2 Editorial
Abdul Abyad
DOI: 10.5742/MEPA.2018.93495

Original Contribution

3 Psychometric Properties of the Arabic Version of Yale Global Tic Severity Scale (YGTSS)
Mohamed Zoromba, Amr Essa, Abdel-Hady El-Gilany
DOI: 10.5742/MEPA.2018.93497

9 The Effect of “Talk It Out” on Six Graders’ Beliefs about Aggression and Alternatives
Lama Bendak
DOI: 10.5742/MEPA.2018.93496

Review Article

15 Gender Gap Narrowing in Iran: A Sociological Appraisal of Education
Mohammad Taghi Sheykhi
DOI: 10.5742/MEPA.2018.93498
Sheykhi, M.T, looked at the gender gap narrowing in Iran from sociological viewpoints. The author stressed that education as a key factor affects all aspects of life by the girls/women. Higher education was widespread and thereby the standards of the females started changing. Higher education by the women usually provide better and higher voice to them. The mentality of gender inequality could solely be reached through higher education by the girls and for the girls. As compared with girls/women in other developing and developed countries, female tertiary educated people is qualitatively and quantitatively in a satisfactory situation in Iran. The new scenario highly affects their living standards, social position, their demographics and their productivity. What the country needs, is the potential to further invest in them. As their expectations have changed, they materially need more income to enable them to consume. Education has transformed them to be further modernity-oriented. Higher education has highly changed the fertility behavior of the women, and that would endow the girls/women with longer life expectancy in the years to come. Higher education by the girls/women has given them more chances of migration and mobility.

Zoromba, M et al looked at the Psychometric Properties of the Arabic Version of Yale Global Tic Severity Scale (YGTSS). The authors stressed that Tic is a sudden, repetitive, non-rhythmic motor move or vocalization including separated group of muscles. Aim: Assess the validity and reliability of Arabic version of the Yale Global Tic Severity Scale (YGTSS). Methods: Methodological design was utilized to investigate Content Validity Index (CVI) reported by nine experts. Intra-class correlation coefficient ICC (Interrater and Intrarater Agreement) and Cronbach’s alpha reliability coefficients were addressed to investigate reliability. Results: CVI of clarity and relevance for each item ranged from 0.67 to 1. Predominance score of clarity and relevance = 0.89 for most of items. Total CVI= 0.88. Cronbach’s alpha reliability coefficients for the Total Motor Tic Score = 0.84, Total Vocal Tic Score = 0.91, and Total Tic Score = 0.80. ICC (Inter-rater agreement) of YGTSS regarding; motor tics, vocal tics, impairment and total severity score (r= 0.72, 0.98, 0.88, and 0.97 respectively). ICC (Intra-rater agreement) of YGTSS regarding; motor tics, vocal tics, impairment and total severity score were = 0.96, 0.97, 1, and 0.96; respectively. Conclusion: Current Arabic Version is highly valid and reliable. Implications for Practice: Using current Arabic version of YGTSS to assess severity of tics.
Psychometric Properties of the Arabic Version of Yale Global Tic Severity Scale (YGTSS)

Mohamed Zoromba (1)  
Amr Essa (2)  
Abdel-Hady El-Gilany (3)

(1) Lecturer of Psychiatric and Mental Health Nursing, Faculty of Nursing, Mansoura University, Egypt  
(2) Psychotherapist, Port Said Mental Health Hospital, Postgraduate student, Mental Health Department, Ain-Shams University, Egypt  
(3) Professor of Public Health, Faculty of Medicine, Mansoura University, Egypt.

Corresponding author:  
Mohamed Zoromba  
Lecturer of Psychiatric and Mental Health Nursing, Faculty of Nursing, Mansoura University, Egypt  
Email: zromba2010@mans.edu.eg

Abstract

Introduction: Tic is a sudden, repetitive, non-rhythmic motor movement or vocalization including a separated group of muscles.

Aim: Assess the validity and reliability of Arabic version of the Yale Global Tic Severity Scale (YGTSS).

Methods: Methodological design was utilized to investigate Content Validity Index (CVI) reported by nine experts. Intra-class correlation coefficient ICC (Interrater and Intra-rater Agreement) and Cronbach’s alpha reliability coefficients were addressed to investigate reliability.

Results: CVI of clarity and relevance for each item ranged from 0.67 to 1. Predominance score of clarity and relevance was = 0.89 for most of items. Total CVI= 0.88. Cronbach’s alpha reliability coefficients for the Total Motor Tic Score =0.84, Total Vocal Tic Score =0.91, and Total Tic Score =0.80. ICC (Interrater agreement) of YGTSS regarding; motor tics, vocal tics, impairment and total severity score were (r= 0.72, 0.98, 0.88, and 0.97 respectively). ICC (Intra-rater agreement) of YGTSS regarding; motor tics, vocal tics, impairment and total severity score were = 0.96, 0.97, 1, and 0.96; respectively.

Conclusion: The current Arabic Version is highly valid and reliable. Implications for Practice: Use of current Arabic version of YGTSS to assess severity of tics.

Key words: Tic disorders, Arabic version, Yale Global Tic Severity Scale (YGTSS) and Tourette’s Disorder.

Citation: Received: July 2018; Accepted: August 2018; Published: September 4, 2018. Citation: Mohamed Zoromba, Amr Essa, Abdel-Hady El-Gilany, Psychometric Properties of the Arabic Version of Yale Global Tic Severity Scale (YGTSS). Middle East Journal of Psychiatry and Alzheimers. 2018; 9(1): 3-15. DOI: 10.5742/MEPA.2018.93497
Introduction

A tic is an unexpected, rapid, recurrent, non-rhythmic motor movement or vocal expression. Tic disorders include Tourette’s Disorder, Persistent (Chronic) Motor or Vocal Tic Disorder and Provisional Tic Disorder (American Psychiatric Association, 2013). Motor tics appear for the first time in early childhood, occasionally as early as 2 years of age. Vocal tics tend to begin somewhat later (Morrison, 2014).

Childhood tics are popular, it happens in around 10% of boys and 5% of girls. Most tics are motor tics which disappear by maturation of the child; they do not generate, usually, enough interest to warrant an assessment. When tics persevere into adulthood, the prevalence is minimized, and males still outnumber females. Adults scarcely develop tics; but when they happen, it is often as response to use of street drugs or addicted substances. (Morrison, 2014).

Tics may be simple or may be complex. Simple motor tics can be short in duration (i.e., seconds) and include blinking of eye, shrugging of shoulder, and may extend to the extremities. Simple vocal tics include clearing of throat, sniffing, and grunting which is often caused by contraction of the diaphragm or muscles of the oropharynx. Complex motor tics are longer in duration (i.e., seconds), often include a combination of simple tics such as shoulder shrugging, or simultaneous head turning (American Psychiatric Association, 2013).

Adolescents and children with Tourette disorder look to be at risk of developing difficulties in learning, general impairment regarding school and social achievements, also, various multiple psychiatric co-morbidities (James F Leckman, Bloch, Scaglil, & King, 2006; Zhu, Leung, Liu, Zhou, & Su, 2006). Because adolescence demonstrates the outstanding life stage during which tics arise and reach maximum severity, it displays a definite significant time in which to identify better and intervene in tic disorders (Kircanski, Woods, Chang, Ricketts, & Piacentini, 2010).

The Yale Global Tic Severity Scale (YGTSS) is the gold-standard measure of tic severity in tic disorders (TD). It is a psychological measure designed to identify symptoms of disorders relating to attention and impulsivity, such as tic disorder, Tourette’s syndrome, and obsessive-compulsive disorder. It is the most widely used measure for the assessment of tic severity and impairment. It is used as a clinician-administered semi-structured interview (Abramovitch et al., 2014).

The YGTSS checklist of symptoms lists forty-six symptoms of tic disorder, involving twelve simple motor tics e.g., “eye blinking”, nineteen motor complex tics e.g., “facial expressions”, seven simple vocal tics e.g., “coughing”, and eight complex vocal tics e.g., “words”, with four of these domains specified on the scale as “other” symptoms (Kircanski et al., 2010). As a group, all motor and all vocal tics are then rated for their “number, frequency, intensity, complexity, and interference” on a 0–5 Likert scale (separately for motor and vocal) (Abramovitch et al., 2014).

