

# Aggressive Behavior in Children with Intellectual Limitations from The Teachers' Perspective

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**Abstract:** The current study aimed to identify the level of aggressive behavior of mentally limited children from the teachers' point of view in and to determine the nature of the differences between the average responses of teachers of mentally limited students in diagnosing the level of aggressive behavior due to a variable gender, academic qualification and years of experience. The study sample consisted of (100) male and female teachers from the category of mentally retarded children in Jerusalem. They were chosen by a simple random method using the aggressive behavior scale. The results concluded that the level of aggressive behavior came to medium degrees, that is, the presence of aggressive behavior among children with mental limitations from the teachers' point of view. The behaviors came in order: aggressive behavior towards oneself, aggressive behavior towards others, aggressive behavior towards objects and possessions, and verbal aggressive behavior. The results also showed no statistically significant differences at the significance level ( $0.05 \geq \alpha$ ) in the averages of teachers' responses to diagnosing the level of aggressive behavior. The results also show children with mental limitations in Jerusalem due to gender, educational qualification, and years of experience.

**Keywords:** Aggressive Behavior, Mental Limitations, Mentally Limited Children.

## 1. INTRODUCTION

Aggressive conduct hinders the social integration of children with intellectual impairments, endangering them and their society. Academic research has investigated whether training programs and behavioral and emotional therapy reduce violent behavior. The other study examines intellectually disabled children's aggression. These youngsters often act out due to unhappiness, which leads to antagonism (Combs & Slaby, 1977). The problem of the study is represented in our research as follows: The issue of mental disability is complex, and depending on the type and severity of the disability, other family and community issues may be affected in addition to the disabled child. As one of the most severe disabilities, the various social and economic impacts of this disability are intensified. The problem of the study can be identified in that the level of aggressive behavior among children with intellectual disabilities from the viewpoint of their teachers in Jerusalem. Through this problem, several points arise in the form of inquiries, represented in that, from the point of view of their teachers, what is the level of aggressive behavior among children with intellectual disabilities in the Jerusalem? Are gender, educational background and years of experience important determinants of the level of aggressive behavior among children with intellectual disabilities from the point of view of their teachers? The study's objectives are to study the level of aggressive behavior among children with mental disabilities in Jerusalem as seen by their teachers. In addition, the variables are responsible for the statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the average sample responses to the aggressive behavior scale (gender, academic qualification, years of experience). Also, identify the common aggressive behavior patterns among children with intellectual disabilities from the point of view of their teachers in Jerusalem.

Mentally impaired children's aggressive behaviour is the most hazardous. This hinders their ability to form polite peer relationships and integrate into society. He may feel powerless and dissatisfied in social situations (Gifford-Smith et al., 2005). Thus, to prevent aggressive behavior in children with intellectual impairments, it is crucial to integrate them into society and effectively engage with the environment (Griffin & Botvin, 2010). Intellectually disabled children's aggressive behaviour inhibits them from socializing. Social skills may assist these kids in integrating into society and reduce violence (El-Shazly, 2014).

Aggressive behavior is one problem that interferes with teachers' ability to perform their jobs, so efforts must be made to reduce this behavior (Evertson & Weinstein, 2006). The characteristic of aggression is represented by a variety of body images, including aggressive feelings such as changing physical expressions (Gifford-Smith et al., 2005). It presents violent behavior into three categories: aggression directed against oneself, aggression directed against others, and aggression directed against objects and property (Ibabe, 2020). In addition, due to poor mental and linguistic development and their inability to express themselves, they have different and varied psychological tendencies that lead to aggressive behavior (DeWall et al. 2007). Aggressive behavior patterns in the mental disability category are assaulting another person or assaulting animals. Violent behavior includes harming oneself or assaulting public and private property (Gerodimos, 2022).

### **1.1. Preventive and Therapeutic Methods of Aggressive Behavior**

Through emotional release and hostility through sports (Evertson & Weinstein, 2006), encouraging good behavior and ignoring unwanted behavior, including hostility, reducing family and media violence, creating a non-aggressive atmosphere, accommodating aggression, and avoiding stressful situations (Martin and Pear, 2019), in addition to providing games as a therapeutic and counseling tool (Gifford-Smith et al., 2005). Many theories have attempted to explain aggressive behavior, such as the behavioral theory developed by Skinner, Pavlov, and Watson, who see aggression as a learned behavior. Aggression is a behavior that can be produced and changed according to learning principles by demolishing the aggressive learning model and creating a new educational model (Shanti and Moreno, 2023).

