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Violence in the school environment (motives, methods of prevention and treatment)
A field study on a sample of high school students, Lieutenant Ibrahim bin Othman - Bir Al-Ater - Tebessa

ظاهرة العنف في الوسط المدرسي (الدوافع وسبل الوقاية والعلاج)

دراسة ميدانية على عينة من تلاميذ ثانوية ملازم إبراهيم بن عثمان – بئر العاتر– تبسة .

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Abstract :

Socialists and researchers have considered violence as the most dangerous and widespread social phenomenon. It is the major issue which has negatively affected people and society as a whole, including all its institutions especially schools which have become spaces that hold the seeds of all kinds of violence.

The objective of this research is to look for the causes of school violence and find ways to prevent it. We have conducted a questionnaire that consists of open-ended and close-ended questions to a sample of 40 trouble making teenagers. The study found out that violence is caused and controlled by several subjective reasons that are mainly related to the student's personality, family and school.

Keywords : Violence ,School violence, School, High school , School space**.**
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ملخص :

تعتبر ظاهرة العنف من الظواهر الإجتماعية الأكثر انتشارا وتفاقما ومن أبرز المسائل الرئيسية التي تثير إهتمام الباحثين في العلوم الإجتماعية، لما تخلفه من آثار سلبية على الفرد والمجتمع بكل مؤسساته خصوصا المدرسة هذا الفضاء الذي أصبح اليوم ملعب لمظاهر الشغب والعنف بمختلف اشكاله. هدفت الدراسة الى البحث عن أسباب العنف المدرسي وسبل الوقاية منه، لهذا تم اعداد استمارة تكونت من خمس محاور أساسية تنوعت أسئلتها بين المفتوحة والمغلقة، وزعت على عينة تتكون من 40 مراهق متمدرس يمارسون الشغب داخل الثانوية. وبالتالي توصلت الدراسة الى أن ظاهرة العنف المدرسي تتحكم فيها عدة أسباب ذاتية خاصة بشخصية التلميذ وأسرية ومدرسية...

الكلمات المفتاحية: العنف، العنف المدرسي، المدرسة، الفضاء المدرسي، المرحلة الثانوية

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INTRODUCTION:

There is no doubt that violence is a social phenomenon that has given birth to a lot of negative effects on all domains of life; social, economical, political and educational . School is a very important institution whose mission is to raise people on good manners and ethics by achieving the objectives that are drafted by the educational institution. For that, we have to provide all factors and create the suitable circumstances to achieve these aims. Similtaneously, it is our mission to fight all kinds of violence that could take place inside schools; as a result, the leaning performance and the teaching programme could be hindered.

Violence is an international phenomenon that invaded all societies and schools, though its severity differs from one institution to another, from one society to another, from one region to another and from one educational level to another. The Algerian school is just one example. It has confronted this phenomenon because of the significant changes that touched all social, scientific, cultural values and the technological advances.

These factors made the student adopt new values, ways, means that are reflected in his behaviors and manners while in school. They are also reflected in his dealing with his colleagues and teachers.. As a result, violence becomes very widespread in society. For all what has been previously mentioned, it is high time to ask about the emergence of violence as a social phenomenon and the causes behind it. Conducting this study implies answering these questions:

 What is school violence? What are its forms and causes? What are its consequences? What are the strategies to fight it?

2. The theoretical side of the study and its important themes:

2.2. Definition of violence: it is an act of harm. We mean by "a violent person" someone who practices violence on other people. Violence is the opposite of kindness. It is a sort of behaviours that Implies cruelty. Violence can be verbal or physical(رحاب يونس أحمد، 2013،ص.32)

3. Some violence-related terminologies:

The term "violence" can be associated with some other psychological terms such as "aggession", "offence", "crime", "terrorism"..