The original version of YGTSS was in English; however, it was translated into different languages including Japanese, Polish and Spanish (Inoko et al., 2006; Romero-gonzalez, Rivas-ruiz, Sanitaria, Costa, & Oviedo-joekes, 2008; Stefanoff & Wolańczyk, 2005).

To the authors’ best knowledge, the scale was neither translated into Arabic nor tested for its validity. Also, according to authors’ knowledge there is no tool in the Arabic language to diagnose tics or assess severity of tic disorders. Hence, this study aims to translate YGTTS into the Arabic language and to test the validity and reliability of the Arabic version.

Subjects and Methods

Study Design:
Methodological research design.

Setting:
The current study was carried out in the Child psychiatric Outpatient Clinic of Port-Said Psychiatry Hospital during period from first of February 2017 to the end of May 2017.

Subjects:
Study population is a convenience sample of 18 children with confirmed tic disorder (11 boys and 7 girls) diagnosed according to DSM-5 whose parents accepted to participate in the study and gave their written consent. The diagnosis was carried out by a consultant psychiatrist

Methods:
The YGTSS was translated into Arabic by the two first authors separately. One version was generated after consensus and then it was back translated to English by a lecturer of English at the Faculty of Education, Mansoura University who is not aware of the original English version. The translation was adopted after back translation until the three (first two authors and English lecturer) agreed about the translation, and the final version was fixed (see Appendix).

Methods used to Validate the Arabic version of YGTSS include; face validity and content validity. Face validity indicates the appropriateness of the YGTSS to the purpose of the study. Nine experts evaluated the scale in terms of feasibility, readability, consistency of style and formatting, and the clarity of the language used with the use of face validity (Tabassum, Allana, Saed, & Dias, 2015). All experts agreed that it has good face validity and it measures tics.

Content validity: To ascertain the clarity and relevance of the content of the YGTSS for the purpose of the study content validity was taken. Content validity indicates a complete range of the attributes that are under study depicted by the content. To estimate the content validity, opinions of the experts were taken to establish the conceptual framework of YGTSS. (Polit & Beck, 2006).
After establishment of the conceptual framework, purposely chosen experts in the fields of psychiatry, psychiatric nursing and pediatric nursing were consulted to review the tool item to ensure its consistency with the conceptual framework. The clarity and relevance of each item was rated independently by each expert on to the conceptual framework using a 3 point Likert scale (1 = relevant, 2 = somewhat relevant “need modification, 3 = not relevant,). The validity of the items was estimated by using the Content Validity Index (CVI) per item and per expert (Sodhi, Sharma, Kaur, & Brar, 2014).

- The Content Validity Index for each item (CVI - i) is the number of experts agreeing on the value of relevance or clarity of each items / total number of experts.
- The Content Validity Index for each expert (CVI - e) is number of items scored 1 (relevant) / total number of items.
- General Content Validity Index for the tool (CVI-total) is the Sum of all experts individual (CVI-e) / Number of experts.

CVI was interpreted as: Low content validity (<0.62), Average content validity (0.62 - 0.8) and High content validity (0.9-1) (Sodhi et al., 2014).

To investigate reliability: Intra-class correlation coefficient ICC (Interrater and Intrarater Agreement) and Cronbach’s alpha reliability coefficients were used. Children were interviewed and assessed the first time by the first two authors for every child separately, a child first assessed by the first author only and reassessed by the second author, another child assessed by the second author first and reassessed by the first author and so on, to assess agreement between raters (inter-rater reliability). After two weeks, children were retested by the first author in order to assess agreement performed by a single rater (intra-rater or test-retest reliability). The interview was completed within 30 to 45 minutes (Shrout & Fleiss, 1979). Final tool is available in appendix.

Ethical consideration:
- Permission to conduct the study was obtained from the faculty of nursing ethics committee and hospital director to carry out the study.
- Children’s caregivers’ consent was obtained after explanation of the aim of the study.
- Children’s caregivers’ included in the study were assured about the confidentiality of the information gathered and that they have the right to withdraw or refuse at any time without penalty.

Statistical analysis:
Data was analyzed with SPSS version 21 (IBM corporation, IL, Chicago, USA). Content validity indices were calculated for each item and each expert. Inter-class correlation (Spearman r) was used to measure inter-and intra-rater correlation. Cronbach’s alpha was calculated to measure the internal consistency between items. $P \leq 0.05$ was considered statistically significant.
Results

Content validity:
According to Table 1, content validity index of clarity and relevance for each item ranged from 0.67 to 1. Predominance score of clarity and relevance equals 0.89 for most of items.

Table 1: Content validity index of clarity and relevance for each item

According to Table 2, content validity index of experts ranged from 0.86 to 0.9 and the total content validity index equals: 0.88.

Table 2: The Content Validity Index of experts (CVI - e)
Internal Consistency:

To study the internal consistency of YGTSS two methods were examined; Cronbach’s alpha reliability coefficients and Intra-class correlation coefficient ICC ( Interrater and Intrarater Agreement). Regarding Cronbach’s alpha reliability coefficients were high for the Total Motor Tic Score ($\alpha =0.84$), Total Vocal Tic Score ($\alpha =0.91$), and Total Tic Score ($\alpha =0.80$).

According to Table 3, internal consistency of YGTSS assessed by ICC, results showed that Inter-rater agreement among two raters between the YGTSS items regarding sub-scales; motor tics, vocal tics, impairment and total severity score were ($r= 0.72, 0.98, 0.88,$ and 0.97 respectively). On the other hand, ICC (Intra-rater agreement) between the YGTSS items regarding sub-scales; motor tics, vocal tics, impairment and total severity score were ($r= 0.96, 0.97, 1,$ and 0.96 respectively).

<table>
<thead>
<tr>
<th>YGTSS Items</th>
<th>Interrater (2 raters) ICC</th>
<th>Intrarater (test-retest) ICC</th>
<th>Cronbach’s alpha if item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$r$</td>
<td>$P$</td>
<td>$r$</td>
</tr>
<tr>
<td>Motor tics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>0.88</td>
<td>$&lt;.001$</td>
<td>1</td>
</tr>
<tr>
<td>Frequency</td>
<td>0.85</td>
<td>0.01</td>
<td>0.85</td>
</tr>
<tr>
<td>Intensity</td>
<td>0.70</td>
<td>0.11</td>
<td>0.90</td>
</tr>
<tr>
<td>Complexity</td>
<td>0.82</td>
<td>0.01</td>
<td>0.82</td>
</tr>
<tr>
<td>Interference</td>
<td>0.73</td>
<td>0.07</td>
<td>0.91</td>
</tr>
<tr>
<td>Total Motor tics</td>
<td>0.72</td>
<td>0.01</td>
<td>0.96</td>
</tr>
<tr>
<td>Vocal tics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>0.92</td>
<td>$&lt;.001$</td>
<td>1</td>
</tr>
<tr>
<td>Frequency</td>
<td>0.93</td>
<td>$&lt;.001$</td>
<td>0.91</td>
</tr>
<tr>
<td>Intensity</td>
<td>0.91</td>
<td>&lt;0.01</td>
<td>0.90</td>
</tr>
<tr>
<td>Complexity</td>
<td>0.82</td>
<td>&lt;0.01</td>
<td>0.90</td>
</tr>
<tr>
<td>Interference</td>
<td>0.92</td>
<td>0.01</td>
<td>1</td>
</tr>
<tr>
<td>Total Vocal tics</td>
<td>0.98</td>
<td>$&lt;.001$</td>
<td>0.97</td>
</tr>
<tr>
<td>Overall impairment rating</td>
<td>0.88</td>
<td>$&lt;.001$</td>
<td>1</td>
</tr>
<tr>
<td>Global severity score</td>
<td>0.97</td>
<td>$&lt;.001$</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 3: Intra-class correlation coefficient ICC (Interrater and Intrarater Agreement) Between the YGTSS items and Cronbach’s alpha reliability coefficients if item deleted

Discussion

The current study assessed the psychometric properties of YGTSS in adolescents and children with Tourette Syndrome. Unlike other tools which assess child Tourette Syndrome, the YGTSS has a separate scale to examine motor and vocal tics, as well as tic-related impairments. Within the clinical trials, YGTSS epitomizes the “standard reference” in child tic assessment. However, restricted psychometric data have been described, on the whole regarding content validity index, the stability of scores, internal consistency or reliability.