### **1.2. Psychoanalytic Theory**

This theory asserts that aggressive behavior, defined in self-or other harm or verbal aggression, is caused by the instinct of destruction or death from birth.

Several studies have examined the study versions. Alremawi & Arabiyat (2022) examined how successfully the Mutah Center for Special Education's behavioral therapy program decreased violent conduct in children with modest mental illnesses. The research included 10–14-year-olds with minor mental disabilities. The research used the Wilcoxon Matching Pairs Signed test to calculate the differences between the typical beginning and typical post-test scores. The newest findings showed that the behavioral counseling program improved the research sample's measures (before and after), relative weight, and dimensions test, showing its efficacy. The research sample's two assessments (dimensional and follow-up) showed no significant differences across people, confirming the behavioral therapy program's success.

Further research by Bellemans et al. (2022) examined psychomotor therapy (PMT) in Dutch clinical practice to treat violent behaviour in adults with minor intellectual impairment or borderline intellectual functioning. Four men and three women aged 19–60 comprised the research sample. During the PMT test, emphasizing practice and therapy relationships helped establish a safe setting. The test's goal was to detect or relieve stress. Lower hostility and improved self-esteem were found. The PMT also targets aggressive behaviour and anger management issues. The Weinshenker and Siegel (2002) research examined how educators and instructors evaluate the function of adaptive sports and physical exercise in decreasing violent behavior in children with learning difficulties. The researcher gave (21) educators a form for general aggressive behavior, and (111) children with learning disabilities, including (16) with a simple degree, (76) with average learning disabilities, and (19) with a simple degree. The research found that physically appropriate sports reduce aggression in youngsters with learning disabilities. There is a need for a modified sports specialist in educational and medical facilities and implementing modified physical exercise into special education goals. Evertson and Weinstein (2006) conducted an experimental investigation including theoretical and practical elements. Puppet Theater was used to alter aggressive behaviour in a youngster with a moderate intellectual handicap. The sample consisted of four 10- to 16-year-old males with moderate mental illness who were physically and verbally abusive. Puppet Theater is useful in education, pedagogy, idea approximation, and intellectual disability aggression treatment.

Al-Bahas (2007) tested a joint training program for parents and teachers using reinforcement, extinguishing, and environmental behavior modification techniques to reduce self-harm and increase social interaction in a sample of mentally retarded children of a simple degree capable of learning. The researcher used the self-harm Behavior Scale, Personal Interview form, and experimental methods. Thirty learnable, slightly mentally impaired youngsters were divided into experimental and control groups. The approach reduced self-harm and increased social contact in slightly mentally impaired youngsters.

Forty children with modest intellectual deficits but severe aggressive behavior were sampled. A scale measured anger and a new therapeutic technique addressed anger management, angry responses, and vulnerability. Aggressive conduct and rage self-reports decreased significantly. Deb et al. (2001) studied 120 Welsh mental health patients aged 12–64. This research estimated behavioral difficulties among intellectually disabled persons. 60.4% of individuals had a behavioral condition, and 18% had a severe behavioral disorder that included aggression, self-harm, and violence. (Evertson & Weinstein, 2006) investigated behavioral and aggressive concerns in children with mental disorders and the variations between the two groups in cooperative conduct and emotional issues. Thirty-nine mentally challenged youngsters of both genders, 19 violent and 21 non-aggressive, were sampled. A data collection form showed that aggressive and non-aggressive children had different behavioral and aggressive issues.

Intellectually disabled children suffer cognitive, scholastic, and social problems, according to previous studies. This affects their peer relationships, generates frustration and resentment, and leads to behavioral disorders. Studies show this hostility impacts youngsters in many ways, creating a generation divide. Most research employed experimental methods, and none addressed the teacher's role in evaluating the child's surroundings and possibly violent actions and devising treatment plans and intervention programs. In contrast, the present study evaluated aggressive conduct in children with intellectual impairments from the perspective of Jerusalem Governorate teachers, and the two researchers will seek to determine the link between these elements.

## **2. HYPOTHESIS & SIGNIFICANCE OF THE STUDY**

### **2.1. Hypothesis**

There are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the level of aggressive behavior in children with intellectual limitations from the point of view of their teachers attributable to variables: gender, educational qualification, and years of experience.

### **2.2. Significance**

The importance of the study lies in the fact that it is an attempt at a science based on other scientific endeavors. Hopefully, this study will bring something new to science and open new opportunities for researchers. This study may help develop and enhance treatment plans and programs for mentally retarded groups with behavioral (aggressive) problems, as well as create a future vision that can be used to inform and seek improvement. The results will help the Ministry of Education in Jerusalem to provide treatment and counseling programs for this group and their families. Thus this study will enhance teachers' awareness of the need to create intervention programs and educational practices that will successfully address violent behavior in the community of children with intellectual disabilities.

