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The Context of School Violence in Secondary Education

Case of three secondary schools within the district of Ain Merane in Chlef.

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Dedication

First of all, honest thanks to **Allah** who gave us the strength to accomplish this work .

I dedicate this work to my remarkable parents, whose love, sacrifice and unwavering belief in my abilities have shaped the person I am today. My mother (Khalida) , your boundless compassion, and unflagging encouragement have fostered my intellectual curiosity. My father (Hamid) , your unwavering support, wisdom, and guidance have been my compass during the most challenging times. Together, you have instilled in me the values of perseverance and the importance of education. I am forever grateful for your love and unwavering belief in me.

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It is with warm regard that i dedicate this work to the department of English language in Tiaret and to our best teacher Dr. Djilalli BELAIDOUNI.

I love you all

Lilia.

Dedication

This study is dedicated to my family for their encouragement and support

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Abstract

During the latest decades, schools have witnessed many phenomena, some of which are regarded as intruders to the field of education. One of these strange behaviours is that of school violence, which should be by principle distanced and abstracted from the educational environment. This contradictory fact is the subject of this investigation as it has unfolded very quickly and then, leading to the creation of a taxonomy. This research targets the relationships between individuals involved in schools. It rather deals with the inside and outside school variables that govern the occurrence of this unusual comportment. This attempt investigates “the context” of violent actions in the Algerian secondary schools. The aim of the study was to examine the issue of school violence among students. A mixed method approach was used to gather data. The sample who participated in this research were 24 teachers (13males and 11females) and 20 pupils (7males and 13 females) from three secondary schools within the district of Ain Merane in chlef. The results showed that the issue of school violence affect negatively the learners’ learning atmosphere and it has several causes and consequences. This exploratory analysis is also concerned with providing possible recommendation if not to reduce at least the occurrence of the schools’ violence that is causing the education process to be a truncated perspective.

Keywords: school violence–attitudes–context –impact –educational environment.

ملخص :

خلال العقود الأخيرة، شهدت المدارس العديد من الظواهر، بعضها يعتبر غريباً في مجال التعليم. إحدى هذه السلوكيات الغريبة هي العنف المدرسي الذي يجب أن يتعد وينفصل بشكل أساسي عن البيئة التعليمية. هذه الحقيقة المتناقضة هي موضوع هذه الدراسة حيث تطورت بسرعة كبيرة ثم أدت إلى إنشاء تصنيف. تهدف هذه الدراسة إلى استهداف العلاقات بين الأفراد المشاركين في المدارس. إنها تتعامل بشكل أفضل مع المتغيرات الداخلية والخارجية للمدرسة التي تحكم حدوث هذا السلوك غير الاعتيادي. تحاول هذه الدراسة استكشاف سياق الأفعال العنيفة في المدارس الثانوية الجزائرية. كان هدف الدراسة هو فحص قضية العنف المدرسي بين الطلاب. تم استخدام نهج طريقة مختلطة لجمع البيانات. كانت العينة التي شاركت في هذه الدراسة تتألف من 24 مدرساً (13 ذكور - 11 إناث) و 20 تلميذاً (7 ذكور و 13 إناث) من ثلاث مدارس ثانوية في منطقة عين مران بولاية الشلف. أظهرت النتائج أن قضية العنف المدرسي تؤثر سلباً على جو التعلم للمتعلمين ولديها عدة أسباب ونتائج. تهدف هذه الدراسة الاستكشافية أيضاً إلى تقديم توصيات ممكنة للحد من حدوث العنف في المدارس الذي يؤثر على عملية التعليم و يجعلها منضورا مقتصرًا.

الكلمات المفتاحية : العنف المدرسي - السلوكيات - مضمون - الاثر - بيئة تعليمية

List of Tables

Table1: Teachers' Gender	23
Table 2 : Teacher-Student Communication.....	24
Table 3 : Teacher-Student Interaction	24
Table 4 : Teacher-Teacher Interaction.....	25
Table 5 : Administration-Teacher Interaction	25
Table 6 : Prevalence of Violence.....	27
Table 7: Responsible Parties	27
Table 8 : Types of School Violence	28
Table 9: Causes of School Violence.....	28
Table 10 : Impact of Social Media	29
Table 11: Influence of Street Violence.....	29
Table12: Students' Gender	31
Table13 : Students' Grade Level.....	31
Table 14: Personal Victimization	34
Table 15 : Awareness and education	34

List of Figures

Figure 1: Teachers' Age	23
Figure 2 : Gender Distribution	24
Figure 3 : School Environment.....	26
Figure 4: Teacher Discussions.....	26
Figure 5 : Teacher Involvement in Violence	28
Figure 6 : avoidance of school violence occurrence.....	30
Figure7 : Witnessing Violence	32
Figure 8: Bullying Awareness	32
Figure 10 : Influence of Social Media	35
Figure 11 : Mental Health.....	36

Table of contents

Dedication.....	
Acknowledgement.....	
Abstract.....	
List of Tables :.....	
List of Figures:	
Table of Contentst	
General introduction	1
Chapter one:School Violence in Algeria, Its Types, Causes, Effects, and Solutions.	
1.1 School Violence:	4
1.2 Examples From Around the World:	4
1.3 History of Violence in Algerian Secondary Schools:	5
1.4 Types and Manifestations of Violence in Secondary Schools:	5
1.4.1 Physical Violence:	5
1.4.2 Verbal Violence:.....	5
1.4.3 Sexual Violence :.....	6
1.4.4 Cyberbullying:	6
1.4.5 Disability Violence:.....	6
1.4.6 Racial Violence:	6
1.4.7 Religious Violence:	6
1.4.8 Gang Violence :	6
1.4.9 Weapon Violence:	6
1.4.10 Hazing:	7
1.4.11 Intimidation:	7
1.4.12 Vandalism:.....	7
1.4.13 Substance Abuse:.....	7
1.4.14 Physical / Emotional Neglects :.....	7
1.5 Causes and Effects of Violence:.....	9
1.5.1 Poverty:.....	9
1.5.2 Trauma:.....	9
1.5.3 Substance Abuse :.....	9
1.5.4 Social Disintegration :	9
1.5.5 Differences in Culture and Religion:.....	10

