Violence in Educational Institutions: Causes, Forms and Remediation Strategies

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Abstract

The occurrence of violence within educational institutions stands as a prevalent and grave phenomenon, posing a significant threat not only to individuals, but also to families, communities, and the educational system itself. The escalating intensity and diverse array of violence within the educational environment have expanded its scope to a point of concern, giving rise to security apprehensions across our educational institutions. Today, we recognize the importance of addressing violence due to its linkage with a sensitive societal cohort – school students, predominantly in their adolescent years – who employ violence as a conduit for realizing and satiating their aggressive impulses, and we acknowledge violence's intricate ties with the educational institutions, recognized as the secondary cornerstone of social cultivation and education following the family. Thus, this research paper aims at delving into the causes and forms of violence within educational institutions, while also exploring potential remedial strategies. The paper seeks to introduce the concept of educational violence, its prevalence, and the ways adopted by students to enact violence towards their peers on the one hand, and towards teachers and administration on the other.

1. Introduction

Algeria is actively engaged in elevating its educational standards, with a pronounced emphasis on prioritizing education. This commitment is evident in the substantial financial allocations directed toward education annually, as well as the substantial human resources dedicated to enhancing the educational framework. The educational institution is recognized as a vital contributor to social development, playing a pivotal role in advancing the nation through the education and development of future generations. However, despite these concerted efforts, the issue of violence continues to cast a shadow over educational institutions, even extending to cases involving teachers themselves.

The phenomenon of violence has exhibited a recent surge across various societal domains, permeating not just private realms such as households and public spaces, but also penetrating educational settings and children's recreational spaces. Notably, a study conducted by Ahmed Houiti (2004) that encompassed 21 secondary institutions in Algiers underscores the conspicuous prevalence of school-related violence among secondary school students. It manifests in behaviors such as insubordination, mockery, disruptions in the classroom, writing on walls and tables, and other forms of violent conduct. This escalation of violence within educational

institutions, particularly at the secondary level, has prompted experts to voice concern and probe into the phenomenon, which is shaped by a multitude of causes, as illuminated by Houiti's study. Notably, the study indicates that 49.5% of the factors contributing to violence are rooted in society at large. This implies that students, whether within their neighborhoods, on the streets, or on their way to school, are exposed to various manifestations of violence. Subsequently, family dynamics constitute 36% of violence-related factors, encompassing issues such as familial dissolution, strained parental relationships, sibling conflicts, and even the imposition of severe disciplinary measures by parents, collectively fueling the generation of violence among students. Additionally, the school milieu itself, accounting for 13.5%, contributes to the prevalence of violence within educational institutions, as elucidated by school counselors, educational aides, and teachers. Participants have also pointed to other contributing factors, such as the unsupervised consumption of violent movies and television series, with as many as 72% admitting to such exposure.

Khaled Abdeslam's study (2002-2003) conducted in the wilaya of Sétif, employing an analysis of disciplinary board reports, underscores the higher prevalence of school violence in urban regions compared to rural ones. Remarkably, the urban centers of Sétif and El Eulma alone account for 70.43% of cases, in contrast to 29.65% in semi-urban and rural regions. The findings also illuminate a gender dimension, revealing that males engage in violence to a greater extent than females, with 86.89% being

male students and 13.11% female students. Furthermore, a notable percentage of students exhibiting violent behavior, 92.5%, correlate with those displaying weak academic performance.

In conclusion, the researcher identifies teachers as the primary victims of school-related violence, with female teachers being particularly affected. The core causative factor for the various manifestations of school violence is attributed to the absence of discipline within classroom settings.

Houiti and Abdeslam studies serve as poignant illustrations of the educational landscape in Algeria, particularly in Batna, where a student assaulted a teacher. This event raised critical questions and catalyzed legal proceedings, spurring a divided public opinion between those advocating for the verdict as a deterrent against any who might contemplate violence against individuals or property, and those opposing the verdict due to the underlying reasons that led to the perpetration of such violence.

Given the gravity of the topic pertaining to violence within educational institutions, this research paper seeks to address the following inquiries: What are the underlying causes of violence within educational institutions? And what strategies can be devised to effectively remediate violence within these institutions?

