

Daphne III Programme
Project VI.C.T.I.MS
(2009-2011, JLS/2008/DAP3/AG/1157)
(Italy, Romania, Slovakia, Cyprus)
Main Study

University of Cyprus

MAIN RESULTS

ITALY

1. *Self Perception Profile Test (SPPT)*. The group of children exposed to violence evaluated themselves with lower scores on the self-perception indicator of scholastic competence than the group of children randomly selected. Therefore, children exposed to violence tend to believe that they have a lower ability or competence within the realm of their scholastic performance. No significant differences between the two groups were found in the other five self-perception indicators. ([Independent samples T-test](#)).
2. *SPPT_Gender effects*.
 - (a) Taking only the group of children exposed to violence and examining possible gender effects, significant differences between boys and girls were not found in the six self-perception indicators. ([Independent samples T-test](#)).
 - (b) Taking only the boys from the two groups of children, significant differences between boys exposed to violence and boys randomly selected were not found in the six self-perception indicators. ([Independent samples T-test](#)).
 - (c) Taking only the girls from the two groups of children, again no significant differences were found between girls exposed to violence and girls randomly selected in the six self-perception indicators. ([Independent samples T-test](#)).
3. *SPPT_Grade effects*. Taking only the group of children exposed to violence and examining possible grade/age effects, no significant differences were found between them in the six self-perception indicators. ([One Way Analysis of Variance](#))
4. *Teacher Rating Scale (TRS)*. Teachers evaluated the group of children exposed to violence with lower scores on all the subscales (scholastic competence, social acceptance, athletic competence, behavioral conduct) except one, that of the physical appearance where differences between the two groups were not significant. Therefore, teachers evaluated children exposed to violence with a lower ability or competence within the realm of their scholastic performance, rated them as not so popular and not so athletic and gave them lower marks in the behavior domain. ([Independent samples T-test](#)).
5. *TRS_Gender Effects*.
 - (a) Taking only the group of children exposed to violence and examining possible gender effects, no significant differences between boys and girls were found as rated from their teachers. ([Independent samples T-test](#)).
 - (b) Taking only the boys from the two groups of children, differences were significant in the subscales of the social acceptance, the athletic competence and the behavioral conduct. So, teachers considered boys exposed to violence less popular and accepted by peers since they

evaluated them with significantly lower social acceptance score than the boys randomly selected. In addition, in the behavior domain teachers gave lower scores to boys exposed to violence than to the boys randomly selected, whereas they rated boys exposed to violence as less athletic than the others. ([Independent samples T-test](#)).

