

## Session 1

### OP\_01

#### **Knowledge, attitudes and practices in managing violence among G.C.E. advanced level students in Gampaha educational zone**

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**Introduction:** Increased exposure to violence of various types can be observed during the adolescent period. Therefore managing violence among adolescents is important. This study describes knowledge, attitudes and practices in managing violence among G.C.E advanced level students in Gampaha education zone.

**Method:** A descriptive cross-sectional study was conducted among 420 Grade 13 students of Type 1AB schools in Gampaha educational zone selected using a multistage cluster sampling method. An online self-administered questionnaire, which included mixed-type questions and four case-scenarios for the four violence types, assessed knowledge, attitudes and practices in managing physical, mental, social and sexual violence. Responses were categorized as positive or negative based on prevention or positive management of violent acts.

**Results:** Case scenario assessing sexual violence reported the highest positive responses in all aspects (practices -91.79%, knowledge -97.54%) except for the attitudes (2.92%). Physical violence reported highest positive responses for attitudes (5.13%). Scenario on physical violence reported the lowest positive responses on knowledge (83.62%) whereas lowest positive responses for attitudes and practices were reported for mental violence (attitudes= 2.43%, practices= 66.41%). The majority (>75%) correctly identified violent actions mentioned in the questionnaire as violent. Males reported more experiences related to violence than females and also predominated in negative attitudes and practices regarding managing violence.

**Conclusion:** Knowledge on violence and its management was good among the majority of study participants. The minority who does not have even a minimal knowledge regarding managing violence is a concern. Attitudes and practices were more towards encouraging prevention of violent acts and was associated with gender.