To address these inquiries, we adhered to the following plan:

   1- Educational Institutions' Role in Societal Development

   1-1- The Essence of Educational Institutions and Their Role in the Community

   1-2- Objectives Pursued by Educational Institutions

2- Causes of Violence, its Forms, and Strategies for Remediation within Educational Institutions

   2-1- Forms and Manifestations of Violence in Educational Institutions

   2-2- Factors Underlying Violence within Educational Institutions and Strategies for Remediation

2. Educational Institutions' Role in Societal Development

In this section, we will explore the educational institution as the core of the educational process. Over time, its role has shifted from primarily fostering learning and cultivation to becoming a locus of violence.

2.1. The Essence of Educational Institutions and Their Role in the Community

Educational institutions hold paramount significance in fostering societal development. Their potential failure implies a breakdown not only in the educational framework but also within the broader societal fabric. Such a breakdown could result in the proliferation of maladies and an exodus from formal education, ultimately leading individuals towards deviance and criminality. This, in turn, acts as a deterrent to holistic societal

progress. Recognizing the gravity of this situation, we delve into elucidating the essence of violence and educational institutions, dissecting their pivotal role in steering societal advancement.

A. Defining educational institutions and violence

Educational institutions across all phases —elementary, middle, and secondary schools— serve as genuine crucibles of social interaction, not mere establishments. In truth, schools constitute the tangible conduit through which a child transitions from the confines of home life to active participation in the broader social milieu. Thus, educational institutions must be recognized as more than knowledge dispensers; they evolve into vibrant communities that holistically nurture, shape, and guide students' holistic development . These institutions operate as social constructs that align with society's needs, facilitating the assimilation of individuals into cohesive, socially integrated units. By providing ample opportunities to acquire educational skills, discern personal proclivities, and develop vocational aptitudes, educational institutions forge independent students from an early age. Thus, these institutions stand as dynamic societal agents, dedicated to cultivating well-rounded characters, imparting experiential wisdom, and priming students for life's myriad challenges.

At its core, the educational institution stands as the primary cornerstone of the comprehensive educational journey and, by extension, an individual's life trajectory. Its monumental significance in nurturing personal growth and fostering preparation is undeniable. Hence, educational institutions assume a pivotal role as an architect of personal development and a catalyst for societal advancement.

On the subject of violence, as per Collins English Dictionary, violence encompasses "the exertion of physical force, particularly with weapons, to cause injury or destruction to individuals or property." In Hurrelmann terms, violence delineates "acts that result in psychological or physical anguish, directed towards individuals either within or outside the school sphere or encompassing the destruction of property within the educational premises". In the context of educational institutions, violence translates into overtly aggressive verbal or physical behaviors that transgress accepted norms within the school community. These aggressive actions are often perpetrated by some students with the intent to inflict harm, cause physical injury, or vandalize public or private property, both within and beyond the school boundaries.

Notably, Berro (2013) encapsulates school violence as "a behavioral pattern characterized by acts of aggression from one student or a group of students towards another student or a teacher, resulting in physical, psychological, or material harm. This spectrum of behavior includes physical and verbal assaults, brawls, threats, pursuit, misconduct, and the despoiling of both students' belongings and the educational institution itself."

In summation, these definitions converge in depicting school violence as unlawful actions encompassing verbal or

physical infractions against others, with the aim of causing physical, psychological, or material harm. In light of these convergent definitions, school violence poses an acute threat to both individuals and tangible assets.

B. The Vital Role of Educational Institutions in Society

The educational institution holds immense significance for both individuals and society. Its significance is underscored by the following key points:

❖ **The Crucial Significance of Educational Institutions for the Individual**

This significance is encapsulated through the following key considerations:

- **Psychological Development and Fostering Dynamic Interactions:** Educational institutions foster the psychological maturation of children while cultivating an environment that nurtures constructive interactions among peers and teachers.

- **Cultivating a Sense of Belonging and Collaborative Spirit:** Educational institutions facilitate camaraderie among individuals of the same generation, thereby engendering a sense of belonging and fostering constructive participation within the classroom and the larger educational landscape. This inclusivity serves as a crucible for nurturing loyalty, a process that commences at the formative stages of a child's personality development.

- **Innovative Pedagogy and Advanced Curricula:** By harnessing modern pedagogical methodologies and advanced curricula, educational institutions provide fundamental instruction encompassing essential skills such as reading and writing, which form the bedrock of scientific knowledge. This foundational education gradually builds upon accrued wisdom, instilling in students the capability to synthesize, evolve, and ascend the academic hierarchy.