3.1. Violence and aggression: Specialists consider the two terms synonymous, though they refer to violence as one aspect of aggression. Moreover, violence is precisely the physical side. On the other hand, aggression is a harmful act that affects others and their belongings. So basically, aggression has a larger connotation than violence. For instance, any violence is aggression but the contrary is not always right. For example, striking in the workplace is a negative aggression but not violence. Also, making indirect rumours that touch the dignity of others is an aggression, not violence(أحمد عياش الرشيدي، 2014 ، ص.13)

Now, the difference between violence and aggression becomes clear. For isntance, violence has a material and moral side, while aggression has to do only with the material one. In addition, aggression is more comprehensive than violence. This can be manifested through the indirect aggressive behaviors of the taunted individual.

3.2. Violence and offence: the term "offence" can be synonymous to "violence" . Offence is any act of physical harm which manifests in many forms of hurt, starting from bullying to murder (عباس الحاج أمين، 2016، ص. 85)   Offence is an exaggerated physical, sexual, mental and even verbal against the others.

3.3. Violence and force: Force is to control and have control on others in order to reach certain objectives. According to sociology, "force" is to have power on others

and restrict their feed on and impose on their will to do tasks in a certain way .(hannen kouidri,2017, p39).

It's evidenced that violence is related with force; in fact, it is the gear that animates violence in human(حنان قويدري،2017، ص.39)

3.4. Violence and wrath: Violence is one of the manifestations of anger. It is mobile to violence. Anger destroys everything. Wrath has negative effects on the individual and family, as well as the social and educational equilibrium . Wrath causes harm and destruction to oneself and others (حمدان فاطمة وولاد بلقاسم بشرى،2017، ص.39)

3. The scientific definition: Vilence is a tough attack on others and their belongings to control their death, demolition, submit or defeat. It is also defined as a verbal or physical force or threat, including mental proxies of diffeurt forms. It could be a harmful behavior; individual or collective, organized or not organized, in an apparent or secret form. Based on all these definitions, we conclude that violence is an act or behavior or that is coated with cruelty, wildness and toughness. It is, also, a harmful act carried out by an individual or a group of people making loss, mental and physical distruction to people and their belongings(كمال بوطورة،2017،ص.127)

4. School violence: is any misbehavior practiced by the teacher or the student physically or mentally, or any gesture aimed at mocking or harming someone. (حليمة شريفي،2016، ص. 64)

5. School: is a social education institution that has been created by society to deliver courses at sequential levels. Many definitions were suggested:

   Defined by "nadjimi": A school is an institution produced by society in order to prepare teenagers to participate in the work of human activities .it has the function of adopting individuals within it. It reflects the ideas, philosophy and goods of the society created to serveil. (زهرة عثمان، 2012-2013،ص.56)

   According to Ferdinande Poisson: A school is a necessary social institution aimed at ensuring the process of communication between the family and the state to prepare the new generations and integrate them in the framework of the target social life (ali asaad and taffa and ali jassim al-shadeb,2003,p.17).

   But " shipman" believes that the school defines the future and role of individuals in social life, consequently the school is a social education institution established by society to serveil by transferring the heritage and culture of the first generation to the second generation and preserving its existence and continuity within an official framework and according to educative plans that allow them to engage in the existing social system.(علي أسعد وطفة وعلي جاسم الشهاب،2003،ص.17)

6. School space: is where the students, teachers, and all the staff of the school, and the rapport between all the members of the school (حليمة عكسة،2015،ص.174)

7. The secondary school: is a special station in the life of students. It prepares them to enter the university and the workplace as well according to their tendencies and abilities, and trying to develop these tendencies and ambitions to choose their future career(فوزي بن دريدي،2007، ص. 46)

8. Literature review:

- **The study by Ben Dridi (2007)** found that violence is clearly widespread in Algerian secondary schools. This can be justified by a set of common factors, including: poverty, economic situation, ignorance of students' parents, acquiring the neighborhood culture, and also the violence between the family members.

- **The study by Dahi Ismail (2011)** stressed that violence takes place in the school environment at first, then in the classrooms, and finally in the playfield. This study also found that the students are, sometimes, victims of the injustice of the teachers and

the domination of the administration, which leads to the decline of the status of the student, hence their feeling of inferiority. Another finding from this study is that there might be other reasons for violence. The cited these: intense syllabus, overcrowded classrooms, and lack of educational tools. All these reasons and more create a barrier between the student and the study, and then lead to negative attitudes towards education: violence over anger, just to name a few.