## **3. MATERIALS AND METHODS**

This study used a descriptive-analytical curriculum in which the level of aggressive behavior in children with intellectual disabilities would be characterized from the perspective of their teachers in Jerusalem. The study population consists of all teachers of children with intellectual disabilities from schools with intellectual disabilities in Jerusalem, estimated at 500 teachers (Education, 2022) The sample consisted of 100 teachers from schools for people with mental disabilities in Jerusalem who were chosen randomly for the study. The distribution of the study sample in Table 1 is shown in relation to the individual characteristics of intellectually disabled teachers. To process

the data and after collecting it, the researchers used the statistical package for social sciences (SPSS) using statistical treatments such as arithmetic means, standard deviations, frequency, and percentages. Cronbach's alpha coefficient was used to test the stability. Also, the reliability half-test was used to check the stability. Independent samples were tested using a t-test to examine the hypotheses related to sex. Finally, one-way ANOVA was applied to test the age, years of experience, and academic qualification hypotheses.

**Table 1. Distribution of members of the study sample (teachers) depending on personal and functional variables**

Variable	Categories	Frequency	%
Social type	Male	35	35%
	Female	65	65%
	Total	100	%100
Years of experience	Less than 5	20	20%
	From 5 to 10	28	%28
	More than 10	52	%52
	Total	100	100%
Academic qualification	Diploma	3	3%
	Bachelor's degree	43	43%
	Second title	46	46%
	Third title	11	11%
	Total	100	%100

### 3.1. Study Instrument: A Scale of Aggressive Behavior in Children With Intellectual Limitation

The Gifford-Smith et al.(2005) were two studies that dealt with aggressive behavior and mental limitations that the researchers reviewed before designing the study instrument. The study instrument had two parts, the first of which included the characteristics of the study sample in light of personal variables (gender, years of experience, and academic qualification). The second is an instrument for assessing aggressive behavior created from teachers' perspectives in Jerusalem.

**Table 2. Distribution of resolution fields and number of paragraphs**

Scale	# of paragraphs
First dimension- Aggressive behavior towards oneself.	9
Second dimension- Aggressive behavior towards others.	10
Third dimension- Aggressive behavior towards objects and property.	9
Fourth dimension- Verbal aggressive behavior.	8
Total	39

The following Table 3 was used to determine the acceptable test:

**Table 3. The test adopted in the study**

Cell length	The Corresponding Relative weight	Degree of approval
From 1.80 – 1	From 36%-20%	Very few
Greater than 2.60 - 1.80	Greater than 52% - 36 %	Few
Greater than 3.40 – 2.60	Greater than 52% - 68%	Medium
Greater than 4.20 – 3.40	Greater than 84% - 68 %	Big
Greater than 4.20 -5	Greater than 100% - 84%	Very big

### 3.2 Reliability and Validity

The scale consisted in its initial form of (33) paragraphs, as the agreement criterion was adopted (80%) as a minimum for accepting the paragraph, and based on the observations and opinions of the arbitrators, some amendments were made, and some terms were replaced with other terms that are more linguistically appropriate, some phrases were shortened, and some paragraphs were added. The paragraphs approved by the examiners were used (95%), and the final picture of the scale consisted of (36) paragraphs, and the scale became ready for

application. Second, internal consistency validity was tested by surveying 30 teachers with mental impairments in Jerusalem and outside the target research group and calculating the correlation coefficients between each paragraph and the total dimension score. The correlation coefficient between the dimensions and the scale's overall score was also determined, as shown in Table 4:

**Table 4. Coefficients of internal consistency validity between subdomains and the scale as a whole**

Dimension's paragraphs	Pearson correlation coefficient	Statistical significance	sample
The total degree of the first dimension	566**	0.001	30
The total degree of the second dimension	944**	0.000	30
The total degree of the third dimension	898**	0.000	30
The total degree of the fourth dimension	858**	0.000	30

\*\*Correlation is significant at the level of 0.01

### 3.3. Scale Dimensions' Internal Consistency

The correlation coefficient between each of the paragraphs of the 'aggressive behavior towards oneself' dimension and the overall degree of the dimension:

**Table 5. Internal consistency of the first dimension, "aggressive behavior towards oneself," results:**

Paragraph	Pearson correlation coefficient	Significance
Beats himself in anger.	.854**	0.000
Cuts himself with Sharp Objects.	.605**	0.000
Hits his head on the table when angry.	.798**	0.000
Throws himself on the floor while crying.	.549**	0.002
Bites his fingers when angry.	.808**	0.000
Hits his face with his hands while screaming.	.774**	0.000
Pulls his hair when he's angry	.858**	0.000
Cries and throws his stuff on the floor.	.381*	0.038
Hits his body against the wall when stressed.	.834**	0.000

\*Correlation is significant at the level of 0.05, \*\*Correlation is significant at the level of 0.01

The correlation coefficient between each of the paragraphs in the dimension of "physical aggressive behavior towards others" and the overall degree of the dimension:

**Table 6. Results of internal consistency of the second dimension, "physical, aggressive behavior towards others"**

Paragraph	Pearson correlation coefficient	Significance
Kicks teammates during class.	.839**	0.000
Assaults his peers with beatings.	.888**	0.000
Pulls his peers' hair.	.795**	0.000
Uses force while playing.	.837**	0.000
Steals the tools of his peers.	.834**	0.000
Sabotages team games.	.819**	0.000
Bites his peers when playing	.805**	0.000
Throws tools at his peers.	.905**	0.000
Pushes his peers to the ground hard.	.802**	0.000
Shouts at his peers for no reason.	.785**	0.000

\*\*Correlation is significant at the level of 0.01

The results of internal consistency of the second dimension, "aggressive behavior towards objects and property":

**Table 7. The correlation coefficient between each of the paragraphs of the dimension of "aggressive behavior towards objects and property" and the overall degree of the dimension.**

Paragraph	Pearson correlation coefficient	Significance
Tears his clothes during anger.	.684**	0.000
Damages the school's own toys.	.942**	0.000
Tears stories and books in class.	.906**	0.000
Throws things on the ground.	.750**	0.000
Throws chairs in class and damages them.	.882**	0.000
Sabotages the teaching aids that are in the classroom or school.	.949**	0.000
Tears up his peers' things.	.952**	0.000
Destroys his bag and personal items.	.845**	0.000
Kicks the table with his legs.	.801**	0.000

\*\*Correlation is significant at the level of 0.01

The results of internal consistency of the second dimension, "verbal aggressive behavior":

**Table 8. Correlation coefficient between each paragraph of the dimension of "verbal aggressive behavior" and the overall degree of the dimension.**

Paragraph	Pearson correlation coefficient	Significance
Calls himself obscene nicknames.	.734**	0.000
Insults his peers with obscene words.	.896**	0.000
Screams for unknown reasons.	.600**	0.000
Curses his teammates while playing.	.924**	0.000
Threatens others.	.866**	0.000
Describes others negatively and with bad qualities.	.887**	0.000
Makes fun of others.	.899**	0.000
Makes annoying and uncomfortable sounds.	.705**	0.000

\*\*Correlation is significant at the level of 0.01

Validity of the study instrument: to confirm the validity of the study instrument, the researchers used the Cronbach-Alpha equation and the Split-half on all dimensions of the scale and the scale as a whole. Table 9 shows this:

Cronbach Alpha and Split half coefficients

**Table 9. Cronbach Alpha and Split half coefficients, specific to the dimensions of the scale and the scale as a whole**

Scale dimensions	Cronbach Alpha coefficient		
	Split half Coefficient		
	After altering	After altering	Before altering
First-physically aggressive behavior towards oneself	0.900	0.900	0.819
Second-physically aggressive behavior towards others	0.973	0.973	0.947
Third-aggressive behavior towards objects and property	0.986	0.986	0.972
Fourth-verbally aggressive behavior	0.969	0.969	0.940
The total degree of the scale	0.991	0.991	0.982

Note: It is shown from the Table 9 above that the Cronbach Alpha coefficients for the scale dimensions and for the scale as a whole and the split-half coefficients for the scale dimensions and for the scale as a whole came to large and functional values, which are acceptable values for the purposes of applying the study. This indicates that the scale has a high degree of stability.

**4. RESULTS**

Presentation and discussion of the results related to the first question which states: From the perspective of their teachers, what is the level of aggressive behavior among children with intellectual disabilities in Jerusalem?