- **Empowering Students through Active Engagement:** The active involvement of students in school-related activities, including school broadcasts and cultural events, fortifies their public speaking prowess and reinforces their identity as valuable contributors to the educational community. Through these immersive activities, students are distanced from a gamut of violent behaviors, encompassing both verbal and physical forms.

- **Participation in Quranic Memorization Competitions:** Enrolling students in competitions centered around Quranic memorization contributes to nurturing a generation imbued with profound spirituality, unwavering faith, and cultural acumen. These spiritual values act as bulwarks against deviant tendencies and a spectrum of violent behaviors.

In the contemporary epoch, educational institutions have become into autonomous entities characterized by distinct objectives and responsibilities. They serve as crucibles for preparing students for societal engagement and active participation in progress. As John Dewey aptly opines, "Education is a

collaborative process, willingly and consciously... No social reform is assured unless directing individual activity and thinking to collaborate with society."

❖ **The Importance of Educational Institutions for Society**

Educational institutions bear immense significance for both individuals and the broader community, underscored by their multifaceted contributions:

- **Social Norms Reinforcement:** Educational institutions serve as vehicles for reinforcing social values and norms, both through their curriculum content and the conduct of teachers. This strategic reinforcement plays a pivotal role in curtailing instances of violence and deviant behavior within society.

- **Fostering Social Unity:** Through the provision of equitable educational opportunities and the cultivation of shared social spaces, educational institutions foster cohesion among diverse social strata. This intentional cultivation of unity helps mitigate social inequalities that can otherwise foment violence and social discord.

- **Cultural Refinement:** Education institutions play a crucial role in purifying and refining cultural heritage. By eliminating elements that are tarnished and dispelling misconceptions, these institutions facilitate a rational and progressive approach. This equips students to access the collective wisdom of preceding generations, leveraging their successes while transcending their limitations. This synthesis of traditional wisdom and contemporary insights cultivates societal harmony, countering confrontations, conflicts, and violence.

❖ **The Significance of Educational Institutions in Community Development**

- Crucial Role of Educational Institutions: In contemporary society, educational institutions have become indispensable components of an individual's life. They serve as foundational entities in shaping an individual's character, particularly during the formative years spent within their premises. The conventional methods of knowledge transmission, such as intergenerational profession and skill inheritance, have waned, underscoring the significance of educational institutions in bridging this informational gap. These institutions stand as a means to cultivate essential skills, preparing individuals for forthcoming employment opportunities and providing a stable life framework. This, in turn, fosters heightened personal proficiency, enhanced productivity, and active citizenship, all of which conduce to the advancement of the nation.

- Enhancement of Practical Skills: Through diverse programs, educational institutions impart practical skills that equip students to navigate the job market at any juncture of their educational journey. Simultaneously, nurturing fundamental life management

competencies across multiple spheres remains of paramount importance.

- Inculcation of Citizenship, National Identity, and Religious Values: Educational institutions are pivotal in instilling principles of citizenship, fostering a sense of national identity, and inculcating religious values. They serve as primary arenas where individuals absorb these critical facets of societal participation.

- Symbiotic Relationship Between Institutions and Community: Collaboration between educational institutions and the broader community is instrumental in addressing challenges encountered by students. This symbiotic partnership facilitates the amelioration of predicaments faced within the learning environment.

- Empowerment of the Local Community: Educational institutions contribute substantively to the betterment of the local community by collaborating actively in the resolution of its pertinent issues.

- Catalyst for Social Renewal and Enhancement: Educational institutions play a pivotal role in catalyzing social reformation and refining societal conditions. However, the realization of their societal role hinges upon effective collaboration with various community entities. This collaborative synergy necessitates the fostering of robust communication channels and mutual trust between these key stakeholders.

1.2. Objectives of Educational Institutions

Within the scope of this section, we shall delve into the profound objectives pursued by educational institutions. These objectives encompass both pedagogical and societal dimensions, substantiating their significance. The establishment of conducive environments and the provision of substantial resources reflect the concerted efforts to achieve these objectives comprehensively. We shall now expound upon the diverse aims that educational institutions strive to realize.

A. Pedagogical Goals of Educational Institutions

Education assumes an indispensable role in the fabric of society, acting as the conduit through which cultural heritage and values are transmitted across generations. Against the backdrop of transformative shifts in societal paradigms, Durkheim's perspective underscores the pivotal role of education. It emerges as a foundational mechanism for upholding societal continuity and fostering cultural legacy in the wake of changing labor dynamics.