- **The study by Bani Khaled et al. (2008)** revealed that the reasons of school violence are personal (the mental and psychological problems of the student), and environmental (the socio-economic status of the family, the school environment.

9. Sociological theories on violence (Studies and Analysis)

9.1. The theory of social learning (Bendora and Wiseman): This theory focuses on the importance of copying, imitating and searching for a model. A lot of studies show that experiencing violence encourages practising it. So modeling violence practice plays a great role in the process of learning violence behavior. Modeling has a lot of roles, the most important are:

* All the focus of the individual is clung to an extreme tendency against a social situation and that this act of violence is very beneficial and effective that lessens all violence motives.

* It incites the feelings and push the individual to violence acts like murder, sexual acts, swearing and profanation   (عبد الرحمان العيسوي، 2002، ص.39)

9.2. The social disruptions theory: (Thorsten Selline): It is a theory that stands on the differentiating between the primitive societies and urban ones.

Disruption happens gradually from the primitive societies that are enveloped by social harmony and good relation .Anyone who belongs to the primitive societies feels secure, confort and solidarity without egoism and selfishness that produce criminality. Whereas urban societies lose good social ties, solidarity and harmony because the increasing needs and ambitions that stimulate them to become selfish and create the individualism that incites criminality(أحمد جلول،2017، ص. 160)

Selline concludes that struggle of interests, values that get source from absence of good ties harmony and homogeny and homogeneity among the individuals of a society that are the real cause of criminality and violence in the modern societies (أحمد جلول،2017، ص.161)

9.3. Social alteration theory by William Ogbrun: Culture and technology factors are direct causes that lead to violence. The material side of culture is prior to alteration and change. Any change happens when there is a new invention, adopting all cultural manifestations to the new invention to get back to the general social equilibrium and the same with " Mumford louis" who considered the technical advances the main cause of social change (محمد بو النعناع،2017، ص.89)

Sociological theories, that dealt scientifically with violence in schools, have been adopted. These theories differ according to the viewpoints, doctrines and principles of its theoriticians. Each theory dealt with a specific aspect of the phenomenon; specific analysis and interpretation.

The systematic measures of survey:

2.1. The areas of the study:

Place: Lieutenant Ibrahim ben Athmane

Time: from September to November 2019.

Method: Descriptive study of violence in schools.

The credibility of the study is evident by its reliance on an objective scientific approach to describe the reality of violence in schools and its detailing. This is also confirmed by the findings of the case study.

Sample: Sample of 10% from 409.

Students: $\dfrac{10 \times 409}{100} = 40$.

4. RESULTS AND DISCUSSION

First: Presentation, analysis and interpretation of general data:

Table 1: shows the distribution of sample members by sex

Sex	Iteration	Percentage	Ascending cumulative percentage
Male	17	42.50	42.50
Female	23	57.50	**%**100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p 6

From the statistical data in table 01 above, in which we processed the distribution of the members of the sample by sex, we note that the percentage of the male group is calculated to be 42.50%, while the rest are females with a calculated percentage of 57.50%. This is due to the distribution of the nature of society.

Table 2: shows the distribution of sample members by age

Age	Iteration	Percentage	Ascending cumulative percentage
(14-15)	07	17.50	17.50
(15-16)	14	35.00	52.50
(16-17)	06	15.00	67.50
(17-18)	08	20.00	87.50
(18-19)	05	12.50	100%
Total	40	100%	

Source: Researcher's Preparation, 2019,p 7

We note from the statistical data in table 02 that processed the distribution of sample members by age that the proportion of sample members between the ages of 14 and 15 is calculated to be 17.50%. While the sample members between the ages of 15-16 is calculated to be 35.00%. The sample members between the ages of 16-17 is calculated to be 15.00%, followed by the proportion of sample members between the ages of 17 and 18 with a calculated percentage of 20.00%. The remaining members aged between 18 and 19 form a calculated percentage of 12.50%, which represents the

category of students studying at different levels of secondary school due to the importance of this sensitive age stage in adolescence.