1.5.6 Socialization of Males and Females:	10
1.5.7 Family Disintegration:	10
1.5.8 Excessive Pampering By Parents:	10
1.5.9 Political Conflicts and Disputes:	11
1.5.10 Weapons Access:	11
1.5.11 Lack of Education and Critical Thinking:	11
1.5.12 Learned Behaviour:	11
1.5.13 Physical Injuries:	12
1.5.14 Emotional Trauma:	12
1.5.15 Criminal Behaviour:	12
1.5.16 Fear and Intimidation:	13
1.5.17 Broken Relationships:.....	13
1.5.18 Economic Losses:	13
1.5.19 Stigmatisation:	14
1.5.20 Cultural and Social Tensions:	14
1.5.21 Loss of Life:	14
1.6 Theories Explaining Violence:	15
1.6.1 Social Disorganisation Theory:	15
1.6.2 Strain Theory:	15
1.6.3 Cultural Deviance Theory :	15
1.6.4 Social Learning Theory:	15
1.6.5 Control Theory:	15
1.6.6 Labelling Theory:	16
1.6.7 Routine Activities Theory :	16
1.6.8 Rational Choice Theory:.....	16
1.6.9 Social Conflict Theory.....	16
1.6.10 Feminist Theory.....	16
1.7 Conclusion :	17

Chapter two: Data Collection and Interpretation

2.1 Introduction:	22
2.2 Research Design:	22
2.2.1 Teachers' Questionnaire:	22
2.2.2 Students' Questionnaire:	22
2.2.3 Participants:	22

2.2.4 Data Collection Procedure:.....	22
2.3 Data Analysis:	23
2.3.1 Teachers' Questionnaire:	23
2.3.2 Students' Questionnaire:	31
2.4 Discussion of The Findings :.....	37
2.4.1 Teachers' Questionnaire:	37
2.4.2 Students' questionnaire :	39
General conclusion.....	46
Appendices.....	
References.....	
Summary.....	

General Introduction

The field of education has witnessed various controversial issues in the last decades. But, the particularly prevalent among pupils in schools is violence. Despite its incompatibility with the educational field, it has become the most common worry for educationalists. So, violence has been set as the favourite solution for school issues by both teachers and pupils. The former considers physical or verbal violence as the suitable means to hold control of his classroom discipline, and set limits for pupils' deviations. The latter see themselves as subjects of persecution.

This research is dedicated for analysing the phenomenon of violence in schools in terms of reasons behind its occurrence. It also sheds light on types of violent behaviours namely; verbal and physical ones. Consequences of violent actions in schools are also taken into consideration in this research paper.

Moreover, this case study explores teachers-pupils' interactions and so for the administration reactions towards pupils unusual behaviours. As a case study, it explores the influence of media and society on the occurrence of violence in schools regardless of its types, time or place of occurrence.

The major concern of this paper is finding the matrix of factors giving birth to the phenomenon of school violence and then analysing relations between elements forming the school environment, namely: teachers, pupils and the administration on the smaller scale. On the larger scale, this worry tries to give a detailed description of the possible connections between of school violence to the outside world. This is dealt with as a means of investigating the social influence on the school life. Another influential motive that cannot be denied is mass media roles in shaping life inside schools. Because it has a great impact on individuals in schools. Speaking about individuals inside schools pushes us to speak about their family social status, let alone their teaching experience. The fact is that these aforementioned items can contribute greatly in determining the kind of relations existing between members of the school entourage.

This study underlines the major problem that both teachers and students must deal with. By offering appropriate, suitable strategies and approaches to avoid studying in an improper atmosphere, we attempted to examine the primary causes of this issue, eradicate it, and develop an effective teaching-learning process throughout this research project.

The study's goal was to examine the issue of school violence among secondary school students. This research paper will look at how much damage school violence does and how it affects the learning environment, and to investigate the different forms of violence that occur in secondary schools focusing on the level of harm caused to victims when being aggressive,

talking about the causes of school violence and its effects. and then spreading awareness and outlining the principles for handling such a grave issue.

As a result we have come up with the following research questions:

1. What are the causes of school violence and how can it be prevented?
2. How do students and teachers respond to incidents of school violence, and what are the implications of these perceptions for prevention and intervention efforts?
3. Has school violence an impact on students?

The following are the major hypothesis for this study, based on the highlighted questions:

1. School violence is caused by socio-economic factors and that preventing it requires a comprehensive approach involving students ,teachers, parents and the community
2. Students and teachers may have different perceptions of the causes and consequences of school violence which could impact their willingness and ability to report incidents.
3. School violence can have a negative impact on students' mental health and academic performance.

For the best outcomes, a set of qualitative and quantitative approaches are used in this research study to validate or refuse the prior ideas, in combination with the research instruments: a questionnaire addressed to teachers and students of the Algerian secondary schools in Chlef concerning school violence.

This dissertation consists of two primary chapters. The first chapter is a literature review that examines school violence in secondary schools in Algeria , covering its causes, definitions, types, prevalence. It also discusses various forms of violence, their effects, and prevention techniques. The second chapter analyses the findings of teachers' and students' questionnaire and the relevant statistics, providing insights into the experiences and perspectives of educators and pupils regarding school violence.