The pivotal role of education in community-building is beyond dispute. This significance is underscored by its emphasis on nurturing the holistic growth of individual students, preparing them to proactively engage with society. Concurring with the consensus of educational institutions across diverse nations, the following objectives take center stage:

- ▪ Cultivating a robust and holistic educational foundation that

nurtures students' cognitive faculties, capacities, and inculcates a sense of responsibility for their forthcoming trajectories.

- Equipping students to assimilate advances in the realms of science and technology, domains that continue to forge ahead in our world. This preparation is accompanied by meticulous pedagogical attention to enable students to evolve into future leaders and diligent researchers, thus becoming integral contributors to societal advancement.

- Fostering a spirit of collaboration, respect, and tolerance among students, while providing them with deliberate pedagogical preparation.

- As postulated by Piaget, a salient impact of the educational institution, particularly its role within the scholastic context, is its role in dismantling self-centric tendencies originating from prior familial dynamics. This, in turn, nurtures an ethos of concern for others, adept interaction, and genuine regard for teachers, academic traditions, and institutional frameworks.

- Guiding students, shaping their perspectives, embedding values, and methodically influencing their conduct.

The educational institution assumes a monumental educational role as it wields the capacity to exert positive influence over a student's character. It can effectively bolster a multitude of constructive beliefs, attitudes, and virtues instilled within the familial milieu. Moreover, it possesses the potential to counteract deleterious impacts of unsound customs and values previously acquired.

B. Social Objectives

Educational institutions embrace a spectrum of social objectives, earnestly endeavoring to realize them across diverse domains, encompassing the following key facets:

- Nurturing socially constructive development across various students through the cultivation of their inherent capabilities, unveiling latent talents, and discerning individual inclinations.

- Establishing an enabling environment conducive to fostering emotional, social, intellectual, and physical growth in students.

- Strategically channeling students' leisure hours into productive pursuits that accrue benefits for both individuals and their wider community, while concurrently addressing their psychological and social needs and acting as a shield against potential vectors of deviation, violence, and criminality.

- Safeguarding students against potential social or psychological pitfalls, equipping them with effective coping mechanisms to navigate such challenges should they arise.

- Assisting students in resolving a spectrum of predicaments, including scholastic quandaries such as persistent absenteeism, truancy, inter-peer aggression, aversion to scholastic environments, as well as dilemmas stemming from academic lag and its attendant adverse effects, prominently featuring violence.

- Aiding students in navigating the complexities of their emotional landscape, encompassing aspects like self-esteem fluctuations, interpersonal discord, and other emotional vicissitudes. Furthermore, discerning and prioritizing students' social imperatives.

- Cultivating a diverse array of educational, artistic, and cultural programs.

3. Causes of Violence, its Forms, and Strategies for Remediation within Educational Institutions

Having previously elucidated the role and significance of educational institutions as a secondary influence on the violence continuum subsequent to familial dynamics, this section turns its focus to the intricate tapestry of violence within educational institutions. It expounds on its diverse manifestations, forms, the causes and the strategies available for its remediation.

3.1. Forms and Manifestations of Violence in Educational Institutions

The issue of violence and its persistent resonance in human societies is not a sporadic anomaly that takes one by surprise; rather, it resonates with significant historical junctures and sociopolitical shifts, often inseparably linked to tumultuous events and protracted hostilities. Violent acts have ingrained themselves in the historical narrative, presenting various facets that interweave with daily reality. A quintessential illustration of this phenomenon finds resonance in the ancient story of Cain and Abel, an epochal reference to the inaugural recorded instance of homicide in human annals.

The phenomenon of violence, as a malaise, pervades societies, jeopardizing their coherence and security. This unsettling development has galvanized the attention of specialized agencies globally, including the Arab communities. The rapid proliferation of violence has resulted in an array of distinct modalities, thereby engendering a unique culture synonymous with violence. This cultural transformation has conspicuously reverberated through individual conduct.

A. Forms of Violence in Institutions

- **Physical Violence:** Physical violence encompasses the application of bodily force towards an individual or group, resulting in discernible physical or psychological harm. This category of violence is readily identifiable

due to its visible aftermath. It involves employing various means, notably the hands and legs to target specific anatomical regions, particularly the head and face.