Generally, results of the current study provide both the validity and the reliability of the YGTSS. Content Validity Index for clarity and relevance of each item (CVI-I) showed high scores which ranged from 0.67 to 1 for the 36 items assessed. Content Validity Index for experts (CVI-E) represented excellent validity. CVI-E ranged from 0.86 to 0.9 and the total validity index for all experts CVI= 0.88. Current satisfactory results regarding validity showed agreement with previous studies that assessed discriminant and convergent validity of YGTSS (Leckman et al., 1989; Storch et al., 2005).

Regarding internal consistency of YGTSS assessed by Cronbach’s alpha reliability coefficients, results showed high internal consistency as motor tic score ($\alpha =0.84$), vocal tic score ($\alpha =0.91$), and overall score ($\alpha =0.80$). Current results are matched to results that addressed Cronbach’s alpha reliability coefficients of YGTSS within the global scale (Leckman et al., 1989; Storch et al., 2005 & Storch et al., 2007). It was also matched to results of studies that assessed psychometric properties of YGTSS to different languages (Romero-gonzalez et al., 2008; Stefanoff & Wolanieczyk, 2005).
Intra-class correlation coefficient (ICC) (Inter-rater agreement among two raters) between the YGTSS items within the current study showed satisfactory consistency regarding sub-scales; motor tics, vocal tics, impairment and total severity score (r= 0.72, 0.98, 0.88, and 0.97 respectively). On the other hand, Intra-class correlation coefficient (ICC (Intra-rater agreement) between the YGTSS items showed excellent consistency regarding sub-scales; motor tics, vocal tics, impairment and total severity score (r= 0.96, 0.97, 1, and 0.96 respectively).

Stability of the current scale (YGTSS) was assessed by limited previous studies which are in agreement with the results of the current study. The global version showed inter-rater agreement of (r=0.85) (J F Leckman et al., 1989). Storch et al., (2005) showed the consistency of YGTSS (ICC= 0.91; 95%). Storch et al., (2005) found inter-scale correlations of YGTSS in relation to other scales and confirmed the stability of the global version which was translated in the current study. Spanish and Polish versions that studied psychometric properties of YGTSS confirmed current results (Romero-gonzalez et al., 2008; Stefanoff & Wolańczyk, 2005).

According to these positive findings, the Arabic version of YGTSS is considered as a valid and reliable measure which can be administered to children and adolescents with Tourette syndrome or tic disorders to assess number, frequency, intensity, complexity, interference and overall severity of tics.

References


مقالة بالعالمي لشدة اللازمة

قائمة فحص أعراض اللازمة الحركية

وصف لأعراض اللازمة الحركية، تبدأ اللازمات الحركية عادة في مرحلة الطفولة وتشير ميزة بجاذبية أو حركات مفاجئة، مثل رمي العينين بشكل قوي أو الزناد بسرعة إلى جانب أو إلى الآخر.

ويبدو أن نفس اللازمات تعادل الظهور في شكل نوبات خلال اليوم وتبدو بشكل أسوأ خلال فترات الأعباء و/أو الضغط.

تحتاج العديد من اللازمات لبعض الدماغ، ويصفون حتى غير متحمس من قبل الشخص الذي يقوم بها، وأحيان تكون مسبقة برمائيات خفية من الصعب وصفها (مثل ذعف البعض إلى خشخاش). في عدة حالات، نجد أنه من الممكن أن يقوموا بشكل أحادي بحذف اللازمات لفترة وجيدة من الوقت، وعلى الرغم من أن أي جزء من الجسم قد يكون مصاب إلا أن الوجه، اليد، الرقبة، الأطراف تكون أكثر الأماكن الشائعة التي تتكرر.

и خلال فترة تتأثر من أصابع إلى شعر نجد أن اللازمات الحركية تتعظم وتتضع وأن اللازمات القديمة ربما استتبنت بآخرى جديدة تماماً.

ويمكن وصف اللازمات الحركية السيئة بأنها حركة مفاجئة، قصيرة، "لامعنى لها" تتكرر في نوبات مثل (الرمش بالعين بشكل مفاجئ أو التحدث). تكون اللازمات الحركية المفاجئة، نمطية (أي أنها دائماً تتبع نفس الطريقة) شبه هادئة (أي يمكن أن الحركة ربما تشبه فعل ذو مغزى، ولكنها عادة تكون لا إرادية وغير مرتبطة بالذات يحدث في ذلك الوقت) تلك الحركات التي تتضمن أكثر من مجموعة عضلات واحدة. قد يكون هذا في أغلب الأحيان كفرز من الحركات مثل التجهيز بالوجه وحركات الجسم في نفس الوقت. بعض اللازمات المفاجئة قد تساء فهمها من قبل الأشخاص الآخرين (أي يمكن إذا كنت تزكى حين تقول "الأكل") ومن الصعب تمييز اللازمات الحركية عن الأعراض القصيرة: على أي حال، من غير المع.randintة لللازمات المفاجئة في ظل غياب البسيطة منها. غالبًا ما يكون ذلك ميل إلى تفسير اللازمات بتفاصيل مفصلة (مثل: "أن نعمي حتى اللثة ومستمرة معنا" على الرغم من أنه ليس الوقت المناسب من العام). عادة ما تكون أعراض اللازمات في أساليب حياتها في مرحلة الطفولة، وقد تختلف تقريباً قبل مرحلة مبكرة من البلوغ.

إذا كنت تستقبل هذا الاستمرار فيما، فقد يكون من المفيد التحدث مع والدك، الأشقاء الأكبر سنًا، أو أحد الأقارب، كما يمكنك الإجابة على الأسئلة الاتية.

- العمر عند حدوث أول لازمة حركية؟
- نص أول لازمة حركية:
- هل اللازمة بدأت بشكل قوي أو بشكل تدريجي؟
- العمر عند حدوث أسوأ لازمات الحركية؟
- قائمة فحص أعراض اللازمة الحركية

من خلال الخطافات الفارغة بالأسفل في النص، قد يوضع علامة (x) أمام تلك اللازمات التي المريض:
1. لا يمس بها في وقت ما
2. يمس بها حالياً (خلال الأسبوع الماضي)
أوضح عمر البلد (بالأعماق) إذا ما المريض كان عنده هذا السلوك.

أيضاً، ومن خلال أوصاف الالتزام الموجودة بالأسفل، من فضلك قم بوضع دائرة أو خط أسفل تلك الالتزامات المحددة التي مر المريض بتزجيه (دائرتا أو خط أسفل الكلمات التي تطبق عليها).

<table>
<thead>
<tr>
<th>تعريض المريض أو لاحظ عليه الآخرون نوافات لا أرادية وبدون أنيوتها</th>
<th>عمر البلد</th>
</tr>
</thead>
<tbody>
<tr>
<td>فقظ البعد</td>
<td>حالياً</td>
</tr>
</tbody>
</table>


 حرائر العين

- العينين مشردين، تدوير العينين بسرعة، تقلب العينين إلى جانب واحد، أو فقظ العينين واسعاً بشكل وجيء جداً.
- إيماءات العين مثل النظر متدهشاً أو مستهجناً، أو النظر لجانب واحد لفترة قصيرة من الوقت، كأن يسمع / تسمع ضوئاً.

حرائر الأنف، الفم، اللسان، أو التهم البالغة

- إعجاز الأنف، عض اللسان، مضخ الشفاه أو عقص الشفاه، ظرف الشفاه، كشف الأسنان، أو طحن الأسنان.
- تشتمل الفم، إتلاف تعبير مراحه، بروز اللسان.

هزاات/حرائر الرأس

- لمس الكتف مع النفق أو رفع النفق إلى أعلى.
- إيقاف الرأس إلى الخلف، كأنه يعيد الشعر عن عينيه.