Chapter One
**School Violence in Algeria, its Types,
Causes, Effects, and Solutions.**

1.1 School Violence

School violence refers to any form of aggression or harmful behaviour that occurs within the educational setting, involving students, teachers, or other individuals associated with the school environment. A lot of research studies have taken place throughout time to understand deeply the reasons behind school violence. Therefore , the first chapter is a review of literature that we have read and analysed in order to enhance the quality of this research report. It has provided information on the various forms of school violence, their causes, impacts and everything else relevant to the phenomenon.

Violence in secondary schools is a problem that has been documented in various countries around the world. The exact history of violence in secondary schools varies from country to country but it is generally recognized as a problem that has existed for many decades (Ron Avi Astor, 2019)

1.2 Examples from around the World

In the United States, for example, school shootings have become a prominent issue in recent Years . Some of the most well-known incidents include the Columbine high school massacre in 1999, the sandy hook elementary school shooting in 2012, and the majority stoneman Douglas High School shooting in 2018. These incidents have led to discussions about the need for increased school safety measures and better mental health support for students (Newman, 2020)

In South Africa , violence in secondary schools has been a long standing issue. In the early 1990s the country was transitioning from apartheid to democracy, and there were high levels of political violence. This violence spilled over into schools, leading to incidents of students-on-student violence and attacks on teachers. In recent years , there has been a focus on implementing programs to address school violence and promote positive school climates (Lezanne Leoschut, 2011)

In Australia, violence in secondary schools has been linked to issues such as bullying, cyberbullying and mental health challenges. There have been instances of student-on-student violence, as well as violence directed towards teachers. Efforts have been made to address these issues through anti-bullying campaigns and initiatives to improve student mental health support (Smith, 2016)

1.3 History of Violence in Algerian Secondary Schools

Violence in secondary schools has been a long-standing issue in Algeria. During the Algerian Civil War in 1990s, schools were often targeted by armed groups ,leading to the closure Of many schools and the disruption of education for many children

Since then, the issue of violence in Algerian secondary schools has continued to be a concern .There have been reports of physical violence between students, as well as violence perpetrated by teachers against students. In some cases, weapons have been brought into school grounds leading to injuries and even fatalities.

One contributing factor to the prevalence of violence in Algerian secondary schools is the lack of resources and infrastructure, which can lead to overcrowding and poor conditions. In addition, there have been reports of inadequate training and support for teachers, which can contribute to a stressful and challenging work environment that may lead to disciplinary issues.

Efforts have been made in recent years to address the issue of violence in Algerian secondary schools including the implementation of anti-violence programs and the creation of committees to investigate and respond to incidents of violence. However, more work is needed to create a safe and supportive learning environment for all students. (McDougall, 2017)

1.4 Types and Manifestations of Violence in Secondary Schools

School violence in secondary schools can manifest in different forms. These include :

1.4.1 Physical Violence

Heating, kicking ,Slapping and other forms of physical aggression towards another student. This type of violence can lead to serious injury and is one of the most visible forms of school violence (Jimerson, S. R., 2001)

1.4.2 Verbal Violence

Insults, name-calling, taunting, and threats. Verbal violence can cause emotional harm and often leads to physical violence (Ogden, S. N., 2000.)

1.4.3 Sexual Violence

Non-consensual sexual contacts, unwanted Sexual advances, sexual harassment, and sexual assault. sexual violence can cause physical and emotional trauma and has a lasting impacts on the victim (UNESCO. 2019)

1.4.4 Cyberbullying

This includes any form of bullying or harassment that occurs through electronic means, such as social media, text messages and online forums. Cyberbullying can cause emotional distress and has been linked to depression and suicide (Patchin, S. H. 1999.)

1.4.5 Disability Violence

Violence or bullying based on students' disability or special needs. Disability violence can lead to feelings of Shame and embarrassment as well as physical harm (Rigby, K. 1998.)

1.4.6 Racial Violence

Bullying based on a student's race or ethnicity. Racial violence can lead to feelings of isolation, low self-esteem and anxiety (Incite, W. O. 1980)

1.4.7 Religious Violence

This includes any form of violence based on students' religious beliefs or practices. Religious violence can lead to feelings of exclusion and alienation as well as physical harm

1.4.8 Gang Violence

Form of violence associated with gang activity. Gang violence can lead to physical harm as well as mental and emotional trauma (Ross, E. I. 2016.)

1.4.9 Weapon Violence

Violence or threats of violence involving weapons such as guns, knives, And other dangerous objects. Weapon Violence can cause serious injury and has been linked to mass shootings in schools

1.4.10 Hazing

Hazing refers to the infliction of physical or emotional harm upon students as part of an initiation into a group or organisation. It involves activities that can cause significant physical and emotional trauma to the individuals involved. Hazing is commonly associated with college fraternities and sororities, where initiates are subjected to various forms of mistreatment as a rite of passage. These practices can have long-lasting negative effects on the well-being of the students involved. (Jefrey, R. 2000 . pp. 45-62)

1.4.11 Intimidation

Intimidation, characterised by threatening behaviour intended to intimidate and frighten peers, poses a significant challenge within school settings. Often utilised as a form of bullying, intimidation inflicts emotional distress upon its victims (Jossey-Bass, 2008 P78-94.)

1.4.12 Vandalism

Vandalism encompasses various acts of damage or destruction inflicted upon school property, ranging from graffiti and defacement to broken windows and other forms of destruction. (Thomas, 1984 P56-73.)

1.4.13 Substance Abuse

Substance abuse, encompassing the use of drugs or alcohol, poses a significant threat to students and school environments. The consumption of substances can impair judgement, escalate aggression, and disrupt social relationships among students. (Fleming, 2008 P 45-62.)

1.4.14 Physical / Emotional Neglects

Physical and emotional neglect refers to the failure to provide essential needs, including food, emotional support, shelter, and medical care, to students. This neglect can have detrimental effects on the physical and emotional well-being of students, leading to various illnesses and impairments. (Sprague, 2002 P34-48.).