- **Verbal Violence:** Verbal violence stands as a particularly pernicious form of aggression due to its potential impact on mental well-being, even though its effects lack material, observable consequences. It is confined to the realm of verbal communication, encompassing insults, derogatory language, and words that infringe upon the victim's dignity. Verbal violence involves the utilization of unfavorable language that directly or indirectly impinges on the victim's psychological and emotional equilibrium.

- **Psychological Violence:** Termed symbolic violence as well, it materializes through acts of scorn, mockery, derision, and direct taunts, often accompanied by gestures reflecting frustration or dissatisfaction. Its essence resides in inflicting psychological harm by unsettling an individual's sense of security, emotional equilibrium, self-respect, and sense of honor. Symbolic violence, as articulated by Pierre Bourdieu, extends beyond verbal or physical manifestations, encompassing non-verbal actions like avoiding eye contact or refusing greetings. It's worth noting that the current prevalence of violence in educational institutions is predominantly of the physical kind directed at teachers.

- **Individual Violence:** This category signifies violence directed from one individual toward another, typically manifesting in everyday scenarios. It can be dissected into three distinct groups based on the individuals perpetrating such violence:

  o The first category comprises domineering individuals who integrate violence into their behavior as a means to achieve their goals.

  o The second category involves individuals grappling with an inferiority complex, employing violence as a means of compensating for their perceived inadequacies.

  o The third category entails individuals inclined toward violence, employing it as a punitive measure when their demands go unheeded by others.

- **Collective Violence:** Collective violence emerges when a group directs aggression towards an individual or vice versa.

B. Forms of Violence in Educational Institutions

- **Student-to-Student Violence:**
  - Instances of clashes between students, ranging from

minor disagreements to more serious altercations.

- Acts of physical aggression and infliction of harm.

- The ostentatious brandishing of bladed instruments in the direction of peers, often coupled with threats of use.

- Forceful shoving and pushing during ingress and egress periods.

- The distressing practice of damaging each other's belongings and the regrettable prevalence of theft, exemplified by the pilfering of fellow students' study materials prior to examinations.

- **Student-Teacher Dynamics:**

A disconcerting transformation has transpired in which teachers are no longer shielded from incidents of violence initiated by their own students. This unsettling trend has become conspicuous across various Algerian educational institutions, epitomized by distressing occurrences such as the assault of a teacher by a student. This paradigm shift is alarming, as teachers who previously symbolized values, education, and moral conduct have now become subjects of violence. This transition has introduced vulnerability into teachers' professional lives, and instances of student hostility towards them have become increasingly prevalent, sometimes even extending beyond the classroom into external threats post-lesson.

- **Student-Administration Interface:**

Administrative personnel, too, are confronted with instances of violence perpetrated by students, particularly those with direct interactions with students. These incidents often transpire during breaks or the transitional phases of students entering or leaving the institution. Non-adherence to institutional protocols and the administration's commitment to maintaining internal order can result in confrontations that escalate into acts of violence initiated by students. Conversely, administrative personnel might at times exhibit violence towards students, which might stem from a lack of empathy towards students' socio-economic circumstances or manifest in severe reactions to tardiness.

3.2. Factors Underlying Violence in Educational Institutions and Strategies for Remediation

The ubiquity of violence in societies, with Algeria as a prominent example, has brought to the fore its pervasive presence in streets, homes, schools, and workplaces. This reality underscores the dire need to proactively explore avenues for addressing this complex issue, aiming to bolster institutional stability and foster societal development. This section delves into the fundamental causes of violence within educational institutions and outlines viable strategies to remediate it effectively.

A. Underlying Causes of Violence in Educational Institutions

In recent times, the multifaceted determinants contributing to violence within educational institutions have drawn significant attention. This inquiry underscores several pivotal factors that contribute to this phenomenon, including:

o **Psychological Factors:**

The psychological factor plays a pivotal role in shaping human behavior, exerting a profound influence on individuals' propensities toward certain behavioral patterns, including deviant conduct. Oftentimes, aggressive behavior can be traced back to intricate psychological complexes, feelings of frustration, and anxiety, which can take root in a child's familial context. These sentiments, when exacerbated, can manifest in acts of defiance and rebellion. A notable study conducted by Awad Muheisen (1999) centered on violence among secondary school students in Gaza provinces, revealing a compelling correlation between psychological depression and heightened levels of aggression, particularly evident in males.