- (c) Taking only the girls from the two groups of children, no significant differences between girls exposed to violence and girls randomly selected were found, as rated from their teachers. ([Independent samples T-test](#)).
6. *TRS Grade effects*. Taking only the group of children exposed to violence and examining possible grade effects, no significant differences were found between them, as rated from their teachers. ([One Way Analysis of Variance](#))
7. *Relationship between the teacher's rating scale and the child's self-evaluation*. In both groups of children, there was a moderate positive correlation between the teacher's and the child's evaluation only in the domain of scholastic competence. All other correlations in the other domains were not statistically significant. ([z-scores](#), [Spearman's Rank Order correlation](#))
8. *Scenarios' Instrument (SI)*.
 - (a) Regarding the hypothesis that the reactions adopted by the children in an ordinary situation vary/differ according to the children's exposure to violence against their mother, differences were found in the behavior of assertiveness. But, though differences were statistically significant, they have no particular practical importance since there was a low size effect and thus there is a high risk of committing a type I error, that is, detecting an effect that does not actually exist. Still, more students randomly selected seem to prefer constructive solutions whereas children exposed to violence do not. Concerning the behaviors of passiveness and aggressiveness, no significant differences were found between the two groups of children, thus both children exposed to violence and those randomly selected may behave passively and/or aggressively in an ordinary situation. ([Independent samples T-test](#), [General Linear Model-Univariate Anova](#), [crosstabulation](#)).
 - (b) Regarding the hypothesis that the behaviors adopted by the children while exposed directly to violence vary/differ according to the children's exposure to violence against their mother, the study does not reveal – for Italy – significant differences in the possible behaviors adapted. Therefore, both children exposed to violence and those who are not may behave either passively and/or aggressively and/or assertively while exposed directly to violence. ([Independent samples T-test](#), [General Linear Model-Univariate Anova](#), [crosstabulation](#)).
 - (c) Regarding the hypothesis that children's opinions/declared reactions while witnessing violence vary depending on their exposure to violence against their mother, the study does not reveal – for Italy – significant differences in the opinions/declared reactions adapted. Therefore, both children exposed to violence and those who are not may behave either passively and/or aggressively and/or assertively while witnessing violence. ([Independent samples T-test](#), [General Linear Model-Univariate Anova](#), [crosstabulation](#)).
 - (d) Regarding the hypothesis that the students' perception of mother as a role model differs according to the degree of their exposure to violence against her, significant differences were found between the two groups of children. Results indicated that it is more possible for children exposed to violence not to consider their mother as an ideal role model whereas they seem to feel more the need to protect their mother. ([Independent samples T-test](#), [General Linear Model-Univariate Anova](#), [crosstabulation](#)).
 - (e) Regarding the child's views regarding his/her self-image and self-confidence, no significant differences were found between the two groups of children. ([Independent samples T-test](#), [General Linear Model-Univariate Anova](#), [crosstabulation](#)).

- (f) Regarding the children's views on school performance and school in general, no significant differences were found between the two groups of children. Therefore, both children exposed to violence and those randomly selected may have an excellent school performance or a (very) good school performance or even a poor school performance. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).

9. *SI_Gender effects.*

- (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in the possible adoption of violent behavior reacting in an ordinary situation. But, significant differences were found between girls exposed to violence and girls randomly selected in the behavior of assertiveness, since as it seems girls exposed to violence tend to prefer less constructive solutions than girls randomly selected. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
- (b) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in the possible adoption of violent or tolerant behavior while exposed directly to violence. But, still, differences were slightly significant between boys exposed to violence and boys randomly selected in the behavior of assertiveness, since as it seems boys randomly selected tend to prefer more constructive solutions than the boys exposed to violence. Still, the study does not reveal - for Italy - significant differences in the behaviors adapted by children exposed to violence and children non-exposed to violence, either girls or boys facing a violent situation. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
- (c) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their opinions/declared reactions while witnessing violence. Therefore, the study does not reveal - for Italy - significant differences in the children's opinions/declared reactions while witnessing violence. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
- (d) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views on their mother as a role model. But, as it seems, more girls exposed to violence preferred answers indicating their need of protecting their mother whereas girls randomly selected preferred answers indicating that they do consider their mother as an ideal role model. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
- (e) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were significant in their views regarding their self-image. Boys seem to have higher levels of self-image than girls. But, taking only the girls, it seems that girls exposed to violence have lower levels of self-esteem than girls randomly selected. ([Independent samples T-test](#)).
- (f) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views on school performance and school in general. But, girls randomly selected seem to consider themselves as better students than girls exposed to violence who are satisfied with a just good school performance. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).