The issue of school violence has gained significant attention in recent years due to its detrimental effects on the well-being and academic performance of students. Recognizing the importance of understanding the prevalence, causes, and impact of school violence, numerous studies have been conducted worldwide to shed light on this pressing concern. In Algeria,

where the well-being of students is of utmost importance, researchers have directed their efforts towards examining the various aspects of school violence. This introduction aims to provide an overview of recent studies :

According to Belhadj (2019), the study aimed to explore the perceptions of secondary school students in Algeria regarding violence in their schools . The study used a survey questionnaire to gather data from a sample of 1300 students from various secondary schools in the country. The results revealed that students perceived physical violence as the most common type of violence in their schools, followed by psychological and verbal violence.

According to Machta (2018), the study aimed to investigate the perceptions and coping strategies of teachers in Algerian secondary schools. The study used a survey questionnaire to gather data from a sample of 120 teachers from different schools in the country. The results indicated that physical violence was the most common type of teachers, followed by verbal and psychological violence. The study also found that teachers used various coping strategies to deal with violence including punitive measures, counselling, and collaboration with parents

According to Bouanani (2017), the study aimed to examine the prevalence and risk factors associated with school violence in Algeria . The study used a survey questionnaire to gather data from a sample of 1475 students from different secondary schools in the country. The results indicated that school violence was prevalent in Algerian secondary schools with physical violence being the most common type of violence reported . The study also found that risk factors for school violence included gender, age, academic performance and family background

According to Guessous (2019), the study aimed to investigate the prevalence and associated factors of bullying in Algerian Secondary Schools . The study used a survey questionnaire to gather data from a sample of 1100 students from different schools in the country. The results revealed that bullying was prevalent in Algerian Secondary Schools with verbal bullying being the most common type reported by students. The study also found that factors associated with bullying included gender, age, academic performance, and family background.

According to Ammaria (2019), the study aimed to investigate the perception of school violence among high school students in Eastern Algeria. The results showed that most students believed that verbal abuse, physical assault, and bullying were the most common types of violence in their schools.

According to Ferkous (2020), the study aimed to investigate the prevalence and perceived causes of school violence among middle and high school students in Algeria. The results showed that the most common types of violence reported were verbal abuse and bullying, and

that the perceived causes of violence included family problems ,peer pressure, and media influence.

1.5 Causes and Effects of Violence

Various factors contribute to school violence in secondary schools, these can include :

1.5.1 Poverty

It can contribute to the occurrence of violence as individuals who struggle to meet their basic needs may resort to criminal activities as a means of survival. The desperation and lack of opportunities associated with poverty can push people towards engaging in violent behaviour in order to gain resources or exert control over their circumstances. (Anderson D. , 2017 , P121-140.)

1.5.2 Trauma

Individuals who have experienced trauma, such as abuse or neglect, are more likely *to* exhibit violent behaviour. The psychological and emotional wounds resulting from trauma can lead to feelings of anger, aggression, and a distorted sense of self. Without proper support and intervention, the trauma can contribute to a cycle of violence where individuals perpetuate the harm they have experienced onto others. (Davis M. , 2018 ,P81-100)

1.5.3 Substance Abuse

Particularly with drugs such as alcohol and cocaine, can increase aggression and lower inhibitions, leading to a higher likelihood of engaging in violent behaviour. Substance abuse can impair judgement, exacerbate existing conflicts, and escalate situations to a violent outcome. Additionally, individuals with mental health disorders who misuse substances may struggle to manage their emotions effectively, increasing the risk of violent behaviour (Thompson M. , 2019 ,P81-100.)

1.5.4 Social Disintegration

When social institutions such as families and communities fail or break down, individuals may become isolated and disconnected. The breakdown of social support networks and the absence of strong interpersonal relationships can contribute to feelings of frustration, hopelessness, and anger, which may manifest in violent behaviour. Lack of social cohesion

and belonging can lead individuals to seek alternative means of power and identity, often resorting to violence as a result. (Thompson S. , 2018 ,P120-138.)

1.5.5 Differences in Culture and Religion

Cultural and religious differences can create misunderstandings and conflicts that escalate into violence. Diverse belief systems, practices, and values can clash, leading to tensions and confrontations between individuals or groups. Failure to foster understanding, tolerance, and respectful dialogue can exacerbate these conflicts, potentially resulting in violent acts fueled by ideological or religious differences. (Davis M. , 2019 ,P80-81)

1.5.6 Socialization of Males and Females

The socialisation of boys and girls with different gender roles can contribute to gender inequality and, in some cases, lead to tension and conflict within families and communities. Stereotypical expectations and norms imposed on individuals based on their gender can create power imbalances, discrimination, and marginalisation. These disparities may result in frustration, resentment, and violence as individuals challenge or resist restrictive gender roles. (Roberts E. , 2021 ,P41-62.)

1.5.7 Family Disintegration

Family disintegration, including divorce, separation, or other factors leading to the breakdown of family units, can have profound effects on individuals. Feelings of insecurity, fear, and instability arising from family disintegration can contribute to a sense of vulnerability and hopelessness. These emotional challenges, coupled with disrupted social support systems, can increase the likelihood of engaging in violent behaviour as individuals struggle to cope with the aftermath of family disintegration. (Johnson, M. 2022 ,P27-48.)

1.5.8 Excessive Pampering by Parents

Excessive pampering by parents can have detrimental effects on children, instilling in them a sense of entitlement and a lack of empathy and respect for others. This dynamic can lead to family tension and conflict, as siblings may become jealous or resentful of the favoured child. The absence of boundaries and discipline within the family can contribute to an environment where violent behaviour is more likely to occur. (Anderson J. , 2020 ,P35-55.)