The intricate interplay between early childhood experiences and contemporaneous circumstances underpins human behavior, whether constructive or problematic. Psychological factors contributing to various forms of violence often stem from deep-seated emotional deprivation, frequent disappointments, and maltreatment encountered within the family milieu. Moreover, the amplification of these negative emotions is compounded by early psychological traumas such as maternal loss or parental neglect, catalyzing feelings of persecution, social ostracism, and emotional turmoil.

To mitigate the ensuing psychological distress and repressed negative emotions, individuals are compelled to suppress these sentiments into the recesses of the subconscious. Tragically, this repression can swiftly manifest as self-directed aggression and vindictive behavior aimed at societal institutions, frequently triggered by seemingly minor stimuli.

It is imperative to underscore the nuanced variability in individual susceptibility to the impact of experiences. Nonetheless, the dynamic interplay between genetic inheritance and environmental conditions largely determines one's psychological makeup, although exceptions exist in cases of pathological genetics.

o **Social Factors:**

Social circumstances have emerged as pivotal catalysts propelling students toward engaging in violent conduct within educational institutions. In the contemporary landscape, marked by constrained family financial standing, the prevalence of parental illiteracy, and the prevailing currents of socio-economic deprivation and psychological subjugation, these factors collectively render students vulnerable to internal tumult. Consequentially, they may exhibit disruptive reactions and resort to violence when confronted with feelings of degradation, humiliation, or disregard from others.

Furthermore, early-life maltreatment and neglect contribute to the nurturing of inclinations toward violence. Dysfunctional familial dynamics, characterized by authoritarian parental behavior, inadequate parental oversight,

and parental discord, also assume a central role.

o **Educational Factors:**

The marginalization of students within the educational milieu and their perceived exclusion from meaningful participation in the pedagogical process can erode their self-assurance and confidence. Scholars advocate for active student engagement as a salient antidote, advocating for student involvement in curriculum design or the orchestration of specific scholastic endeavors to foster responsibility and participation (Nabil Tarf, Hmidcha). Conversely, markers such as subpar academic attainment, withdrawal from scholastic activities, and evasion of scholastic obligations all contribute to the cultivation of criminal propensities. For instance, underperformance in primary school compounds the susceptibility to later manifestations of violent conduct. Furthermore, crowded classrooms and inadequate pedagogical resources only exacerbate the situation. The imposition of collective penalties by teachers, encompassing physical chastisement or verbal affront, as a response to the actions of a student or more, can precipitate a cycle of retaliatory aggression.

Conversely, the ridiculing or derision of a student or more, the application of disparate treatment, marginalization, threats of academic failure, and the suppression of divergent opinions, irrespective of their validity, all factor into the promotion of violence within educational institutions. Additionally, a pronounced resistance by students to established curricula, characterized by a preoccupation with quantity over quality, alongside the absence of incentivizing prospects for educational accomplishment, foster a climate conducive to violent manifestations.

o **Peer-Related Factors:**

Edwin Sutherland posits that criminal conduct derives from "differential association," where criminal behavior is assimilated through interactions with others. This education process primarily unfolds within primary social circles, where close interpersonal bonds form, including peer circles and friendships. According to Sutherland, deviant behavior emerges due to exposure to deviant group norms that attract individuals and shape their worldview[19].

Within this paradigm, it becomes evident that an individual within a peer group is predisposed to internalize prevailing norms, rendering them open to external influences. This inclusive perspective underscores the role of peers as formative influences.

o **Media Influence:**

Violent video games, targeted at children and propagated over the internet, exert a psychological pull that draws children into adopting desired behaviors. The surreptitious nature of many of these platforms, frequently fashioned by amateurs and imbued with content, poses a substantive risk to children. Their interactive and immersive attributes, coupled with an absence of robust oversight, necessitate cultivating self-

awareness among children as they navigate this digital terrain.

B. Strategies for Remediating Violence in Educational Institutions

- Hosting workshops and programs to educate parents on effective and positive parenting skills, accompanied by the creation of an environment conducive to the psychological and cognitive development of children.

- Instituting programs aimed at refining school policies and reducing the intensity of the curriculum to alleviate pressures experienced by both students and teachers.

- Ensuring a secure environment within educational institutions as a deterrent to those who engage in violent behavior.

- Organizing intellectual, athletic, and cultural competitions for students to channel their surplus energy constructively.

- Enforcing daily mandatory inspections of students to forestall the introduction of weapons into the premises of educational institutions.

- Organizing seminars, workshops, and awareness campaigns to enlighten students about the hazards associated with weapon use within the school environment and the resultant consequences.