Second: Data on the subjective causes of school violence:
   Table 3: shows the most common forms of violence within the institution

Sentence n° 3	Iteration	Percentage	Ascending Cumulative Percentage
Verbal violence	25	62.50	62.50
Physical violence	07	17.50	80.00
Material violence	08	20.00	**%**100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p8

   We note from the table above that the members of the sample who engaged in verbal violence are estimated to be 62.50%, while 17.50% of the members of the sample engaged in physical violence. In addition, 20.00% of the members of the sample engaged in material violence. This indicates the multiplicity of forms of violence prevalent in secondary school in which we concluded that verbal violence comes first.

   Table 4: shows the student's use of beating as a form of violence

Sentence n° 4	Iteration	Percentage	Ascending cumulative percentage
Yes	14	35.00	35.00
No	26	65.00	**%**100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p8

   From the table above, we note that 65.00% of the members of the sample did not use beating as means of expressing violence, in contrast with a small group of 35.00% of the members of the sample using beating as means of expressing violence. These statistics indicate that students use various forms of violence within the secondary school, particularly beating to express their emotional and aggressive situations.

   Table 5: explains the student's use of violence to regain their rights.

Sentence n° 5	Iteration	Percentage	Ascending cumulative percentage
Yes	22	55.00	55.00
No	18	45.00	%100

Total	40	**%**100	

Source: Researcher's Preparation, 2019,p8

We note from the table above that 55.00% of the members of the sample resorted to violence and force to regain their rights, while 45.00% of the sample members did not resort to such aggressive behaviour to recover their rights. This indicates that the members of the sample engaged in physical violence frequently and this is the result of physiological changes in their adolescence in secondary school.

Third . Data on family causes of school violence:

Table 6: explains the parents' mistreatment of students which lead to violence

Sentence n° 6	Iteration	Percentage	Ascending cumulative percentage
Yes	26	65.00	65.00
No	14	35.00	%100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p9

From the table above, 65.00% of the students in the sample are subjected to parental abuse, which leads them to violence against their peers, while the remaining 35.00% of the sample members are not subjected to parental abuse.

Table 7: explains the relationship between the economic situation of the family and school violence.

Sentence n° 7	Iteration	Percentage	Ascending cumulative percentage
Yes	07	17.50	17.50
No	33	82.50	%100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p9

We note from the table above that, for 28.50%, the economically deteriorating situation of the family did not affect the students and did not push them to use violence within the school space. 17.50% members of the sample acknowledged that the economically deteriorating situation of their families affected and led them to the use of violence within the school. These statistics indicate that the economically deteriorating situation of the family cannot be necessarily recognized as an important factor in the practice of school violence by students.

Table 8: shows the reaction of parents in the case of violence within the school space.

Sentence n° 8	Iteration	Percentage	Ascending cumulative percentage

Forgiveness	14	35.00	35.00
Carelessness	07	17.50	52.50
Anger and beating	19	47.50	%100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p10

We note from the table above that 47.50% of the members of the sample acknowledged a severe reaction of parents (anger and beating). While 35.00% of them forgave their children for this behaviour. The table recorded that 17.50% did not care about their children's aggressive behaviours. This indicates the abnormal methods used by parents in dealing with violent behaviours through manifestations of anger, beating and all forms of carelessness that generate aggressive tendencies in the student to practice violence within the school space.

Fourth. Data on school circumstances that lead to school violence:
Table 9: shows the lack of a good school environment for students and the prevalence of school violence.

Sentence n° 9	Iteration	Percentage	Ascending cumulative percentage
Yes	25	62.50	62.50
No	15	37.50	%100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p10

We note from the table above that 62.50% of the respondents confirmed that there is no good and comfortable school environment that reduce the violence of students, while 37.50% of the respondents acknowledged the opposite. Ttherefore we say that the school environment, if not fulfilling the necessary conditions for education and the comfort of the student, this would reflect negatively at all levels, leading to spreading violence.

Table 10: explains the relationship between the teacher's abuse of students in the classroom and school violence.