ROMANIA

1. *Self Rating Scale*. The group of children exposed to violence and the children randomly selected evaluated themselves in the same way in the six self-perception indicators. Therefore, no significant differences between the two groups were found in the six self-perception indicators. ([Independent samples T-test](#)).
2. *SPPT_Gender effects*.
 - (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were significant in the subscale of the global self-worth where boys scored higher than girls. As it seemed, boys exposed to violence tend to be happier with their lives than girls exposed to violence. ([Independent samples T-test](#)).
 - (b) Taking only the boys from the two groups of children, no significant differences between boys exposed to violence and boys randomly selected were found. ([Independent samples T-test](#)).
 - (c) Taking only the girls from the two groups of children, differences between girls exposed to violence and girls randomly selected were significant in the subscale of the global self-worth where girls exposed to violence scored lower. Therefore, girls exposed to violence tend to be less happy with the way they lead their lives than girls randomly selected. ([Independent samples T-test](#)).
3. *SPPT_Grade effects*. Taking only the group of children exposed to violence and examining possible grade/age effects, no significant differences were found between them in the six self-perception indicators. ([One Way Analysis of Variance](#))
4. *Teacher Rating Scale*. Teachers evaluated the group of children exposed to violence with lower scores on the subscale of scholastic competence. Therefore, teachers evaluated children exposed to violence with a lower ability or competence within the realm of their scholastic performance. Teachers, though, evaluated the group of children exposed to violence with higher scores on the subscales of social acceptance and behavioral conduct; therefore they rated children exposed to violence as more popular and gave them higher marks in the behavior domain. In the other subscales (athletic competence, physical appearance), differences between the two groups were not significant. ([Independent samples T-test](#)).
5. *TRS_Gender Effects*.
 - (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were significant only in the subscale of behavioral conduct; teachers evaluated girls with lower scores than boys in the behavior domain. ([Independent samples T-test](#)).
 - (b) Taking only the boys from the two groups of children, differences were significant only in the subscales of the social acceptance and behavioral conduct. Therefore, teachers evaluated boys exposed to violence as more popular and better-behaved. ([Independent samples T-test](#)).
 - (c) Taking only the girls from the two groups of children, differences between girls exposed to violence and girls randomly selected were significant only in the subscale of behavioral conduct. Teachers evaluated girls exposed to violence as better-behaved. ([Independent samples T-test](#)).
6. *TRS_Grade effects*. Taking only the group of children exposed to violence and examining possible grade effects, no significant differences were found between them, as rated from their teachers. ([One Way Analysis of Variance](#))

7. *Relationship between the teacher's rating scale and the child's self-evaluation.* In both groups of children, there wasn't any statistically significant correlation between the teacher's and the child's evaluation in none of the domains. ([z-scores, Spearman's Rank Order correlation](#)).
8. *Scenarios' Instrument (SI).*
 - (a) Regarding the hypothesis that the reactions adopted by the children in an ordinary situation vary/differ according to the children's exposure to violence against their mother, differences were found in the behaviors of aggressiveness and assertiveness. So, children exposed to violence preferred more aggressive reactions in an ordinary situation and thus less constructive, whereas children randomly selected tend to be more assertive. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (b) Regarding the hypothesis that the behaviors adopted by the children while exposed directly to violence vary/differ according to the children's exposure to violence against their mother, the study does not reveal – for Romania – significant differences in the possible behaviors adapted. Therefore, both children exposed to violence and those randomly selected may behave either passively and/or aggressively and/or assertively while exposed directly to violence. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (c) Regarding the hypothesis that children's opinions/declared reactions while witnessing violence vary depending on their exposure to violence against their mother, differences between the two groups of children were significant in the behaviors of passiveness and assertiveness. So, children exposed to violence preferred more passive reactions while witnessing violence and thus less constructive whereas children randomly selected tend to be more assertive. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (d) Regarding the hypothesis that the students' perception of mother as a role model differs according to the degree of their exposure to violence against her, the study does not reveal – for Romania – significant differences in the children's perceptions of their mother. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (e) Regarding the child's views regarding his/her self-image and self-confidence, no significant differences were found between the two groups of children. Therefore, the study does not reveal – for Romania – significant differences in the children's views on their self-image. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (f) Regarding the children's views on school performance and school in general, the study does not reveal – for Romania – significant differences between the two groups of children. Therefore, both children exposed to violence and those randomly selected may have an excellent school performance or a (very) good school performance or even a poor school performance. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
9. *SI_Gender effects.*
 - (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in the possible adoption of violent behavior reacting in an ordinary situation. But, slightly significant differences were found between girls exposed to violence and girls randomly selected in the behavior of assertiveness, since as it seems girls exposed to violence tend to prefer less constructive solutions than girls randomly selected. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (b) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in the possible adoption of violent or tolerant behavior while exposed directly to violence. Therefore, the study does