1.5.9 Political Conflicts and Disputes

Political conflicts and disputes can give rise to violence as individuals and groups may resort to violent means to achieve their objectives. In situations where peaceful resolution mechanisms are lacking or ineffective, individuals may turn to violence as a way to assert their interests, challenge perceived injustices, or gain power. Political instability, competing ideologies, and the desire for control can all contribute to the escalation of violence within these contexts. (Thompidon, D. 2019 ,P67-89.)

1.5.10 Weapons Access

Easy access to weapons, particularly firearms, can significantly impact the frequency and severity of violent acts. When individuals have convenient access to weapons, they are more likely to resort to their use in moments of conflict or aggression. The presence of firearms can escalate confrontations and make violent encounters more lethal, leading to a higher risk of severe injuries and fatalities. Restricting access to weapons, implementing stricter gun control measures, and promoting responsible ownership are essential steps in reducing the potential for violence. (Roberts S. , 2021 ,P103-125.)

1.5.11 Lack of Education and Critical Thinking

A lack of education and critical thinking skills can contribute to intolerance and violence towards others. Without access to quality education, individuals may struggle to develop empathy, understand diverse perspectives, and engage in constructive dialogue. This can lead to the perpetuation of stereotypes, prejudice, and discrimination, which in turn fuel acts of violence. Promoting education that fosters critical thinking, empathy, and respect for diversity is crucial in countering the root causes of violence and nurturing peaceful societies. (Johnson M. , 2022 ,P27-48.)

1.5.12 Learned Behaviour

Childhood exposure to violence, whether at home or through media sources, can have a profound impact on the development of children. Witnessing or experiencing violence during the formative years can normalise aggression, leading to learned behaviour that perpetuates violence later in life. Children who grow up in environments where violence is prevalent may internalise it as an acceptable means of resolving conflicts or asserting power. Addressing this issue requires early intervention, providing children with safe and nurturing environments,

and promoting positive role models and non-violent problem-solving techniques. Additionally, regulating and monitoring children's exposure to violent media content is essential to mitigate the potential negative effects (Davis E. , 2023 ,P142-163.)

Effects : School violence has far reaching consequences that extend beyond the immediate acts of aggression and victimization. Their effects can include :

1.5.13 Physical Injuries

Violence can have a wide range of physical consequences, varying from minor cuts and bruises to severe, life-threatening injuries. Acts of violence, such as physical assaults, can result in broken bones, internal injuries, lacerations, and other traumatic bodily harm. The physical injuries inflicted upon individuals can require medical treatment, hospitalisation, and rehabilitation. In extreme cases, violence can lead to permanent disabilities or even loss of life. The physical toll of violence underscores the urgent need for prevention and intervention strategies to ensure the safety and well-being of individuals and communities. (Thompson S., 2021 ,P58-82.)

1.5.14 Emotional Trauma

Experiencing violence can have profound psychological effects on individuals, leading to emotional trauma that can persist long after the physical wounds have healed. Emotional trauma resulting from violence can manifest in various ways, including depression, anxiety, post-traumatic stress disorder (PTSD), and other mental health disorders. The emotional scars left by violence can disrupt daily functioning, impair relationships, and hinder overall quality of life. It is essential to provide support and resources for individuals affected by violence to address and heal from the emotional trauma they have endured. . (Gregory, A. M. 2021 ,P60.)

1.5.15 Criminal Behaviour

Exposure to violence, whether as a victim or witness, can increase the likelihood of individuals engaging in criminal behaviour themselves. The cycle of violence perpetuates as individuals who have experienced violence may internalise it as a normative response or resort to aggression as a means of self-defence or asserting power. The psychological impact of violence can contribute to the development of maladaptive coping mechanisms, leading to criminal behaviour such as retaliatory violence, substance abuse, or involvement in illegal activities. Breaking this cycle requires comprehensive interventions that address the root

causes of violence and provide alternatives for individuals to channel their emotions and experiences in a non-destructive manner. (Corland, M. 2022 ,P96-118.)

1.5.16 Fear and Intimidation

Violence creates an atmosphere of fear and intimidation that can have long-lasting effects on individuals and communities. Those who have experienced or witnessed violence may live in constant fear of further acts of aggression, leading to heightened anxiety, hypervigilance, and a diminished sense of safety. Fear and intimidation can significantly impact individuals' daily lives, restricting their freedom, limiting their social interactions, and impeding their overall well-being. Reducing violence and its associated fear requires a multi-faceted approach that promotes safety, builds trust, and fosters supportive environments where individuals can thrive without the constant threat of violence. (Roberts E. , 2022 ,P 132-154.)

1.5.17 Broken Relationships

Violence can have devastating consequences for relationships, whether between individuals, within families, or within communities. Acts of violence can fracture the bonds of trust and intimacy, leading to strained relationships and long-term social and emotional consequences. Victims of violence may struggle to rebuild trust and form healthy connections with others, while perpetrators may face isolation and stigma. Additionally, violence can erode community cohesion, creating divisions and fostering a climate of distrust. Rebuilding and healing broken relationships requires community-wide efforts, including counselling, restorative justice practices, and initiatives that promote empathy, forgiveness, and conflict resolution skills. (Johnson D. , 2022 ,P23-42.)

1.5.18 Economic Losses

Violence can result in significant economic losses due to the cost of Medical Treatments, lost productivity and Violence can result in physical injuries ranging from minor cuts and bruises to life threatening injuries ,Individuals who experience violence may suffer from emotional trauma including depression ,anxiety, and post-traumatic stress disorder Individuals who experience or witness violence may be more likely to engage in criminal Behaviour themselves Violence can create a sense of fear and intimidation leading individuals to live in constant fear of further violence, it can damage relationships between individuals families and communities leading to long term social and emotional consequences And property damage (Anderson J. , 2021 ,P87,108.)