- Appointing dedicated psychologists and social workers within each educational institution to monitor the psychological and social well-being of students.

- Designing internal regulations for educational institutions, stipulating punitive measures for students who display disrespect towards teachers or commit verbal, physical, or emotional acts of violence. Similar codes of conduct should be applicable to teachers.

- Collaborating to improve the socioeconomic status of families, thereby mitigating the poverty-related factors that often fuel violence, and offering a dignified standard of living for children, consequently mitigating the stressors that may contribute to violent tendencies.

- Strengthening the impact of social development organizations, enhancing their services from the nuclear family to the extended family, religious institutions, public spaces, and schools. This entails restoring the broader societal role in education and training, grounded in communal and religious values that champion love, unity, solidarity, and renounce violence and aggression.

- Assisting students grappling with emotional and psychological challenges in overcoming these obstacles, and devising solutions that resonate with their reality, enabling them to foster a sense of

contentment within themselves and their educational milieu.

- Equipping students with the tools to navigate psychological and social pressures and crises through a comprehensive array of structured activities, programs, and initiatives.

- Providing pre-service and in-service training for teachers, equipping them with methodologies and strategies for addressing aggressive behaviors exhibited by students.

- Cultivating positive behaviors and societal values in both students and the administrative personnel, providing them with guidance in making judicious decisions.

- Collaborating with legal authorities to establish cogent legal frameworks aimed at safeguarding children and teachers from violence, both in a broader context and more pertinently within the confines of educational institutions.

- Encouraging religious institutions to engage in open dialogues regarding this issue, eschewing concealment as silence only exacerbates the problem, resulting in escalating complexity without resolution.

- Propagating awareness campaigns to cultivate a culture of tolerance and prohibiting the possession of bladed weaponry within educational institutions, coupled

with vigilant inspection of students upon entry.

- Offering comprehensive training encompassing pedagogical, psychological, and social facets for teachers to augment their competence and efficacy.

4. Conclusion

Throughout this paper, we have extensively explored the escalating phenomenon of violence within social institutions, both on an international and Arab level, exemplified by incidents such as the tragic occurrence in France and Algeria, both involving a student and his teacher. By meticulously examining its root causes and bolstering our analysis with empirical field studies on the prevailing societal and educational violence, we have illuminated a range of pivotal factors that contribute to the proliferation of violence within educational contexts. Particularly salient is the influence of familial socialization, whereby families —whether consciously or unwittingly— utilize methods that cultivate deviant aggressive behavior among their children.

Furthermore, our scrutiny extends to the intricate dynamics that unfold within educational institutions. We underscore the impact of fragile student-teacher and student-administration relationships, in tandem with the dearth of robust moral development stemming from suboptimal parenting practices and teachers' eroded patience. This precarious blend can lead teachers and administrators to resort to violent means, thereby inciting retaliatory responses from students driven

by feelings of degradation, effectively perpetuating a self-sustaining cycle of counter-violence.

In addition, our inquiry acknowledges the societal undercurrent that imparts behavioral norms and values to the younger generation, subsequently influencing their conduct within educational institutions. The inherent discord between religious institutions, scouting organizations, and educational institutions in the dissemination of ethical and moral values augments this unsettling trajectory.

Recognizing the fundamentally collaborative nature of the educational process, we advocate for comprehensive strategies that encompass both proactive and reactive approaches to tackle violence within educational institutions. This endeavor seeks to engender a culture predicated on non-violence, diverging from the prevailing aggressive milieu.

5- Recommendations

- Emphasizing the imperative of embedding psychological counseling within the educational milieu to mitigate the emergence of violent tendencies.

- Amplifying the academic scrutiny of violence within educational institutions.

- Establishing dedicated counseling enclaves or units targeting secondary-level students.

- Suggesting seminars or symposia tailored to empower teachers and administrators with insights into students' evolving psychological needs, especially in secondary schools.

- Encouraging educational institutions to organize a gamut of activities that provide students with constructive outlets for their emotions.

- Enforcing the consistent presence of dedicated psychologists and adept social workers within each educational institution, particularly catering to students grappling with intricate psychological, familial, and pedagogical challenges.

- Cultivating open channels of communication among families, educational institutions, and peers, thereby fostering an environment of transparency and collaboration.

- Scheduling teachers' pedagogical trainings that equip them with deft problem-solving skills germane to their professional realm.

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