- not reveal - for Romania – significant differences in the behaviors adapted by children exposed to violence and children non-exposed to violence, either girls or boys facing a violent situation. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
- (c) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their opinions/declared reactions while witnessing violence. But, still, significant differences were found between girls exposed to violence and girls randomly selected in the behavior of passiveness, since as it seems girls exposed to violence tend to be more passive than girls randomly selected. ([Independent samples T-test](#)).
 - (d) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views on their mother as a role model. Therefore, the study does not reveal - for Romania – significant differences in the perceptions of children on their mother. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
 - (e) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views regarding their self-image. Therefore, the study does not reveal - for Romania – significant differences in the perceptions of children’s self-image. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
 - (f) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views on school performance and school in general. Therefore, the study does not reveal - for Romania – significant differences in the views of children on their school performance. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).

SLOVAKIA

1. *Self Rating Scale*. The group of children exposed to violence evaluated themselves with lower scores on three of the six self-perception indicators, that of the scholastic competence, the social acceptance and global self-worth. Therefore, children exposed to violence tend to believe that they have lower ability or competence within the realm of their scholastic performance, they feel less popular and less accepted among peers and they are not so happy with the way they lead their lives. Concerning the other three self-perception indicators (athletic competence, physical appearance and behavioral conduct), no significant differences between the two groups were found. ([Independent samples T-test](#)).
2. *SPPT_Gender effects*.
 - (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant. ([Independent samples T-test](#)).
 - (b) Taking only the boys from the two groups of children, differences between boys exposed to violence and boys randomly selected were significant in the subscale of social acceptance where boys exposed to violence scored lower. Therefore, boys exposed to violence feel less accepted among peers. ([Independent samples T-test](#)).
 - (c) Taking only the girls from the two groups of children, differences between girls exposed to violence and girls randomly selected were significant in the subscales of the scholastic competence and the social acceptance where girls exposed to violence scored lower. Therefore, girls exposed to violence tend to believe that they have lower ability or competence within the realm of their scholastic performance whereas they also feel less popular and less accepted among peers. ([Independent samples T-test](#)).
3. *SPPT_Grade effects*. Taking only the group of children exposed to violence and examining possible grade/age effects, no significant differences were found between them in the six self-perception indicators. ([One Way Analysis of Variance](#))
4. *Teacher Rating Scale*. Teachers evaluated the group of children exposed to violence with lower scores on all the subscales. Therefore, teachers evaluated children exposed to violence with a lower ability or competence within the realm of their scholastic performance. In addition, they rated children exposed to violence as less popular, less athletic and less good-looking, and they gave them lower marks in the behavior domain. ([Independent samples T-test](#)).
5. *TRS_Gender Effects*.
 - (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were significant only in the subscale of behavioral conduct; teachers evaluated girls with higher scores in the behavior domain than boys. ([Independent samples T-test](#)).
 - (b) Taking only the boys from the two groups of children, differences were significant in the subscales of the scholastic competence, the physical appearance and behavioral conduct. Teachers evaluated boys exposed to violence with a lower ability or competence within the realm of their scholastic performance whereas they also rated them as less good-looking and not so well behaved. ([Independent samples T-test](#)).
 - (c) Taking only the girls from the two groups of children, differences between girls exposed to violence and girls randomly selected were significant in all the subscales (scholastic competence, social acceptance, athletic competence, physical appearance and behavioral conduct). So, teachers evaluated girls exposed to violence with a lower ability or competence within the realm of their scholastic performance. In addition, they rated girls

exposed to violence as less popular, less athletic and less good-looking, and they gave them lower marks in the behavior domain. ([Independent samples T-test](#)).