1.5.19 Stigmatisation

Victims of violence often face stigmatisation, which compounds the challenges they already endure. Society may stigmatised individuals who have experienced violence, blaming them for their victimhood or viewing them through a lens of judgement and prejudice. This stigmatisation can lead to discrimination, social exclusion, and a sense of isolation for the victims. Such negative attitudes and behaviours not only perpetuate the suffering of the victims but also create barriers to seeking support, accessing resources, and reintegrating into society. It is crucial to combat stigmatisation by raising awareness, promoting empathy and understanding, and creating a supportive environment that empowers and uplifts victims of violence (Davis S. , 2022 ,P67-88.)

1.5.20 Cultural and Social Tensions

Violence has the potential to exacerbate existing cultural and social tensions within communities and societies. Differences in beliefs, values, or ethnic backgrounds can be exploited and manipulated during conflicts, leading to further hostility and violence. Prejudice, discrimination, and stereotypes can deepen divisions and hinder efforts for reconciliation and peace-building. Addressing cultural and social tensions requires fostering dialogue, promoting understanding, and respecting diversity. Creating platforms for constructive engagement, cultural exchange, and collaborative problem-solving can help bridge divides and promote peaceful coexistence. (Thompson M. , 2022 ,P118-138.)

1.5.21 Loss of Life

One of the most devastating consequences of violence is the loss of human life. When violence claims lives, it creates a profound and lasting impact on families and communities. The loss of a loved one brings immeasurable grief, trauma, and emotional distress. Families are left to grapple with the void left by the absence of their loved ones, and communities are left mourning the loss of valued members. The ripple effects of these losses extend beyond the immediate circle of family and friends, affecting the wider community and society at large. Preventing violence and safeguarding lives is essential to protect the well-being and future of individuals, families, and communities (Roberts E. , 2021 ,P165-186.)

1.6 Theories Explaining Violence

These theories provide different perspectives and explanations for the occurrence of violence, considering various social, cultural, and individual factors that contribute to its manifestation in society.

1.6.1 Social Disorganisation Theory

According to (Wiley, 1987 ; P99-122). The theory suggests that school violence is a result of social disorganisation which occurs when a community is unable to maintain social order and control. Factors that can contribute to social disorganisation include poverty, unemployment ,lack of resources and high population density. These factors can lead to a breakdown of social bonds and community connections, which can increase the likelihood of school violence

1.6.2 Strain Theory

According to (Merton, 1968), this theory proposes that school violence is caused by the strain and frustration experienced by individuals who feel they are unable to achieve their goals or expectations. For example students who feel overwhelmed by academic pressure, social exclusion or bullying may be more likely to engage in violent behaviour as a means of coping with their stress and frustration

1.6.3 Cultural Deviance Theory

According to (Matza, 1964), the theory suggests that school violence is caused by the clash of values between different cultural groups, when students from different cultural backgrounds attend the same school, conflicts may arise as they attempt to reconcile their values and beliefs with those of their peers.

1.6.4 Social Learning Theory

According to (Domjan, 2010), this theory suggests that individuals learn violent behaviour through observation and reinforcement. This can include exposure to violent media or witnessing violence in the home or community.

1.6.5 Control Theory

According to (Olhin, 1960 , P1-13),this theory proposes that individuals are naturally inclined to engage in deviant behaviour, but are deterred from doing so by social controls, such as the fear of punishment or the desire to conform to social norms . When these controls are weakened or absent, individuals may be more likely to engage in violence

1.6.6 Labelling Theory

According to (Becker, 1963), this theory suggests that people who are labelled as deviant or criminal by society may internalise this label and engage in further deviant behaviour as a result. This can include violent behaviour as a means of resisting or rebelling against the label.

1.6.7 Routine Activities Theory

According to (Cohen, M. F. 1980 ; P53-70), this theory proposes that the occurrence of violent crime is largely a function of the opportunities available for it to occur. When there are suitable targets, absence of capable guardians, and the presence of motivated offenders, violence is more likely to occur.

1.6.8 Rational Choice Theory

According to (Herrnstein, 1985 ; P42-56), this theory suggests that individuals engage in violent behaviour as a result of a rational decision-making process, in which they weigh the potential benefits of violence against the potential costs, such as the risk of punishment.

1.6.9 Social Conflict Theory

According to (Durkeim,1933 ; P201-220), this theory posits that violence is the result of social inequality and conflict, such as that between different social classes or ethnic groups.

1.6.10 Feminist Theory

According to (Pasko,2004 ; P1-13), this theory focuses on the gendered nature of violence , including the ways in which violence against women is rooted in patriarchal social structures and cultural norms.

1.7 Conclusion

In Algeria, violence in secondary schools is a complicated subject, due to its detrimental effects on students' performance and well-being, it requires efforts from educators, policymakers, health care professionals, and communities to create a safe and nurturing learning environment. By employing evidence-based strategies, fostering resilience and promoting positive relationships.

Chapter Two:
Data Collection and Interpretation

2.1 Introduction

We will now go on to the empirical part of this research after presenting the theoretical foundation, the practical portion of our research is presented in this chapter , where we have mostly concentrated on students and teachers in particular or the school environment in general to uncover their former

2.2 Research Design

Numerous techniques, tools and methods are employed when conducting dissertations to facilitate understanding. Therefore, to ensure our study and validate or refute the hypotheses, our research utilized both qualitative and quantitative techniques employing fundamental instruments.

2.2.1 Teachers' Questionnaire

To comprehend fully how teachers are responding to this problem, and to develop the possible strategy to end violence in schools

2.2.2 Students' Questionnaire

To comprehend fully how students are responding to this problem, and to develop the possible strategy to end violence in schools

2.2.3 Participants

The samples who participated in this research are 24 teachers (13males-11females) and 20 pupils (7males and 13females).

2.2.4 Data Collection Procedure

The aforementioned tools were employed in the research project to collect useful data about school violence and its effects on learning. Starting with straightforward questionnaire to teachers and finalizing our work with another questionnaire to students.