هزاات/حرائر الكتف

- هز الكتف.

حرائر الذراع أو اليد

- كأدى إلى الذراع بسرعة، قض الأظافر، الورك بالأصابع، فروعة المفاصل.
- تبرز الرأس في الشعر عند تصفيته مثل الموضع، أو نسي الأشياء أو الآخرين، القرص، أو العزل على الأصابع بدون هدف أو لازمات الكتابة، مثل الكتابة مزراً وكتاراً نفس الحرف أو الكلمة، أو سحب اللمعان للرسال للخلف عند الكتابة.

حرائر الساقين أو القدم أو أصبع القدم

- الركذ، القليب، إحدها الركبة، كأدى إلى الكعبرة، الاحتراز، البذيبة، النقر بالقدم.
- أخذ خطوة للأمام وخطوته للخلف، القرصاء، أو إتحاد الأرجل بشكل صعب.

حرائر البطن / الجذع/ الحوض

- شد البطن، بهذ الأوداف.

لازمات حركية بسيطة أخرى

- برجه كتبة أملته:

لازمات حركية معقدة أخرى

| النقط | الطرق | الانتقالات | التوجيه |
العلاجات الصوتية

وصف أعراض اللازمه الصوتية، تبدأ اللازمه الصوتية غالبًا في الطفولة، وعادة تكون بعد بدء اللازمه الحركية بالفعل، ولكنها يمكن أن تكون لأعراض أولية لللازمات وقد تكون مميزة بركام أو أصوات مفاجئة مثل تنظيف الحلق أو الشم، وابدأ أن نفس التفاعلات تعود الانزلاق في شكل مزمن خلال اليوم وتبدو بشكل أسود خلال قصرين الرعيات أو الضغط تتطلب العديد من اللازمهات دون سبب واضح إذ لا يوجد أسباب موجهة من قبل الشخص الذي يقوم بها، اللازمهات الأخرى تكون مسبوبة في بعض الحالات يكون من الصعب وصفها (مثل دفع البعض إلى خشخاش إعتقاد). في عدة حالات نجد أنهم من الممكن أن يقوموا بشكل إرادي بيكج اللازمهات لفترة وجيزة من الوقت، وخلال فترة تمت من أسابيع إلى شهر نجس أن اللازمه الصوتية تتعاظم وتتضعف وأن اللازمه القديمة ربما استبدين بأخرى جديدة تماماً.

اللازمات الصوتية السببية تتكنع عبارتين من كلم أن اللازمهات الصوتية المعقدة تكون عبارتين عن كلم لا إرادي، مكرر، من دون مرا؛ تكتسم كلم، جمل أو عبارات خارج السياق، مثل اللقيمات نابية (أي الكورنيفلا)، أو تكرار مقالات الأخرين مرة أتكرر (أي المصاطب).

ومن الصعب تمييز اللازمه الحركية عن الأفعال اللغوية، على أية حال، من غير المعتاد رؤية اللازمهات المعقدة في ظل غياب البساطة منها غالبًا ما يكون هناك من اللقيمات تفسير اللازمهات بتفاصيل مفصولة (مثل: “انا عندما جمعي القل وسبعها معًا على الرغم من أنه ليس الوقت المناسب للعام”).

عادة ما تكون اللازمهات في أسود حالات في مرحلة الطفولة وقد تختفي قليلاً قبل مرحلة الإبارة من البلاسين البسيك، إذا كنت تستعمل هذه الاستمالة للنفس، قد يكون من المفيد التحدث مع والديك، الأشقاء الآخرين، أو أحد الأقرباء، كما يمكنك الإجابة على الأسئلة التالية:

العمر عند حدوث أول اللازمه الصوتية؟.................................................. عام

وصف أول لازمه صوتية: ..........................................................

هل اللازمه بدأت بشكل مفاجئً أش تشكل تدريجيً؟

العمر عند حدوث أسوؤ اللازمه الصوتية؟.................................................. عام
قائمة تدقيق عرض اللازمة الصوتية

من خلال الخانات الفارغة بالأسفل في اليسار، قم بوضع علامة (X) أمام تلك اللازمة التي المريض
1. يمر بها في وقت ما
2. يمر بها حاليا (خلال الأسبوع الماضي)

أوضح عمر البدء (بالأعوام) إذا ما المريض كان عنده هذا السلوكي.

أيضًا، ومن خلال أوصاف اللازمة الموجودة بالأسفل، من فضلك قم بوضع دائرة أو خط أسفل تلك اللازمة المحددة التي المريض
بتجريتنا (دائرة أو خط أسفل الكلمات التي تنطبق عليها).

بالإضافة إلى:

<table>
<thead>
<tr>
<th>في وقت ما</th>
<th>حالياً</th>
<th>عمر البدء</th>
</tr>
</thead>
<tbody>
<tr>
<td>الكحة</td>
<td></td>
<td></td>
</tr>
<tr>
<td>تنظيف الحلق</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الشم</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الصفير</td>
<td></td>
<td></td>
</tr>
<tr>
<td>أصوات حيوان أو طائر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>نادرات صوتية بسيطة أخرى. برجاء الذكر:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- مقاطع صوتية. برجاء الذكر:

- كلمات، برجاء الذكر:

- كلمات أو عبارات غير منهجية أو بدونه. برجاء الذكر:

- تكرار مقاطع شخص آخر، ربما أصوات أو كلمات مفيدة أو بحث:
  وقد يكون تكرار ما تلقيت على شاشة التلفزيون (الإيكولايا).

- تكرار شيء قاله المريض مرا مراراً وتكراراً (بالإيكولايا).

- نادرات أخرى مثل مشاكل التلقي. من قبل التغييرات المفاجئة في
  المستوى أو النغمة. برجاء الوصف:

- صف أي أنماط أو تسلسلات أخرى لسلوكية اللازمة الصوتية:
### تقديرات الشدة

<table>
<thead>
<tr>
<th>السؤال</th>
<th>الصوتية</th>
<th>حركة</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

لاتوجد لأدلة على سلوك لازمة محدد.

نادرًا ما يوجد سلوك لازمة محدد خلال الأسبوع الماضي. هذا السلوكي يحدث بشكل نادر، غالباً ليس على أساس يومي. في حالة حدوث نوبات من الأزمات تكون قصيرة وغير ملتوية.

أحياناً سلوكات الأزمة المحددة عادة ما تكون موجودة على أساس يومي، ولكن يوجد فترات طويلة خالية من حدوث الأزمة خلال اليوم. قد تحدث نوبات من الأزمات من حين لآخر ولاستمر لأكثر من بضعة دقائق في المرة.

كثيراً ما يكون سلوك لازمة المحددة موجوداً على أساس يومي، وليس من الشائع وجود فترات خالية من حدوث الأزمة تكون 3 ساعات. تحدث نوبات من الأزمات بصورة ملتوية ولكن قد تقتصر على مكان بعينه.

بشكل دائم تقريباً سلوكات الأزمة المحددة تكون موجود فعلياً في كل ساعة استيقظ في كل يوم، وتحدث فترات من سلوك الأزمة المتواصل بالنظام. تحدث نوبات من الأزمات بشكل شائع وتكون غير مرتبطة بمكان واحد فقط.

دائماً سلوكات الأزمة المحددة موجودة تقريباً طوال الوقت. من الصعب التعرف على فترات خالية من حدوث الأزمة ولاستمرار أكثر من 5 إلى 10 دقائق على الأكثر.
<table>
<thead>
<tr>
<th>الشدة</th>
<th>صوتية</th>
<th>حركية</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>1</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيطة" في طبيعتها.

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيطة" في طبيعتها.

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيط" (موجبة - قصيرة - لا غاية لها).

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيط" (موجبة - قصيرة - لا غاية لها).

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيط" (موجبة - قصيرة - لا غاية لها).

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيط" (موجبة - قصيرة - لا غاية لها).

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيط" (موجبة - قصيرة - لا غاية لها).

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيط" (موجبة - قصيرة - لا غاية لها).

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيط" (موجبة - قصيرة - لا غاية لها).