6. *TRS_Grade effects*. Taking only the group of children exposed to violence and examining possible grade effects, no significant differences were found between them, as rated from their teachers. ([One Way Analysis of Variance](#))
7. *Relationship between the teacher's rating scale and the child's self-evaluation*. In the group of children exposed to violence, there was a moderate positive correlation between the teacher's and the child's evaluation only in the domain of behavioral conduct. In the group of children randomly selected, there was a moderate positive correlation between the teacher's and the child's evaluation only in the domain of scholastic competence. All other correlations in the other domains weren't statistically significant. ([z-scores, Spearman's Rank Order correlation](#)).
8. *Scenarios' Instrument (SI)*.
 - (a) Regarding the hypothesis that the reactions adopted by the children in an ordinary situation vary/differ according to the children's exposure to violence against their mother, differences were found in the behaviors of passiveness and assertiveness. So, children exposed to violence preferred more passive reactions in an ordinary situation and thus less constructive whereas children randomly selected tend to be more assertive. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (b) Regarding the hypothesis that the behaviors adopted by the children while exposed directly to violence vary/differ according to the children's exposure to violence against their mother, the study does not reveal – for Slovakia – significant differences in the possible behaviors adapted. Therefore, both children exposed to violence and those randomly selected may behave either passively and/or aggressively and/or assertively while exposed directly to violence. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (c) Regarding the hypothesis that children's opinions/declared reactions while witnessing violence vary depending on their exposure to violence against their mother, the study does not reveal – for Slovakia – significant differences in the possible behaviors adapted. Therefore, both children exposed to violence and those randomly selected may behave either passively and/or aggressively and/or assertively while witnessing violence. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (d) Regarding the hypothesis that the students' perception of mother as a role model differs according to the degree of their exposure to violence against her, significant differences were found between the two groups of children. Children exposed to violence seem to feel more the need to protect their mother. But, though differences were statistically significant, they have no particular practical importance since there was a low size effect and thus there is a high risk of committing a type I error, that is, detecting an effect that does not actually exist. Still, slightly more students exposed to violence seem to prefer the role of protecting their mother. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (e) Regarding the child's views regarding his/her self-image and self-confidence, significant differences were found between the two groups of children. Results indicated that children exposed to violence have lower levels of self-image. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (f) Regarding the children's views on school performance and school in general, the study does not reveal – for Slovakia – significant differences between the two groups of children. Therefore, both children exposed to violence and those randomly selected may have an excellent school performance or a (very) good school performance or even a poor school performance. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).

9. *SI_Gender effects.*

- (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in the possible adoption of violent behavior reacting in an ordinary situation. But, significant differences were found between boys exposed and boys randomly selected in the behavior of passiveness, since as it seems boys exposed to violence tend to prefer more passive solutions than boys randomly selected. In addition significant differences were found between girls exposed to violence and girls randomly selected in the behavior of assertiveness, since as it seems girls exposed to violence tend to prefer less constructive solutions than girls randomly selected. ([Independent samples T-test](#)).
- (b) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were significant in the possible adoption of violent or tolerant behavior while exposed directly to violence. As it seems, girls prefer more constructive solution when facing a violent situation. ([Independent samples T-test](#), [General Linear Model-Univariate Anova](#)).
- (c) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were significant in their opinions/declared reactions while witnessing violence only regarding the behavior of aggressiveness. As it seems, boys exposed to violence tend to be more aggressive than girls. Slightly significant differences were also found between girls exposed to violence and girls randomly selected in the behavior of assertiveness, since as it seems girls exposed to violence tend to be less assertive than girls randomly selected. ([Independent samples T-test](#)).
- (d) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views on their mother as a role model. Therefore, the study does not reveal - for Slovakia – significant differences in the perceptions of children on their mother. ([Independent samples T-test](#), [General Linear Model-Univariate Anova](#)).
- (e) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views regarding their self-image. But, still differences were significant between girls exposed to violence and girls randomly selected, since girls exposed to violence seem to have lower levels of self-image. ([Independent samples T-test](#), [General Linear Model-Univariate Anova](#)).
- (f) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views on school performance and school in general. But, still differences were significant between boys exposed to violence and boys randomly selected since boys exposed to violence seem to have scored higher in the poor school performance and failure. ([Independent samples T-test](#), [General Linear Model-Univariate Anova](#)).