2.3 Data Analysis

The data analysis stage involves organizing , cleaning, and analysing the responses from both questionnaires to gain a deeper understanding of the information.

2.3.1 Teachers' Questionnaire

Table1. Teachers' Gender

Gender	Number	Percentage
Male	13	55%
Female	11	45%
Total	24	100%

Based on the results, (55%) of the respondents identified as males, while (45%) identified as females. This indicates that there is a slightly higher representation of males among the surveyed teachers compared to females.

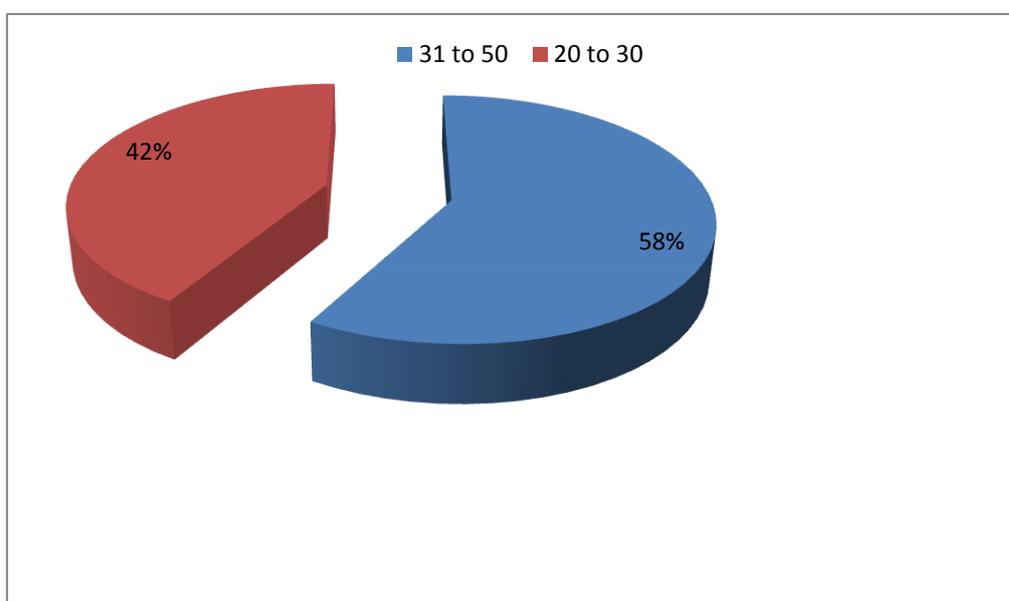


Figure 1. Teachers' Age

According to the pie-chart, (58%) of the respondents are aged between 31 to 50. The point is that most of them are adults, (42%) of them are young teachers aged between 20 to 30.

Question 1 : Are there more boys/girls in your school?

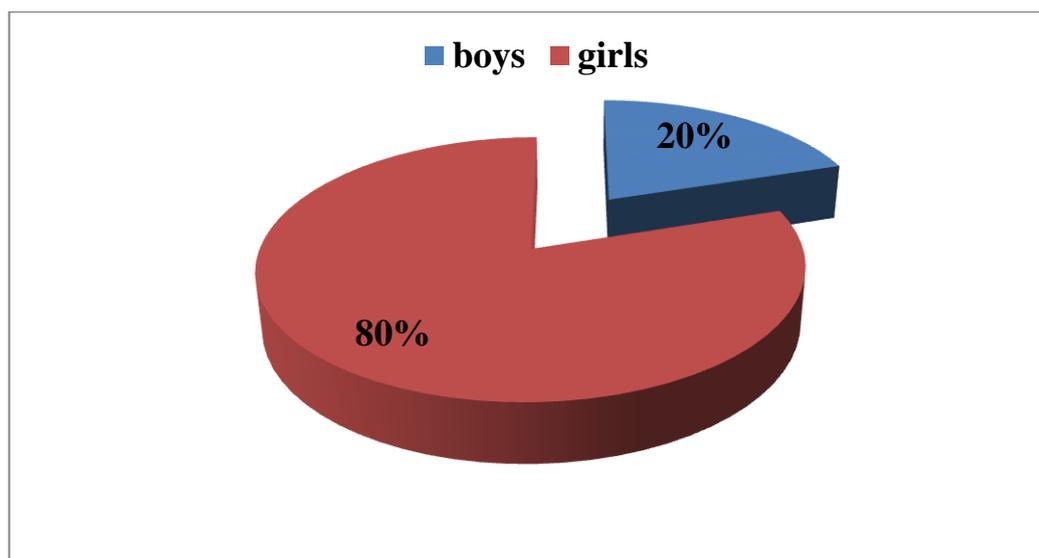


Figure 2 . Gender Distribution

We notice that there are more girls than boys in the school.

Question 2 : How do you sit and talk to your pupils?

	(n)	(%)
Never	0	0%
Always	18	75%
Rarely	6	25%
Total	24	100%

Table 2. Teacher-Student Communication

The results shows that the majority of teachers (75%) talk to their pupils and about (25%) don't: We can notice that most teachers do a great thing.

Question 3: How would you describe your relation with pupils?

	(n)	(%)
Good	11	46%
Very good	13	54%
Bad	0	0%
Total	24	100%

Table 3. Teacher-Student Interaction

The question aim is to know if there is a good or bad relation between teachers and their students, as the results show that (46%) of teachers have a good relation with their pupils and (54%) have a very good relation with them and there is no bad relations (0%). So, we conclude that the teachers have a very good relation with their pupils.

Question 4: How would you describe your relation with the colleagues?

	(n)	(%)
Good	13	54%
Very good	11	46%
Bad	0	0%
Total	24	100%

Table 4. Teacher-Teacher Interaction

According to the findings, the relation between teachers is good.

Question 5: How would you describe your relation with the administration?