لم يوجد إذا كانت موجودة، فإن كل اللازمات بشكل واضح تكون "بسيط" (موجبة - قصيرة - لا غاية لها).
### التدخل

<table>
<thead>
<tr>
<th></th>
<th>صوتية</th>
<th>حركية</th>
</tr>
</thead>
<tbody>
<tr>
<td>لا يوجد</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>1</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

#### الضرر

<table>
<thead>
<tr>
<th></th>
<th>لا يوجد</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>□</td>
</tr>
<tr>
<td>20</td>
<td>□</td>
</tr>
<tr>
<td>30</td>
<td>□</td>
</tr>
<tr>
<td>40</td>
<td>□</td>
</tr>
<tr>
<td>50</td>
<td>□</td>
</tr>
</tbody>
</table>

#### الدوائر

<table>
<thead>
<tr>
<th></th>
<th>التدخل</th>
<th>التعقيد</th>
<th>الشدة</th>
<th>التكرار</th>
<th>العدد</th>
</tr>
</thead>
<tbody>
<tr>
<td>شدة اللازمَات الحركية</td>
<td>(0-5)</td>
<td>(0-5)</td>
<td>(0-5)</td>
<td>(0-5)</td>
<td>(5-5)</td>
</tr>
<tr>
<td>شدة اللازمَات الصوتية</td>
<td>(0-5)</td>
<td>(0-5)</td>
<td>(0-5)</td>
<td>(0-5)</td>
<td>(5-5)</td>
</tr>
</tbody>
</table>

مجموع نقاط شدة اللازمَة = شدة اللازمَة الحركية + شدة اللازمَة الصوتية (100)  
مجمع نقاط مقياس بالعالمي لللازمَة (مجمع نقاط شدة اللازمَة + الضرر) (100)
The Effect of “Talk It Out” on Six Graders’ Beliefs about Aggression and Alternatives

Lama Bendak

Correspondence:
Dr Lama Bendak
Faculty of Education, Lebanese University, Beirut, Lebanon
Email: lamabendak@gmail.com

Abstract

The purpose of this study is to investigate the effectiveness of “Talk It Out” conflict resolution program on six graders' beliefs about aggression and alternatives in a local school in Beirut. The quantitative approach was adopted where the total number of learners in the study was 51, from the same school, and whose ages ranged from 10.6 to 11.4 years. The sample was divided into two groups, where the control group had 25 learners from a grade 6 class, and the experimental group had 26 learners from another section. The measuring instrument that was used in this study is the “Beliefs about Aggression and Alternatives” survey. A pretest was done to both groups prior to the intervention period. Then, the “Talk It Out” program was employed for the experimental group over a period of five weeks. After that, the posttest was done and the results were analyzed using independent sample T-tests and paired sample T-tests. The results of this study showed statistical differences to the benefit of the experimental group over the control group.

Key words: conflict resolution, aggression, violence, elementary school, six graders

Introduction

Concern about conflict resolution education (CRE) has been growing in the past few decades for its promising effects on reducing violence, aggressive behavior, and resolving conflicts among school learners. Jones (2004) noted that CRE coincides with peace education, violence prevention, social and emotional learning (SEL), and anti-bias education. Turk (2018) found that conflict resolution, peace education, and peer mediation programs are effective on productive development of conflict resolution skills of the learners.

According to Bodine & Crawford (1998), conflicts in school learners originate from unmet basic needs of belonging, power, freedom, and fun. Complementary to that, two other factors that may account for conflict are: limited resources (such as time, space, money and property) and different values (i.e. beliefs, priorities, and principles). The responses to conflict can be: soft, hard, or principled. Soft responses involve avoidance, accommodation, or compromise; hard responses employ threats, aggression, force, and anger; and principled responses emerge from problem solvers who have profound communication and conflict resolution skills.

Jones (2004) proposed four structural elements of CRE. The first is the program model. There are four main models of CRE: the mediation program approach, the process curriculum approach, the peaceable classroom approach, and the peaceable school approach. The second is the educational level; this is essential to consider since younger learners go through conflicts differently and have different abilities to handle conflict compared to older learners. The third structural factor is the target population, which may depend on gender, ethnicity, ability (special needs or regular learners), in addition to staff, parents and learners. The fourth and last structural factor is the implementation of the CRE; this is concerned with the reliability and durability of the program as well as its coordination with existing school structures.
Laursen, Finkelstein, & Betts (2001) examined developmental trends in peer conflict resolution through a series of meta-analyses. They found that the patterns differ with age, having coercion more prevalent among children whereas negotiation was more common among adolescents. Moreover, conflict resolutions differed according to peer relationships, assessment procedures, and reporters. However, follow up moderator analyses remarked that negotiation increases and coercion decreases with age across peer relationships, assessment procedures, and reporters.

Driven by the promising effects of CRE programs on preventing violence, reducing aggression, and resolving conflicts, and noting that there are concerns about resolving incidents of aggressive behavior (Nadjarian, 2000; Tayara, 2006; Mukallid, 2011), bullying (Zein, 2001; Rabah, 2006), and conflicts among learners in Lebanese schools (Kandaguerjian, 1997; Hammoud, 2008), the researcher of this study decided to investigate the effectiveness of a CRE program in one of the elementary schools in Beirut.

For the purpose of this study, the conflict resolution program that was chosen is Talk It Out (TIO); it involves the use of conflict resolution, peer mediation, as well as negotiation in order to work out problems that are common in classrooms such as: teasing, put-downs, pushing, hitting, cheating, gossiping and refusing to share (Porro, 1996). In particular, the researcher was interested in studying the effects of Talk It Out on six graders’ beliefs about aggression and alternatives as well as attitudes toward conflict.

Literature Review

The research on the effectiveness of conflict resolution programs is abundant in the literature; however, most of the studies (Bell, Coleman, Anderson, Whelan, & Wilder, 2000; Schellenberg, Parks-Savage, & Rehfuss, 2007) tackled programs that focus on peer mediation. Fewer studies (Graves, Nordling, Roberts, & Taylor, 1997; Bickmore, 1999; DuRant, Barkin, & Krowchuk, 2001; Turniklu, Kacamz, Turk, Kalender, Sevkin, & Zengin, 2009) were concerned about the effectiveness of broader CRE programs.

The positive effects of the reviewed peer mediation programs included: increase in the learners’ awareness of conflict and its resolution, reducing school violence, and resolving actual conflicts. Bell et al. (2000) found that children in a rural low-SES school can learn and state in writing how they would employ peer mediation to solve proposed peer conflicts. Schellenberg et al. (2007) conducted a three-year longitudinal study to detect the effectiveness of an existing peer mediation program in a diverse, suburban elementary school. It was noted that the used program (Peace Pal) has fulfilled its goal of reducing school wide violence, resolving conflicts, and teaching valuable and lasting conflict resolution and mediation knowledge. Johnson, Johnson, & Dudley (1992) noted the success of a peer mediation program on reducing the incidence of conflict referrals to the teacher, teaching mediation procedures and skills as well as generalizing them in the learners’ lives outside the school context. Johnson & Johnson (1994) documented the effectiveness of a peer mediation program in teaching negotiation and mediation procedures and skills to learners of third through to sixth grades of a suburban, middle-class elementary school. In addition, a reduction in the number of the conflicts referred to teachers and the principal was witnessed. Furthermore, the autonomous and constructive management of conflicts by the learners themselves accounted for the elimination of discipline problems. Johnson, Johnson, Dudley, & Magnuson (1995) realized that a peer mediation program was successful in teaching negotiation and mediation skills to learners in a mid-western, suburban elementary school. In addition, the training enabled the learners to apply the skills in real conflict instances durably over the school year. Johnson & Johnson, Mitchell, Cotton, Harris & Louison (1996) recorded that third and fourth graders who were trained as conflict managers have successfully mediated 323 conflicts, mostly involving physical and verbal assaults, during the school year. Johnson & Johnson (2001) found that peer mediation had positive effects on resolving physical and verbal aggression in third and fourth graders of an inner-city elementary school.