To answer the first question, the researchers extracted the arithmetic means and standard deviations for all subdomains and the scale as a whole, Table 10 shows this:

**Table 10. Arithmetic means, standard deviations for subdomains and the scale as a whole from the point of view of teachers, in descending order**

#	Dimension	Mean	Standard deviation	Relative weight	Rank	Degree
1	The total degree of the first dimension	3.24	0.80	%64.71	1	Medium
2	The total degree of the second dimension	3.20	0.85	%64.02	2	Medium
3	The total degree of the third dimension	3.04	0.88	%60.71	4	Medium
4	The total degree of the fourth dimension	2.90	0.87	%58.08	3	Medium
	The total degree of the scale	3.09	0.71	%61.88		Medium

#: The number of Dimension

The first question's research showed that intellectually disabled children's aggressive behavior was correlated with average grades in the subdomains and the scale as a whole, with the scale's arithmetic average at 3.09 with relative weight (61.88%) and medium degree. The dimensions were as follows: the first ranked first (64.71 percent relative weight), followed by the second (64.02 percent), the third (60.71 percent), and the fourth (58.08 percent) with a medium degree. This suggests that intellectually disabled children are somewhat aggressive. The Bellemans et al., (2022); Gifford-Smith et al., (2005); Al-Bahas, (2007) studies found that children with intellectual disabilities have fewer aggressive feelings and moderately aggressive behavior than their peers.

Presentation and discussion of the results related to the dimensions of the scale as a whole separately:

First dimension: Aggressive behavior towards oneself

**Table 11. Arithmetic mean, standard deviation, relative weight, rank, and the degree for each paragraph of the dimension of "aggressive behavior towards oneself."**

#	Paragraph	Mean	Standard deviation	Relative weight	Degree	Rank
1	Beats himself in anger.	3.45	1.01	69.00%	3	Medium
2	Cuts himself with Sharp Objects.	2.57	1.01	51.40%	9	Small
3	Hits his head on the table when angry.	3.18	1.08	63.60%	6	Medium
4	Throws himself on the floor while crying.	3.48	0.95	69.60%	2	Large
5	Bites his fingers when angry.	3.18	1.19	63.60%	7	Medium
6	Hits his face with his hands while screaming.	3.43	1.00	68.60%	4	Large
7	Pulls his hair when he is angry	3.13	1.01	62.60%	8	Medium
8	Cries and throws his stuff on the floor.	3.48	0.97	69.60%	1	Large
9	Hits his body against the wall when stressed.	3.22	1.16	64.40%	5	Medium
	Dimension as a whole	3.24	0.80	64.71%	3	Medium

From the above Table 11, All mathematical means of this dimension—self-aggression—are placed first, approximately between big and medium. Paragraph (8) was placed on top, followed by paragraphs (4), (1), (6), (9), (3), (5), (7), and (2), with arithmetic means (3.48, 3.45, 3.43, 3.22, 3.18, 3.13, 2.57). Based on this, the arithmetic mean of the dimension "aggressive behavior towards oneself" is (3.24) with a relative weight of (64.71%), indicating a medium degree of acceptance by respondents. These results are consistent with the study of (Greg & Abu Fakhr, 2013; Deb et al., 2001). Research indicated that intellectually disabled youngsters are more self-aggressive than others. They're violent and self-harming. The researchers explain that aggressive behavior toward oneself children

with intellectual disabilities can interfere with the child's normal psychological growth, prevent him from developing and mastering certain skills, and hinder his ability to have a healthy self-perception and adapt.

Second dimension: Aggressive behavior towards others.

**Table 12. Arithmetic mean, standard deviation, relative weight, order, and degree for each paragraph of the dimension of "aggressive behavior towards others."**

#	Paragraph	Mean	Standard deviation	Relative weight	Degree	Rank
1	Kicks teammates during class.	3.33	1.01	66.60%	medium	2
2	Assaults his peers with beatings.	3.40	0.95	68.00%	medium	1
3	Pulls his peers' hair.	3.08	1.02	61.60%	medium	9
4	Uses force while playing.	3.32	1.01	66.40%	medium	3
5	Steals the tools of his peers.	3.28	1.03	65.60%	medium	5
6	Sabotages team games.	3.14	1.09	62.80%	medium	7
7	Bites his peers when playing	2.80	1.01	56.00%	medium	10
8	Throws tools at his peers.	3.24	1.11	64.80%	medium	6
9	Pushes his peers to the ground hard.	3.14	1.03	62.80%	medium	8
10	Shouts at his peers for no reason.	3.28	1.23	65.60%	medium	4
Dimension as a whole		3.20	0.85	64.02%	medium	2

The Table 12 above shows that the second component, aggressive conduct toward others, is positioned as a medium in the table above. The dimension's arithmetic mean was medium, as were all its arithmetic means. Paragraph (2) rated top, followed by paragraph (1), paragraph (4), paragraph (10), paragraph (5), paragraph (8), paragraph (6), paragraph (9), paragraph (3), and paragraph (7). The facet of "aggressive behavior towards others" received a relative weight of (64.02%) and an arithmetic mean of (3.2), indicating a medium degree of acceptance by respondents. These results are consistent with the results of the (Busaad et al., 2021; Greg & Abu Fakhr, 2013), which showed that children with intellectual limitations face violence, rebellion, and disobedience toward others, leading to social withdrawal.