CYPRUS

1. *Self Rating Scale*. The group of children exposed to violence evaluated themselves with lower scores on three of the six self-perception indicators, that of the scholastic competence, the physical appearance and the behavioral conduct. Therefore, children exposed to violence tend to believe that they have lower ability or competence within the realm of their scholastic performance, they feel less good-looking and not so well-behaved. Concerning the other three self-perception indicators (social acceptance, athletic competence, global self-worth), no significant differences between the two groups were found. ([Independent samples T-test](#)).
2. *SPPT_Gender effects*.
 - (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were slightly significant only the self-indicator of physical appearance where boys scored higher. ([Independent samples T-test](#)).
 - (b) Taking only the boys from the two groups of children, differences between boys exposed to violence and boys randomly selected were significant in the subscale of scholastic competence where boys exposed to violence scored lower. Therefore, boys exposed to violence believe that they have lower ability or competence within the realm of their scholastic performance. ([Independent samples T-test](#)).
 - (c) Taking only the girls from the two groups of children, differences between girls exposed to violence and girls randomly selected were significant in the subscale of the physical appearance where girls exposed to violence scored lower. Therefore, girls exposed to violence tend to believe that they are not so good-looking. ([Independent samples T-test](#)).
3. *SPPT_Grade effects*. Taking only the group of children exposed to violence and examining possible grade/age effects, differences between 4th graders, 5th graders and 6th graders were significant only in the scholastic competence domain with the 4th graders to have greater scores than the other students. ([One Way Analysis of Variance](#)).
4. *Teacher Rating Scale*. Teachers evaluated the group of children exposed to violence with lower scores on three of the six subscales, those of scholastic competence, social acceptance and behavioral conduct. Therefore, teachers evaluated children exposed to violence with a lower ability or competence within the realm of their scholastic performance. In addition, they rated children exposed to violence as less popular and they gave them lower marks in the behavior domain. ([Independent samples T-test](#)).
5. *TRS_Gender Effects*.
 - (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were significant in the subscales of scholastic competence and behavioral conduct where teachers evaluated girls with higher scores than boys; therefore teachers evaluated girls with a higher school performance and rated them as more well-behaved. ([Independent samples T-test](#)).
 - (b) Taking only the boys from the two groups of children, differences were significant in the subscales of the scholastic competence and behavioral conduct. Teachers evaluated boys exposed to violence with a lower ability or competence within the realm of their scholastic performance whereas they also rated them as not so well behaved. ([Independent samples T-test](#)).
 - (c) Taking only the girls from the two groups of children, differences between girls exposed to violence and girls randomly selected were not found. ([Independent samples T-test](#)).
6. *TRS_Grade effects*. Taking only the group of children exposed to violence and examining possible grade effects, no significant differences were found between them, as rated from their teachers. ([One Way Analysis of Variance](#))