The studies that tackled more general conflict resolution programs also had positive effects on the conflict resolution skills of the target learners. Graves, Nordling, Roberts, & Taylor (1997) applied a conflict resolution program for reducing aggressive behavior of fourth graders. The results revealed that the learners’ views toward conflict changed, realizing that conflict is an unavoidable incident. However, the results did not show persistent effect on behavior. That is, the learners were not always able to apply the learned skills when confronted with conflict. Bickmore (1999) presented a case study on fourth and fifth graders, showing that it is possible to include a conflict resolution program in the school curriculum that will develop the learners’ abilities to resolve both social and interpersonal conflicts without losing focus of academic achievement. DuRant, Barkin, & Krowchuk (2001) evaluated the effectiveness of the Peaceful Conflict Resolution and Violence Prevention Curriculum, which is based on the Social Cognitive theory, on conflict resolution and violence prevention for sixth grade learners. The program showed positive short-term effects on self-reported use of violence and intention to use violence by the target learners. Turniklu et al. (2009) studied the effectiveness of “Conflict Resolution and Peer Mediation” (CRPM) training program on resolving the interpersonal conflicts of 10-11-year-old learners, and the results revealed that CRPM training is effective in resolving the conflicts of the target learners.

In Lebanon, there were several attempts of educational research on issues regarding bullying (Zein, 2001; Rabah, 2006) and aggression (Nadjarian, 2000; Hout, 2005; Tayara, 2006; Mukallid, 2011) but very limited research on conflict or CRE in particular (Kandaguerjian, 1997; Hammoud, 2008). Among six studied schools in Beirut, it was reported that 23% of the participants were involved in bully/victim issues (Zein; 2001). This is not negligible since 23% is
close to a quarter of the sample. Rabah (2006) pointed out that most of the teachers and administrators in her study admitted that teachers play a central role in preventing bullying and that they should take action whenever they encounter bully related incidences. They also advocated for the need for in-service training to deal with the problem. Nadjarian (2000) examined the effect of social skills training by the ACCEPTS programs on the aggressive behavior of second graders in a Lebanese school. The results revealed significant effect of the treatment. Hout (2005) studied the effect of social problem solving training and emotional awareness on disruptive behavior and problem solving performance of elementary learners. She found that the training had a significant effect on the reduction of the learners’ classroom disruptive behavior and enhancing their social problem solving abilities. Tayyara (2006) found a significant increase in self-esteem and decrease in aggressive behavior of middle school female learners in a school in Beirut who were subjected to building self-esteem program. Mukallid (2011) was concerned about studying the effect of training in social information processing on reactive and proactive aggression of fourth and fifth graders of a Lebanese elementary school. The perceptions of the fifth graders significantly differed whereas that of the fourth graders did not. However, both experimental groups of the two grades showed reduction in both reactive and proactive aggressive behavior, with frequencies of the proactive aggressive behavior being lower. Although these studies showed promising effects of interventions on reduction of aggressive and disruptive behavior of learners, they did not employ conflict resolution programs.

Few Lebanese studies that tackled the effectiveness of conflict resolution programs showed promising effects on reduction of aggressive behavior, increase in conflict resolution skills, and decrease in student referrals to teachers to resolve conflict. Kandaguerrjain (1997) studied the effects of a “Win-Win” conflict-resolution program on the aggressive behavior and conflict resolution skills of middle school Armenian learners. The study revealed a significant treatment effect of the “Win-Win” conflict-resolution program on the aggressive behavior and conflict resolution skills, but non-significant differences in the follow-up stage. However, these findings were limited to middle school Armenian learners. There was other evidence of the effectiveness of conflict resolution programs at the elementary level in a school in Beirut. Hammoud (2008) found out that “Teaching Students to be Peacemakers” program accounted for a significant decrease in the behaviors of physical and verbal abuse of fifth graders in a Beirut school; in addition, there was a significant decrease in referring to the teacher to resolve conflicts.

To conclude, there is abundant universal evidence on the effectiveness of CRE programs on conflict resolution skills of learners. However, there is limited evidence on the effectiveness of CRE programs in the Lebanese context.
Procedure
Prior to the implementation phase, a pretest was conducted to measure the learners’ beliefs toward aggression and alternatives. The “Talk it out” lessons were implemented over a five-week period. In each week, one of the five lessons was implemented. After the implementation phase, a posttest was done to measure the learners’ attitudes after the intervention.

Results
An independent sample t-test was used to check whether the pretest results of the control and the experimental group were the same at the beginning of the study or not. Another independent t-test was done to determine whether the posttest results of both groups were similar or not.

Descriptive Statistics
The means and standard deviations of both the control and experimental groups are presented in Table 1.

Table 1: Means and standard deviations of control and experimental groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pretest Aggression M</th>
<th>Pretest Aggression SD</th>
<th>Posttest Aggression M</th>
<th>Posttest Alternatives M</th>
<th>Posttest Alternatives SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>3.42</td>
<td>.33</td>
<td>3.42</td>
<td>.39</td>
<td>1.53</td>
</tr>
<tr>
<td>Experimental</td>
<td>3.01</td>
<td>.53</td>
<td>2.53</td>
<td>.60</td>
<td>1.94</td>
</tr>
</tbody>
</table>

The table indicates that the control group had almost the same means on both subscales in pre and post tests. Moreover, the control group had higher means than the experimental group on both pre and post tests for the Aggression (i.e. “Beliefs about Aggression”) subscale, and lower means on the Alternatives (i.e. “Use of Nonviolent Strategies”) subscale. On the other hand, the experimental group had a reduction in the “Aggression” score and an increase in the “Alternatives” score.

Independent Samples T-test
An independent sample t-test was conducted for the control and experimental group for the pre and posttests. The results are presented in Table 2.

Table 2: Independent samples T-test

<table>
<thead>
<tr>
<th>Control/Experimental</th>
<th>T</th>
<th>DF</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Aggression</td>
<td>2.553</td>
<td>49</td>
<td>.014</td>
</tr>
<tr>
<td>Pre-Alternatives</td>
<td>-2.464</td>
<td>49</td>
<td>.017</td>
</tr>
<tr>
<td>Post-Aggression</td>
<td>6.231</td>
<td>49</td>
<td>.000</td>
</tr>
<tr>
<td>Post-Alternatives</td>
<td>-7.035</td>
<td>49</td>
<td>.000</td>
</tr>
</tbody>
</table>

The independent sample t-test showed a significant difference (p < 0.05) between the two groups on both pre and post tests for both subscales.

Paired Sample T-test
The paired t-test was used to study if the “Talk It Out” intervention was effective or not. The paired t-test was employed on both experimental and control group before and after applying the “Talk it out” training and the results are displayed in Table 3. If the significance is less than 0.05 (p<0.05) then the results of the group differ; otherwise, if the significance is greater than 0.05 (p>0.05), then the results did not differ before and after the intervention phase.

Table 3: Paired sample T-test results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pre-Post Aggression T</th>
<th>DF</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>-2.14</td>
<td>24</td>
<td>.832</td>
</tr>
<tr>
<td>Experimental</td>
<td>8.568</td>
<td>25</td>
<td>.000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pre-Post Alternatives T</th>
<th>DF</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>-0.569</td>
<td>24</td>
<td>.574</td>
</tr>
<tr>
<td>Experimental</td>
<td>-6.559</td>
<td>25</td>
<td>.000</td>
</tr>
</tbody>
</table>
Apparently, the pretest and posttest results do not show a significant difference in the control group (p>0.05). On the other hand, the pretest and posttest results of the experimental group differ significantly (p<0.05). Concerning the experimental group, the pretest and posttest comparison shows a reduction in the beliefs about aggression (t(25)= 8.568, p=0.000) and an increase in use of alternatives (t(25)= -6.559, p=0.000).

Discussion

The results of this study have answered the proposed research questions: “Talk It Out” program had a positive effect on reducing the aggressive beliefs of six graders and enhancing their beliefs of using nonviolent strategies to resolve conflicts. This finding supports several universal studies that tackled similar issues and adds to the research in the Lebanese context.

Whereas Turnuklu et al. (2009) witnessed positive effects of a CRE program on the change of behavior of learners; this study focused on the change in the learners’ beliefs. On the other hand, this study concurs with DuRant et al. (2001) who reported a change in the intentions of six graders to use violence. Similarly, Graves et al. (1997) noted a change in learners’ views toward conflict; however, their study was limited to fourth grade learners.