Third dimension: Aggressive behavior towards objects and property

**Table 13. Arithmetic mean, standard deviation, relative weight, rank, and degree for each paragraph of the dimension of "aggressive behavior towards objects and property."**

#	Paragraph	Mean	Standard deviation	Relative weight	Degree	Rank
1	Tears his clothes during anger.	2.61	1.09	52.20%	Medium	9
2	Damages the school's own toys.	2.98	1.09	59.60%	Medium	6
3	Tears stories and books in class.	2.92	1.02	58.40%	Medium	7
4	Throws things on the ground.	3.38	1.04	67.60%	Medium	2
5	Throws chairs in class and damages them.	3.15	1.15	63.00%	Medium	3
6	Sabotages the teaching aids that are in the classroom or school.	3.01	1.08	60.20%	Medium	5
7	Tears up his peers' things.	3.09	1.06	61.80%	Medium	4
8	Destroys his bag and personal items.	2.79	1.05	55.80%	Medium	8
9	Kicks the table with his legs.	3.39	1.08	67.80%	Medium	1
Dimension as a whole		3.04	0.88	60.71%	Medium	

The third dimension—aggressive behavior against things and property—came in third place, as seen in the **Error! Reference source not found. Error! Reference source not found.**, with all of its arithmetic means falling inside the medium range and the arithmetic mean of the dimension as a whole. With arithmetic means in the following sequence (3.39 3.38 3.15 3.09 3.01 2.98 2.92 2.79 2.61), paragraph (9) came in first, followed by paragraphs (4), (5), (7), Paragraph (6), Paragraph (2), Paragraph (3), Paragraph (8), and finally paragraph (1). Accordingly, it can be inferred that respondents have a medium level of approval for the dimension of "aggressive behavior towards



objects and property," which has an arithmetic mean of 3.04 and a relative weight of 60.71%. These results supported those from studies by Greg and Abu Fakhr, (2013); Deb et al., (2001), which found that children with intellectual disabilities frequently engage in aggression, disobedience and rebellion, destruction of property, and violent behavior toward objects. These findings conflict with the (Busaad et al., 2021), which found that children with intellectual disabilities exhibit more violent behavior toward themselves.

Fourth dimension: Verbal aggressive behavior

**Table 13. Arithmetic mean, standard deviation, relative weight, rank and degree of each paragraph of the dimension of "verbal aggressive behavior"**

#	Paragraph	Mean	Standard deviation	Relative weight	Degree	Rank
1	Calls himself obscene nicknames.	2.58	1.10	51.60%	Small	8
2	Insults his peers with obscene words.	2.83	1.09	56.60%	Medium	4
3	Screams for unknown reasons.	3.29	1.09	65.80%	Medium	2
4	Curses his teammates while playing.	2.95	1.06	59.00%	Medium	3
5	Threatens others.	2.62	1.04	52.40%	Medium	7
6	Describes others negatively and with bad qualities.	2.69	1.06	53.80%	Medium	6
7	Makes fun of others.	2.73	1.09	54.60%	Medium	5
8	Makes annoying and uncomfortable sounds.	3.54	1.12	70.80%	Large	1
Dimension as a whole		2.90	0.87	58.08%	Medium	

Note: In the Table 13 above, it can be seen that the fourth dimension—verbal aggressive behavior—came in fourth place because all of its arithmetic means had medium degrees, except paragraphs (1) and (8), which had small and large degrees, respectively, and the arithmetic mean of the dimension as a whole, which had a medium degree.

Paragraph (8) came in the first, followed by paragraphs (3), (4), (2), (7), (6), and (1). Based on this, "verbal aggressive behavior" has an arithmetic mean of (2.9) and a relative weight of (58.08%), suggesting moderate acceptability. The results of the studies by Bellemans et al. (2022); Greg & Abu Fakhr (2013); Busaad et al. (2021) showed that aggressive behavior in children with intellectual limitations is centered on self-harm, socially inappropriate behavior, and social withdrawal. The results of the current study, however, show that aggressive behavior impacts the dimension of verbal aggression in children with intellectual limitations.