Sentence n° 10	Iteration	Percentage	Ascending cumulative percentage
Truancy	10	25.00	25.00

Hatred and malice of the student towards the teacher	20	50.00	75.00
Aggressive behaviours	10	25.00	**%**100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p11

We note from the table above that 50.00% of the members of the sample are lef with a kind of hatred for teachers due to their marginalization inside the classroom. On the other hand, 25.00% represents two categories of research sample that resorted to violence to express this marginalization and the rest prefered not to attend the sesseion; rather they escaped it. Such numbers show that the teacher's mistreatment for a group of students at the expense of another group leads the former to prectice violence of all kinds.

Table 11: explains the student's opinion on the reasons for the practice of violence within the school

Sentence n° 11	Iteration	Percentage	Ascending cumulative percentage
Teaching method (unclear and incomprehensible)	11	27.50	27.50
The lesson is boring and monotonous.	03	07.50	35.00
The teacher's mistreatment of students	26	65.00	**%**100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p11

We note from the table above that 65.00% of the members of the sample resorted to violence due to the poor treatment of the teacher towards them, in contrast with a 27.50% who resorted to violence due to the vague and unclear teaching method. While the 07.50% of the members of the sample emphasized that the lesson is boring and predominantly monotonous that they resorted to violence. This indicates the weakness of the pedagogical and psychological training of the teacher and his ignorance of the developmental characteristics of this stage in high school.

Fifth. Data on preventive and therapeutic methods of school violence:

Table 12: shows the factors that must be available in the school to reduce violence according to the student's opinion.

Sentence n° 12	Iteration	Percentage	Ascending cumulative percentage
Sports and cultural activities	16	40.00	40.00
Providing security within the educational institution	04	10.00	50.00
Promoting friendship among students	05	12.50	62.50
Spreading a culture of love and intimacy among students	08	20.00	82.50
Wearing a uniform by students	07	17.50	**%**100
Total	40	**%**100	

Source: Researcher's Preparation, 2019,p12

We note from the table above that 40.00% of the members of the sample emphasized that the practice of cultural and sports activities will help reduce violence, while 20.00% saw that the dissemination of a culture of love and intimacy among students is an effective solution. While 17.50% saw the process of generalizing the wearing of uniforms among students as one of the reasons that can reduce the phenomenon of violence. However, the ratios of 12.50% and 10.00% emphasized the strengthening of friendship between students and providing security at the school to spread security and eliminate acts of violence.

Table 13: shows students' opinion on educational methods and ways to prevent school violence

Sentence n° 13	Iteration	Percentage	Ascending cumulative percentage
Raising awareness of the severity of the phenomenon of violence	05	12.50	12.50
The need for family-school communication	09	22.50	35.00
Allowing students to express their concerns and tendencies	15	37.50	72.50
Programming sessions for qtudents to address the phenomenon of violence	11	27.50	**%**100

Total	40	**%**100	

<div align="center">**Source: Researcher's Preparation**, 2019,p13</div>

We note from the table above that 37.50% of the members of the sample saw the most important educational method to prevent school violence is to give chance for students to express their concerns and tendencies. 27.50% of the members emphasized on programming extra sessions for students to discuss the phenomenon of violence in schools. 22.50% of the respondents emphasized the method of communication between the family and the school, while the remaining 12.50% of the members of the sample suggested the method of raising awareness of the seriousness of the phenomenon of violence.

Table 14: shows students' opinion on therapeutic methods to reduce school violence

Sentence n° 14	Iteration	Percentage	Ascending cumulative percentage
Initiating a counselling center fot students' psychological and educational follow-up	22	55.00	55.00
Activating a guidance and follow-up committee to address violence in schools	12	30.00	85.00
Providing psychologists and sociologists at schools	06	15.00	**%**100
Total	40	**%**100	

<div align="center">**Source: Researcher's Preparation**, 2019,p14</div>

We note from the table above that 55.00% of the members of the sample considered the most important therapeutic methods to limit aggressive behaviours is the initiation of a counselling center in the school for students' psychological and educational follow-up. It is effective due to its great importance in reducing the phenomenon of violence. While 30.00% of the members of the sample emphasized the activation of the guidance and follow-up committee, while the rest of the members of the sample suggested to strengthen the secondary school by psychologists and sociologists, and this shows that the methods play an effective and very large role in reducing the phenomenon of school violence according to students.