This study adds to previous Lebanese studies that showed promising effects of other programs on reduction of aggressive and disruptive behavior of learners. Whereas Nadjarian (2000), Tayara (2006), and Mullakid (2011) came up with promising results of various interventions on the reduction of aggressive behaviors of learners, none of them employed a conflict resolution program. Furthermore, the previous Lebanese studies that showed promising effects of conflict resolution programs (Kandaguerjian, 1997; Hammoud, 2008) did not focus on grade six learners. Therefore, this study adds to the existing Lebanese studies in providing evidence for the effectiveness of the “Talk It Out” conflict resolution program on changing the six graders beliefs toward aggression and using nonviolent alternatives.

Conclusion

This study shows positive effects of “Talk It Out” program in changing the beliefs about aggression and the use of nonviolent alternatives of six graders in a local school in Beirut. The findings concur with some of the universal studies and add to the existing Lebanese studies. However, the study is limited to change in beliefs of six graders and did not tackle change in behavior. Nevertheless, results from this study may be used to employ the “Talk It Out” on Lebanese six graders for the purpose of reducing aggressive beliefs and enhancing beliefs of using nonviolent strategies to resolve conflicts.

References


Gender Gap Narrowing in Iran: 
A Sociological Appraisal of Education

Mohammad Taghi Sheykhi

Correspondence:
Dr. Mohammad Taghi Sheykhi,  
Professor of Sociology,  
Department of Social Science,  
Alzahra University, Tehran,  
Tel: 009821-22859416,  
Email: mtshykhi@alzahra.ac.ir, mtshykhi@yahoo.com

Abstract

Education as a key factor affects all aspects of life of girls/women. Higher education is widespread and thereby the standards of females have started changing. Higher education of women usually provides a better and stronger voice for them. The mentality of gender inequality could solely be reached through higher education of girls and for girls. As compared with girls/women in other developing and developed countries, female tertiary educated people are qualitatively and quantitatively in a satisfactory situation in Iran. The new scenario highly affects their living standards, social position, their demographics and their productivity. What the country needs, is the potential to further invest in them. As their expectations have changed, they materially need more income to enable them to consume. Education has transformed them to be more modernity-oriented. Higher education has greatly changed the fertility behavior of women, which endows girls/women with longer life expectancy in the years to come. Higher education by the girls/women has given them more chances of migration and mobility.

Key words: Gender gap. Tertiary education. Productivity. Transformation. Mobility.

Objectives

The research intends to discuss how the gender gap is mainly lowering in Iran through women’s educational attainment during the recent four decades. Though it may be a paradox of tradition and modernity, yet Iran has achieved it (Mehran, 2003). Through the inauguration of private universities in almost all provinces of Iran, girls can be admitted to the university system, and thereby parity of the two sexes has started to appear so far as higher education is concerned. At present, more entry of girls is observed into the university system. Higher education of girls and women has extensively impacted their lifestyles, their overall expectations and their talents. They are potentially very active in all areas of science and technology, but much tolerant versus the dominant unemployment in the country. Their tertiary education has highly affected their total fertility rate (TFR). The gender gap is being narrowed educationally, and is even well observed within rural young females. The whole scenario will greatly affect the next generations in the country too.

Introduction

The paper illustrates a picture of women’s educational attainment in Iran in recent decades. The movement has impacted various aspects of the life of women including their marriage age, their fertility rate, their lifestyle, their life expectancy etc. The movement has allowed the women more socio-economic participation, and outdoor activities. Since the 1960s all the United Nations reports have emphasized on literacy and educational attainment of women to eliminate the gender gap (Rowely, 1993). One of the objectives of UN and UNESCO is to encourage countries toward the education of women; in the course of which women achieve more progressive opportunities. The ultimate objective of such organizations is to eliminate gender inequality. Following the development of education within women, such educated women would have the opportunity of making use of their capacities in the best and foremost ways.

Citation: Received: August 2018; Accepted: September 2018; Published: September 4, 2018. Citation: Mohammad Taghi Sheykhi. Gender Gap Narrowing in Iran: A Sociological Appraisal of Education. Middle East Journal of Psychiatry and Alzheimers. 2018; 9(1): 22-27. DOI: 10.5742/MEPA.2018.93498
Similarly, and from a sociological perspective, under the condition of educating women, a nation can qualitatively and quantitatively reach an ideal and optimum population; a situation in which health, food and other needs are easily secured. Such reports include the Pearson report (1969), the Brandt report (1987), and the UNICEF report (1994). All these reports emphasize on women’s education and further investments in this regard in order to eliminate the gender gap. As the developing countries need to put into practice development plans in agricultural, industrial and service sectors, training talented and specialized cadres could be possible only through women’s education. This movement, while it brings about distinctions, it also guarantees improvements in health and quality of life of the women and families. In spite of the aforesaid recommendations, and the attempts made in the past four decades, we still observe a large number of women in Africa, Asia and Latin America who are deprived of sufficient education. Instead, such women are subject to higher fertility rate which contributes to high population growth.

### Method of Research

The procedure applied to conduct the research, was a combined method; comprising empirical as well as theoretical methods. The present project involved female students studying in public and private universities in Tehran City. In this way, selected students were chosen and interviewed accordingly. In the theoretical part, the required data was searched and extracted from different sources. In the empirical part female students of age 18 and above were randomly selected and orally interviewed. Through contact with the students, the researcher came to know that: “Better and improved quality of life of women is guaranteed by their tertiary education”.

### Girls’ Education

Based on a public consensus, girls’ education is counted as one of most important investments in any developing country that enhances development in general. Therefore, as the world societies pursue their development plans in a competitive manner, girls’ and women’s education seems to be inevitable. Their training and education contribute to the best of their use. While the process gives them more satisfaction, it also helps in the social and economic development of the country. Based on this principle, the developing countries are increasing investments in women’s education. If not, the women are subject to repeated fertility and eventually population growth at national level. However, though higher education has changed everywhere in the world, nations have not always changed the same everywhere (Bentley, 2013).

In the long term, almost any aspect of development from access to food, family planning, family health, women’s rights etc. all would depend on how a country has invested in women’s educational standards. Therefore, any progress in hygienic, economic and cultural sectors would depend on skills derived from women’s education. Nowadays, the mass media of all kinds have developed in the world more than any time before, and thereby the rural and urban areas have been connected with each other. Such networks have connected various social groups. Under such circumstances, and based on world recommendations including UNESCO, women’s education must be prioritized, and ahead of development plans in different countries. In this way, the socio-economic plans of countries would be implemented for the future followed by improvement of quality of life.

---

**Figure 1: Objective Indicators Derived from Women’s Education**
Gender Equality

Gender discrimination usually starts from birth, and equality as an assuring step finds meaning: that is the condition under which both males and females feel that they can easily exploit their capacities in various spheres. Therefore, approaching gender equality will change the culture of discrimination and the gap between the two sexes. It is worth noting that the industrial countries could increase their productivity through the adaption of such policies. On the other hand, population growth decreased in such countries because of the new policies. Adoption of such policies by the developing countries would positively affect the future generations in these countries.

Hence, investment in food, health and education of girls from birth to adulthood is of prime importance, and eventually such socialization would lead to overall development. It is hereby suggested that the policy-makers must put girls and women on the world’s development agenda (Global Poverty Project, 2018). Girls and women at the macro level can have productivity equal to men, or even more than them in any society provided that enough investment is applied to them.

Following the development of women’s education, the views of many decision-makers and policy-makers toward women would change, and in this way, the position of girls would gradually change. Industrial countries since two centuries ago have been able to change the position and roles of their women; followed by their improvement. In this way, and through education they could play their best role in the development of their societies. Generally speaking, during the 20th century women could feel a great change in their lives through accessing education. In this movement, women could participate in decision-making in various ways including the number of their children, their age of marriage, their choosing employment etc. In the meantime, and from the viewpoint of sociology of gender, despite their capabilities, women are often chosen for typically low activities, and such a mentality has embedded in them that they are always dependent on men (Abbot & Wallace, 1990).