Presentation and discussion of the results related to the second question

which states: **Are there significant differences at the significance level ( $\alpha \leq 0.05$ ) in the average responses of the sample on the scale of aggressive behavior attributable to variables (gender, academic qualification, and years of experience)?**

To answer this question, the researchers validated the following hypotheses:

- The first hypothesis states that "there are no significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the average responses of the sample on the scale of aggressive behavior attributed to the (gender) variable".

The "T - test for two independent samples" was used to test this hypothesis, and the following Table 14 below shows this.

**Table 14. Results of the T-test for the significance of differences between the averages of the responses of the study sample on the scale of aggressive behavior attributed to a variable (gender)**

Scale	Gender	Sample	Mean	Standard deviation	T	Sig	Statistical significance
Aggressive behavior toward oneself	Female	65	3.19	0.87	0.837	0.202	Not significant
	Male	35	3.33	0.66			
Aggressive behavior towards others	Female	65	3.14	0.90	0.903	0.184	Not significant
	Male	35	3.31	0.76			
Aggressive behavior towards objects and property	Female	65	2.94	0.92	1.452	0.075	Not significant
	Male	35	3.21	0.79			
Verbal aggressive behavior	Female	65	2.79	0.88	1.325	0.092	Not significant
	Male	35	3.11	0.80			
Aggressive behavior	Female	65	3.02	0.75	1.501	0.068	Not significant
	Male	35	3.3	0.62			

It can be seen from the results of the Table 14 above that the probability value (Sig.) Corresponding to the test of "T-for two independent samples" for all dimensions and the scale as a whole is greater than the significance level (0.05), therefore we accept the null hypothesis, which states. There are no significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the average responses of the sample on the scale of aggressive behavior attributed to the (gender) variable. These findings agree with those of studies by Alremawi and Arabiyat (2022); Bellemans et al. (2022), which found no appreciable differences in male and female performance on the prior and post measurement.

The second hypothesis: "There are no significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the average responses of the sample on the scale of aggressive behavior attributable to the variable (academic qualification)". The One-way analysis of variance test was used to test this hypothesis, and the following Table 15 below shows this.

**Table 15. The results of the One-way analysis of variance test for the significance of differences between the averages of the responses of the study sample on the scale of aggressive behavior are attributed to the variable (academic qualification).**

Scale	Source of Variance	Sum of squares	d.f.	Mean squares	F	Sig	Statistical significance
Aggressive behavior toward oneself	Between groups	6.89	3	2.30	3.894	0.011	Significant
	Within groups	56.60	96	0.59			
	Total	63.49	99				
Aggressive behavior toward others	Between groups	6.59	3	2.20	3.246	0.025	Significant
	Within groups	64.94	96	0.68			
	Total	71.53	99				
Aggressive behavior towards objects and property	Between groups	1.83	3	0.61	0.776	0.510	Not significant
	Within groups	75.57	96	0.79			
	Total	77.40	99				
Verbal aggressive behavior	Between groups	0.81	3	0.27	0.355	0.786	Not significant
	Within groups	73.43	96	0.76			
	Total	74.25	99				

Aggressive behavior	Between groups	3.25	3	1.08	2.203	0.093	Not significant
	Within groups	47.24	96	0.49			
Total		50.50	99				

The results shown in the Table 15 above indicate:

The dimensions of verbal aggressive behavior and the scale as a whole are greater than 0.05 according to the "one-way analysis of variance" test for the dimension of aggressive behavior towards things and property, so we accept the null hypothesis, which states: There are no statistically significant differences at the level of significance (<0.05) in the average sample responses on A measure of aggressive behavior attributed to the variable (academic qualifications). These results contrast with the findings of (Busaad et al., 2021) that medical education institutions require a special education specialist to reduce the aggressiveness of intellectual disability. The two researchers agree with Abu Saad that professional and educational qualifications will affect the identification and treatment of mental limit violence. Therefore, the probability value (Sig.) corresponding to the "one-way analysis of variance" test for the dimensions of aggressive behavior towards self and aggressive behavior towards others decreased below the significance level (0.01 & 0.05), and the researcher used the Schiff test to determine the direction of differences as shown in Table 16 below, according to academic qualification.

