	.875
10	My parents exhibit a sense of disappointment and bitterness to	1.75	1.020
13	mMy parents discriminate in dealing between me and my brothers.e	1.75	1.118
Total		1.89	.626

Table (3) shows the item (2) says "My parents punish me when I speak mordant words" ranked firstly with mean (2.25), and standard deviation (0.716). Item # (12) says "My parents refuse to present me to the guests who visit us" ranked secondly with mean (1.90), and standard deviation (1.021). While item (13) says "My parents discriminate in dealing between me and my brothers" is ranked finally with mean (1.75), and standard deviation (1.118). The mean of the total emotional violence was (1.89) and standard deviation (0.626).

3) The Third Domain: neglect violence

Means and standard deviations of the neglect violence domain items were computed. The results were shown in table (4).

No.	Items	Means	Std. Dev.
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17	My parents carried out the patience and interrupt when I	2.00	.795
18	talk continuouslyMy parents are busy with other things when I talk to	1.99	1.076
20	them.My parents neglected my desire to participate in social	1.95	.945
14	activities, sports and art.My parents interrupt or argue with.	1.85	.745
16	My parents do not care about my activities and matters.	1.85	1.040
19	My parents are excluded me from some of the mass	1.85	1.089
15	games.My parents deprive me of things I love.	1.80	1.005
Total		1.90	.642

Table (4): Means and standard deviations of the neglect violence domain items among members of the research sample descending from the most to less according to the means

Table (4) shows the item (17) says "My parents carried out the patience and interrupt when I talk continuously" ranked firstly with mean (2.00), and standard deviation (0.795). Item (18) says "My parents are busy with other things when I talk to them" ranked secondly with mean (1.99), and standard deviation (1.076). While item (15) says "My parents deprive me of things I love" ranked finally with mean (1.80), and standard deviation (1.005). The mean of the total neglect violence was (1.90) and standard deviation (0.642).Question Two: Are there any significant differences in performance on a scale of domestic violence and its semantics due to the variable of sex? To answer this question, descriptive statistics (means and standard deviations) of performance on a scale of domestic violence and its semantics according to the variable of sex were computed. The results were shown in table (5).

Table (5): Means and Standard Deviations of performance on a scale of domestic violence and its semantics according to the variable of sex

The Domains	Sex	N	Mean	Std. Deviation
Neglect violence	Male	10	2.17	.662
	Female	10	1.32	.474
Emotional violence	Male	10	2.19	.606
	Female	10	1.59	.510
Physical violence	Male	10	2.11	.709
	Female	10	1.58	.516
Violence as a whole	Male	10	2.16	.580
	Female	10	1.54	.389

Table (5) shows that there are observed differences between the means of the measurements of performance on a scale of domestic violence and its semantics according to the variable of sex. To test the significant of these differences, independent samples (t) test was used as shown in table (6).

Table (6): Independent samples (t) test results for the differences between the means of performance on a scale of domestic violence and its semantics according to the variable of sex

The Domains	Sex	Mean	Std. Deviation	df	(t) Value	Sig.
Neglect violence	Male	2.17	.662	18	3.300	0.004*
	Female	1.32	.474			
Emotional violence	Male	2.19	.606	18	2.394	0.028*
	Female	1.59	.510			
Physical violence	Male	2.11	.709	18	2.545	0.021*
	Female	1.58	.516			
Violence as a whole	Male	2.16	.580	18	2.784	0.012*
	Female	1.54	.389			

② Significant at (② = 0.05).

Table (6) shows that there are significant differences between the means of the performance on a scale of domestic violence and its semantics according to the variable of sex at all the domains, in favor of males.

Question Three: Are there any significant differences in performance on a scale of domestic violence and its semantics due to the order of the child in the family variable? To answer this question, descriptive statistics (means and standard deviations) of performance on a scale of domestic violence and its semantics according to the order of the child in the family were computed. The results were shown in table (7).

Table (7): Means and Standard Deviations of performance on a scale of domestic violence and its semantics according to the order of the child in the family

The Domains	Order of the child in the family	N	Mean	Std. Deviation
Neglect violence	First	3	1.72	1.005
	Mid	11	2.01	.629
	Last	4	1.17	.236
	Alone	2	.83	.245
Emotional violence	First	3	1.81	.459
	Mid	11	2.17	.568
	Last	4	1.36	.340
	Alone	2	.86	.551
Emotional violence	First	3	1.90	.502

Violence as a whole	Mid	11	1.98	.741
	Last	4	1.82	.527
	Alone	2	1.29	.348
	First	3	1.82	.580
	Mid	11	2.05	.561
	Last	4	1.46	.325
	Alone	2	1.00	.427

Table (7) shows that there are observed differences among the means of the performance on a scale of domestic violence and its semantics according to the variable of order of the child in the family. To test the significant of these differences, one way ANOVA test was used as shown in table (8).

Table (8): One Way ANOVA test results for the differences between the means of performance on a scale of domestic violence and its semantics according to the variable of order of the child in the family

The Domains	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Neglect violence	Between Groups	3.038	3	1.013	2.476	.099
	Within Groups	6.544	16	.409		
	Total	9.582	19			
Emotional violence	Between Groups	3.140	3	1.047	3.883	.029*
	Within Groups	4.313	16	.270		
	Total	7.453	19			
Physical violence	Between Groups	.472	3	.157	.341	.796
	Within Groups	7.369	16	.461		
	Total	7.841	19			
Violence as a whole	Between Groups	1.827	3	.609	2.186	.129
	Within Groups	4.456	16	.278		
	Total	6.282	19			

• Significant at ($\alpha = 0.05$).

Table (8) shows that there are not significant differences between the means of the performance on a scale of domestic violence and its semantics according to the variable of order of the child in the family at all the domains, except for emotional violence domain. To determine the sources of these differences, Scheffe' test was used as shown in table (9).

Table (9): Scheffe' test results for the differences among the means of the performance on emotional violence domain according to the variable of the order of the child in the family

Order of the child in the family		First	Mid	Last	Alone
	Means	1.90	1.98	1.82	1.29
First		1.90	0.08	0.08	*0.61
Mid		1.98		0.16	*0.69
Last		1.82			*0.53
Alone		1.29			

- Significant at ($\alpha = 0.05$).

Table (9) shows that there are significant differences between the means of the order of the child in the family (Alone) and the order of the child in the family First, Mid and Last) in favor of the order of the child in the family (First, Mid and Last).

VI. Conclusion And Recommendation

In the light of the study results, it ends to the following conclusions:

1. Parents use neglect violence and emotional violence to their children rather than physical violence.
2. Parents punish their children when they speak mordant words.
3. Parents are very shame to present their children to the guests who visit them.
4. There are significant differences between the performance on a scale of domestic violence and its semantics according to the variable of sex at all the domains, in favor of males.
5. There are not significant differences between the means of the performance on a scale of domestic violence and its semantics according to the variable of order of the child in the family at all the domains, except for emotional violence domain in favor of the order of the child in the family (First, Mid and Last).

In the light of the study conclusions, it ends to the following recommendations:

1. Parents don't allow making fun of their children when they express their feelings or their thoughts.
2. Parents don't allow threatening their children by variety verbal words.
3. Parents don't allow carrying out their patience and interrupting when their children talk continuously.

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