World Bank and Women’s Education

World Bank in recent years attempted to diffuse the idea that women’s education has more consequences, compared with other investments in the developing world (Schultz, 1993). This message had fruitful and effective consequences. While probably some other investments may not result in good ends, women’s education is appraised as a positive investment. This movement is not defeated, and does not remain without results.

Statistics indicate that in the past four decades there has been an increasing rise in the enrollment of girls at school and high school levels in the developing world. The growth is good news for better change in welfare and health of women in future years. As a result, women’s fertility would decline, and they would have more job opportunities and social participation. World organizations stress that girls should have longer schooling, i.e. the type of investment that would directly and indirectly limit their fertility role. Yet, it is worth mentioning that customs, traditions, cultural values, the dominant patterns etc. inhibit girls from schooling and as a result, provide boys with more schooling chances. While there is still a gender gap of schooling in Africa, some parts of Asia and Latin America, Iran has done well to fill the gap (Bellew et al., 1992). Based on the idea that girls after marriage take their capital to the husband’s home, many parents prefer to invest more in their sons as far as schooling investment is concerned.

Investment Returns

Education of girls and women has been recognized as the key factor of their success in the developing world, including Iran. Western countries that invested in female education earlier could make use of their productivity in various spheres. Those countries could cyclically obtain more national income which enabled them to invest more in new areas/aspects. Critically speaking, though girls and women have been equipped with high levels of modern education, their hopes and expectations have not responded well (Cotterill, 2007). Hence, the developing countries that pay attention to the education of their female youth equal to their male youth, may reach social and economic reforms within a shorter stand of time. Therefore, planners should prioritize female education regardless of race, language, religion and nationality. In this manner, a guaranteed future could be illustrated for a nation.

Education and Demography

The above two themes are mutually correlated. Education can evenly impact demographic events including birth, death and migration rates. It also affects marriage age and divorce rates as well. It has largely affected Iran’s population indicators expect for migration which has extensively occurred despite a high education rate.

The levels of higher secondary and tertiary education have constantly been increasing in Iran in the past four decades. Such an infrastructure has been the basis of other developments such as health and industries. The recent improvement in tertiary education is apparently observed within the women, impacting their age of marriage and their total fertility rate (TFR). Another indicator shows that more than two-thirds of young women (aged 15-24) in Iran today have completed at least junior secondary education. The appearing educational patterns provide impressive high hopes of development and further prosperity for the years to come.

Iran, though strictly Islamic by religion, had one of the world’s rapid fertility declines which is very much relevant to female education in the country. Education as a means caused fertility to rapidly drop; a scenario which is very unlikely to reverse shortly.
Table 1: A Comparative Demographic and Educational Image of Selected Countries 2017

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Fertility Rate</th>
<th>Secondary School Enrollment Ratio</th>
<th>Tertiary Education Enrollment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iran</td>
<td>1.8</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>Pakistan</td>
<td>3.6</td>
<td>49</td>
<td>39</td>
</tr>
<tr>
<td>China</td>
<td>1.8</td>
<td>93</td>
<td>96</td>
</tr>
<tr>
<td>India</td>
<td>2.3</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>South Korea</td>
<td>1.2</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td>Egypt</td>
<td>3.3</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>South Africa</td>
<td>2.4</td>
<td>88</td>
<td>112</td>
</tr>
<tr>
<td>Brazil</td>
<td>1.6</td>
<td>97</td>
<td>102</td>
</tr>
<tr>
<td>United states</td>
<td>1.8</td>
<td>97</td>
<td>98</td>
</tr>
<tr>
<td>Venezuela</td>
<td>2.4</td>
<td>86</td>
<td>39</td>
</tr>
</tbody>
</table>


Table 2: Literacy rates for women aged 15-19 to 25-29, by rural and urban areas, Iran, 1966-2006

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>15-19</td>
<td>57.7</td>
<td>5.4</td>
<td>75.4</td>
<td>19.8</td>
<td>85.8</td>
</tr>
<tr>
<td>20-24</td>
<td>41.2</td>
<td>2.7</td>
<td>59.4</td>
<td>10.1</td>
<td>75.8</td>
</tr>
<tr>
<td>25-29</td>
<td>29.5</td>
<td>1.4</td>
<td>49.4</td>
<td>4.9</td>
<td>65.5</td>
</tr>
</tbody>
</table>

Source: Statistical Center of Iran, quoted by Population and Development Review 2010.
Since 1996, informal education through television and radio has provided rural people with the information to control fertility and thereby implement family planning. However, such an infrastructure diffused the idea of smaller family size and family planning within the rural women: leading them to better health, longer life expectancy, and higher quality of life. The inauguration of formal family planning in Iran since 1989 contributed to TFR dropping to around 1.9 in 2006 (Abbasi-Shavazi et al. 2009). Narrowing the gap between urban and rural fertility has continued since 2006; creating TFR of 1.8 children on average for a woman, which is leading to ageing at the time being.

Conclusion

Observation of quality and quantity of educational diffusing in Iran in the past four decades indicates the gradual elimination of the educational gap. While the educational gender gap is disappearing, in contrast, high expectations of women are appearing. These women expect jobs and income, higher standards of living and more social respect and valuation. Such controversies are appearing in the present society of Iran. New socio-educational uplifting of education is not in good harmony with the current political norms, creating controversies. However, narrowing the gender gap needs effective political infrastructure too. Iran is at present equipped with sufficient talents and educated women who are in search of job positions. Paradoxically speaking, Iran as a Muslim country by no means prohibits women’s modern education. But if jobs are not provided, increasing vulnerabilities would inevitably appear. So, the country is trying to achieve further economic development to respond to the stand-by youth.

However gender equality as brought about in the framework of educational settings, is in contrast with different values of the Islamic Republic which need to be eroded. Since the 1980s women in Iran could feel great change, but in the framework of the Islamic ethics. Many world institutions including the World Bank have strongly recommended investment in women’s education which is determining in various aspects including socialization of the new generations. As the education of women is constantly increasing; creating further change, governments must also plan and equip themselves to respond to them. Education also has contributed to change in demographic indicators of Iran in recent years.

References

3- Bentley, P.J., et al. 2013, Job Satisfaction Around the Academic World, Houten: Springer.
7- Global Poverty Project 2018, Retrieved.
15- World Population Data Sheet 2017, PRB, Washington DC. USA.
The proverb explains to us that the short
of production of new ideas may even require a lifelong
on several, but just on particular fields. Actually the ability
An academician means a scientist who has new ideas, not
talk instead just look at the products of an individual'
the most effective way of improveming issues. So writing is
several. In another definition, writing in a particular fields is
hand, writing a paper about a particular issue may reveal
benefit for human beings. So a long lifespan of a professor
produce new ideas, educate students, follow up patients,
academicians have to think about particular subjects,
without wheels. Both of them can not go further. Therefore
or a book about his or her interest field looks like a car
article, a case report, a letter to the editor, a review, a chapter,
write. An academician without the ability to write an original
human experience. Academicians must have the abilityto
studying process in their very early years of life with many
continuous improvement. Degrees in academicianship
are found to be among some of the responsibilities
performing experiments, and thinking on particular fields
merely with teachers. Giving lectures, following up patients,
must be some additional properties that are not found
academicianship does not mean education alone. There
knowledge does not decrease instead increases with
end of their whole lifespan since everybody knows
significant differences between today
the process will be the scientists and academicians. But
those who are not sharing their knowledge will eventually bring new ideas and products in front of us.

A scientist can produce a limited number of products if he
issue, following up patients, and performing experiments
thinking process on that issue. Thinking on a particular
most of the world's great advances in the sciences
terminate with earning copious money.

Its duration takes a whole lifespan and it usually does not
follow up patients, educate students, produce new ideas
fields, and to perform observations and experiments,
academia, divorced from the politics and the pecuniary
Most of the world's great advances in the sciences
did not develop the light bulb to be rich or to earn much
money. Academicians usually cannot earn even enough
money for their normal lives everywhere in the world since
experts in several fields.

A human lifespan of a human being will not be enough to be an
think about several fields but can produce a wider range of

A person