**Table 16. Shows the results of the Scheffe' Test for the importance of variations in aggressive behavior against oneself and toward others.**

Classification	Arithmetic mean	Bachelor's degree	Second title	Third title	Diploma
Bachelor's degree	3.3	-	0.4	0.15	1
Second title	3.03		-	*0.016	0.952
Third title	4			-	0.61
Diploma	3.3				-
Bachelor's degree	3.3	-	0.315	0.316	0.998
Second title	2.97		-	*0.048	0.86
Third title	3.9			-	0.866
Diploma	3.4				-

\*Correlation is significant at the level of 0.05

the Table 16above indicates:

The mean of the sample's answers on the dimension of hostile behavior towards oneself associated with the variable (academic qualification) is not statistically different between (the second and third titles) in favor of the third title at the significance level (<0.05). Thus, the sample's average responses to the dimension of aggressive behavior towards others related to the variable (academic qualification) varied statistically (<0.05) between the second and third titles, with the third title being preferred. These findings support the findings of (Busaad et al., 2021)that special education facilities require trained professionals with degrees.

**The third hypothesis: "there are no significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the average responses of the sample on the scale of aggressive behavior attributed to the variable (years of experience)".**

The "One-way analysis of variance" test was used to test this hypothesis, and the following Table 17below shows this.

**Table 17. The test results of the One-way analysis of variance of the significance of differences between the averages of the responses of the study sample on the scale of aggressive behavior are attributed to a variable (years of experience).**

Scale	Source of Variance	Sum of squares	d.f.	Mean squares	F	Sig	Statistical significance
Aggressive behavior toward oneself	Between groups	1.44	2	0.720	1.125	0.329	Significant
	Within groups	62.05	97	0.640			
	Total	63.49	99				
Aggressive behavior toward others	Between groups	1.55	2	0.773	1.071	0.347	Significant
	Within groups	69.98	97	0.721			
	Total	71.53	99				
Aggressive behavior toward objects and property	Between groups	0.51	2	0.253	0.319	0.728	Not significant
	Within groups	76.90	97	0.793			
	Total	77.40	99				
Verbal aggressive behavior	Between groups	1.91	2	0.956	1.282	0.282	Not significant
	Within groups	72.33	97	0.746			
	Total	74.25	99				
Aggressive behavior	Between groups	1.13	2	0.564	1.109	0.334	Not significant
	Within groups	49.37	97	0.509			
	Total	50.50	99				

The results in the table above show the probability value (Sig.) Corresponding to the test of "one-way analysis of variance" of the dimensions of aggressive behavior and the scale is greater than the significance level (0.05). Therefore we accept the null hypothesis, which states: there are no significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the average responses of the sample on the scale of aggressive behavior attributed to the variable (years of experience).

These results are consistent with the study of (AL et al., 2023), where the results showed no significant differences in public school principals' attitudes towards integrating students with intellectual limitations and aggressiveness due to the variable (years of experience).

## DISCUSSION

### Conclusion

Theoretical literature, prior studies, and the present study showed the need for aggressive behaviour counseling and seminars for instructors of children with intellectual impairments. To promote awareness of such behaviors and the need to prevent mental disability-related child aggression. Because instructors' understanding of the mentally impaired class's violent behavior will improve their social and psychological abilities and progress, this awareness and its impact on mentally challenged talents and skills have been studied. Increasing counseling and special education instructors' understanding of handling angry kids is crucial. This will help them adjust to the category. Thus, the researcher lists the most typical hostile behaviours among mentally challenged people: Self-aggression,

Aggression, Property aggression, and Verbal abuse. The researcher praises the teacher's role in helping and guiding the student with mental limitations to achieve social integration commensurate with his abilities and special characteristics to acquire appropriate social skills to achieve the best possible self-realization and adaptation.

## Recommendations

The study suggests that the Ministry of Education helps educate teachers working with mentally handicapped children about the need to reduce the aggressive behavior of this group of children. Therefore, teachers who deal with a group of children with intellectual disabilities should be provided with counseling programs and seminars on the topic of aggressive behavior. Strategies and initiatives should be developed to increase public understanding of how special education teachers deal with aggressive students. The study also recommends setting accurate criteria for accepting aggressive children into rehabilitation programs. Additional forms of aggressive behavior in children with intellectual disabilities should be researched. In addition, completing comparative research among all schools in Jerusalem, the study proposes to conduct comparative studies in the future in schools in the Jerusalem area associated with the Palestinian Ministry of Education.

## Limitations of the Study

One of the most important determinants of the study is the objective determinants. This study aimed to determine the level of aggressive behaviour among intellectually disabled children in Jerusalem from the perspective of their teachers. This study was conducted in the third semester of the academic year (2021/2022). Another determinant is the area limits. This study was carried out in Jerusalem. It was a clear human limitation, as this study was conducted on a sample of (100) teachers from the category of children with intellectual disabilities in Jerusalem. Finally, the procedural limits are limited to the study sample, its tools, and the statistical manipulations used.

## Disclosure Statement

The authors reported no potential conflict of interest

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