-Exposing and discussing the results of the study:

1. Discussing the data on the subjective causes of school violence:

Through the analysis of data in the first axis concerning the subjective causes of the student practicing school violence, it is found that the subjective and psychological factors of the student play a major role in the development of some negative motives that make them practice the act of violence in various forms, in particular beating and showing their strength in front of their colleagues to regain their rights, in addition to the psychological and physiological characteristics of adolescence.

2. Discussing the data on family causes of school violence:
Through the analysis of the data of this axis, we found that the family has a major role in the development of aggressive behaviours as a result of the problems and differences that prevail between its members and parents in particular. Also, some sociological theories confirmed that violence is acquired from the social environment, especially domestic violence, which severely affects adolescents, family disintegration and harsh parental treatment of children...

This is confirmed by the Ben Dridi study (2007) that violence is clearly prevalent in Algerian secondary schools, due to a number of factors, including: poverty, difficult economic situation, cultural and educational vulnerability of parents, learning neighbourhood culture, and violence used by the family towards their children.

3. Discussing the data on school causes of school violence:
The results of this axis indicated that the cause of the widespread violence in the school environment is due to the school environment itself, which suffers primarily from several financial problems and then moral ones. In addition to the teacher's mistreatment of students within the classroom, such as discrimination, marginalization and ill-treatment... This is confirmed by the Study of Dahi Ismail (2011) that the place where violence appears is the school space, followed by the second-degree section, followed by the canned third degree, and that students face problems of teacher injustice, and thus the low status of the student and his sense of inferiority. In addition, the current study found other reasons such as the intensity of the programs, overcrowding of departments, and lack of educational means... All of these factors alienate the student from school and create negative attitudes towards education and lead them to use violence to express anger.

4- Discussing the data on preventive and therapeutic methods of school violence:
- The findings of this axis indicated that the preventive and therapeutic means of the phenomenon of school violence are: the practice of sports and cultural activities and the establishment of school clubs (sportive and cultural) to help students spread the culture of love and intimacy between them. The allocation of media quotas, also, makes the student aware of the danger of the phenomenon at the personal and public level. Then comes the need to extend a strong bridge between the school and the family to create communication between them and activate the a counselling center for students' psychological and educational follow-up in high school because of its great importance in reducing the phenomenon of violence. Another method is to initiate a committee of Guidance and follow-up to address the phenomenon of violence. The promotion of psychologists and sociologists at schools may be another effective addition. Finally, an important procedure is the provision of security within the school.

- As a general result, we conclude that school violence is a complex social phenomenon, in which multiple factors and causes overlap, as confirmed by the Study of Bani Khaled et al. (2008), which revealed that the causes of school violence are personal and environmental, as well as the social and economic condition of the family, the school environment and the mental and psychological problems of the student.

CONCLUSION:
The phenomenon of school violence is one of the core issues that must be addressed first and then provide effective solutions to it. Developing educational strategies and adopting a rational and wise policy to contain the phenomenon from its severity and exacerbation are two essential steps to prevent violence in schools. Due

to the complexity of social life, social change, technological developments and rapid cognitive explosion, it is recommended to opt for many solutions in many ways. We focused in this scientific paper on the ways to prevent and treat the phenomenon of school violence and this will only come with the synergy of all the efforts of social institutions, civil society and the media in its various forms.

-Study recommendations:

1- Giving much care to the training of new teachers, specially in the application of the principles of psychology and how to deal with the age and development stages in various educational stages, especially adolescence.

2- The school and all educational actors should provide the appropriate environment for study and awareness of the seriousness of the phenomenon of school violence.

3- The school should apply the internal law of the institution and address the psychological and social problems encountered by students in the classroom by recruiting psychologists and sociologists.

4- Initiating a counselling center in the school for students' psychological and educational follow-up because it is very important in reducing the phenomenon of school violence.

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