7. *Relationship between the teacher's rating scale and the child's self-evaluation.* In the group of children exposed to violence, there was a moderate positive correlation between the teacher's and the child's evaluation in the domains of scholastic competence and behavioral conduct. All other correlations in the other domains weren't statistically significant. In the group of children randomly selected, there was a moderate positive correlation between the teacher's and the child's evaluation in all the domains except that of physical appearance which was not statistically significant. ([z-scores, Spearman's Rank Order correlation](#)).
8. *Scenarios' Instrument (SI).*
- (a) Regarding the hypothesis that the reactions adopted by the children in an ordinary situation vary/differ according to the children's exposure to violence against their mother, differences were found in the behaviors of aggressiveness and assertiveness. So, children exposed to violence preferred more aggressive reactions in an ordinary situation and thus less constructive whereas children randomly selected tend to be more assertive. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (b) Regarding the hypothesis that the behaviors adopted by the children while exposed directly to violence vary/differ according to the children's exposure to violence against their mother, differences were found again in the behaviors of aggressiveness and assertiveness. So, children exposed to violence prefer more aggressive reactions while exposed directly to violence and thus less constructive whereas children randomly selected tend to be more assertive. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (c) Regarding the hypothesis that children's opinions/declared reactions while witnessing violence vary depending on their exposure to violence against their mother, differences between the two groups of children were significant. Therefore, children exposed to violence prefer to adopt more aggressive reactions while witnessing violence and thus less constructive whereas children randomly selected tend to be more assertive. Concerning the adoption of a passive behavior while witnessing violence, differences between the two groups of children were slightly significant. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (d) Regarding the hypothesis that the students' perception of mother as a role model differs according to the degree of their exposure to violence against her, significant differences were found between the two groups of children. In particular, children exposed to violence do not seem to consider their mother as an ideal role model. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (e) Regarding the child's views regarding his/her self-image and self-confidence, significant differences were found between the two groups of children. So, results indicated that children exposed to violence have lower levels of self-image. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
 - (f) Regarding the children's views on school performance and school in general, the study reveals – for Cyprus – significant differences between the two groups of children. In particular, children exposed to violence tend to believe that they have a poor school performance and evaluate themselves as failures. On the contrary, children randomly selected seem to be more satisfied with their school performance. ([Independent samples T-test, General Linear Model-Univariate Anova, crosstabulation](#)).
9. *SI_Gender effects.*
- (a) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in the possible adoption of violent behavior reacting in an ordinary situation. But, significant differences were found between boys exposed and boys randomly selected, since as it seems boys exposed to violence tend to prefer more aggressive solutions than boys randomly selected who prefer

more constructive solutions. In addition significant differences were found between girls exposed to violence and girls randomly selected, since as it seems girls exposed to violence tend to prefer more aggressive solutions than girls randomly selected who prefer more constructive solutions. ([Independent samples T-test](#)).

- (b) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were significant in the possible adoption of an assertive behavior while exposed directly to violence; girls seem to be more assertive. As it also seems, the assertive behaviors adopted by children are explained by the association between gender and exposure to violence. In the study undertaken in Cyprus boys exposed to violence are much more aggressive and less assertive than boys randomly selected. In addition, girls exposed to violence are more aggressive while exposed directly to violence than girls randomly selected. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
- (c) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their opinions/declared reactions while witnessing violence. But still, boys exposed to violence tend to be more aggressive than boys randomly selected who prefer more constructive solutions. Significant differences were also found between girls exposed to violence and girls randomly selected, since as it seems girls exposed to violence tend to be more aggressive and less assertive than girls randomly selected. ([Independent samples T-test](#)).
- (d) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views on their mother as a role model. Therefore, the study does not reveal - for Cyprus – significant differences in the perceptions of children on their mother. But still, slightly significant differences were found between girls exposed to violence and girls randomly selected, since girls exposed to violence scored higher in not having their mother as an ideal role model, whereas girls randomly selected seem to feel more the need to protect their mother. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
- (e) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were not significant in their views regarding their self-image. But, still differences were slightly significant between girls exposed to violence and girls randomly selected and between boys exposed to violence and boys randomly selected, since both girls and boys exposed to violence seem to have lower levels of self-image. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).
- (f) Taking only the group of children exposed to violence and examining possible gender effects, differences between boys and girls were significant in their views on school performance and school in general. In particular, boys exposed to violence evaluate themselves with higher levels of school performance than girls exposed to violence who are satisfied with a just good school performance. Differences were also slightly significant between girls exposed to violence and girls randomly selected and between boys exposed to violence and boys randomly selected, since both girls and boys exposed to violence seem to have lower levels of school performance and believe that they are failures. ([Independent samples T-test, General Linear Model-Univariate Anova](#)).