	(n)	(%)
Good	15	62%
Very good	9	38%
Bad	0	0%
Total	24	100%

Table 5. Administration-Teacher Interaction

The result of this question shows that there is a good relation between the administration and teachers.

Question 6: How would you describe the school environment?

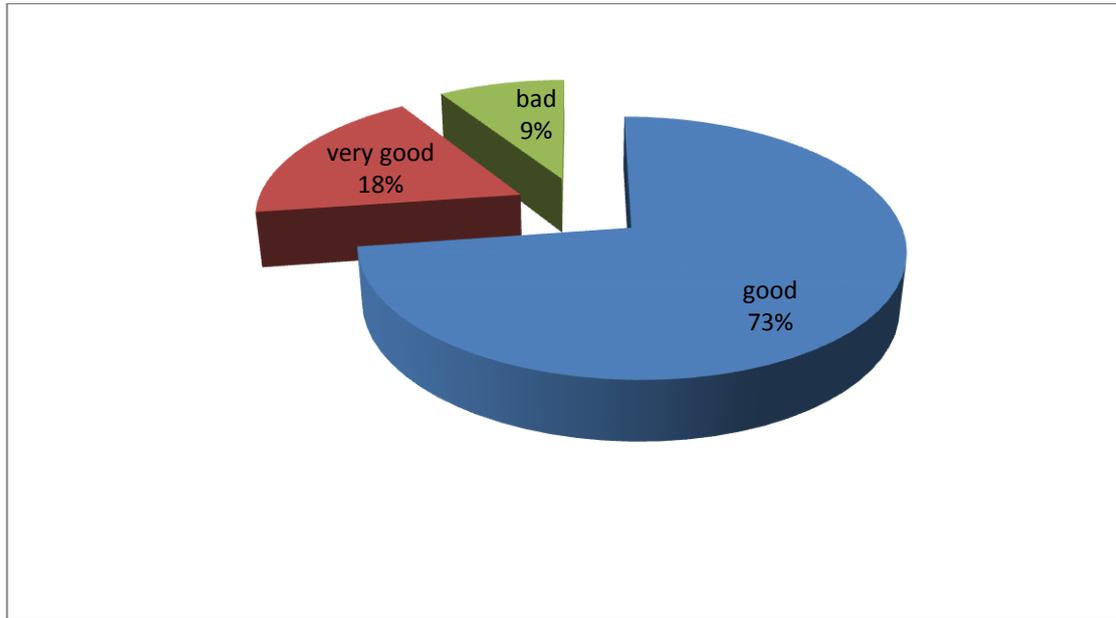


Figure 3. School Environment

According to the findings, the majority of teachers responding a percentage of (67%) like their school environment, while about 7 teachers (29%) answered that the atmosphere at school is bad.

Question 7: Do you discuss problems or school issues with pupils in classroom?

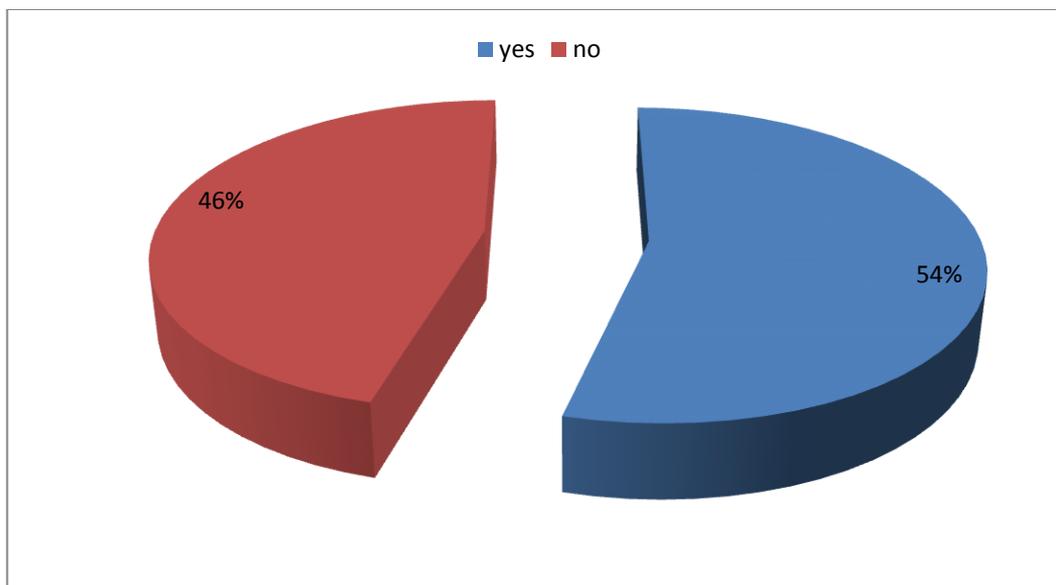


Figure 4. Teacher Discussions

The results revealed that most of the teachers (54%) talk about concerns and school-related issues and the minority of them (46%) don't , the previous pie chart shows these data.

Violence and School

Question1: Have you ever witnessed violence in school?

	(n)	(%)
Yes	18	75%
No	6	25%
Total	24	100%

Table 6. Prevalence of Violence

This inquiry seeks to determine the prevalence of violence in schools and the results obtained from this question showed that (75%) of teachers answered with “YES” and about 6 of teachers said “ NO” and this figure illustrates these answers well.

Question 2 : Who were part of violent actions in school?

	(n)	(%)
Pupil/pupil	13	54%
Pupil/teacher	4	17%
Pupil/administration	4	17%
Teacher/administration	3	12%
Total	24	100%

Table 7. Responsible Parties

-The question goal is to understand who is responsible for the violence at school, and as the result shows, the majority(54%) of violent actions were between pupils , (17%) between pupils and teachers and pupils, administration and about (12%) between teachers and administration.

Question 3: Have you ever been involved in violence in school?

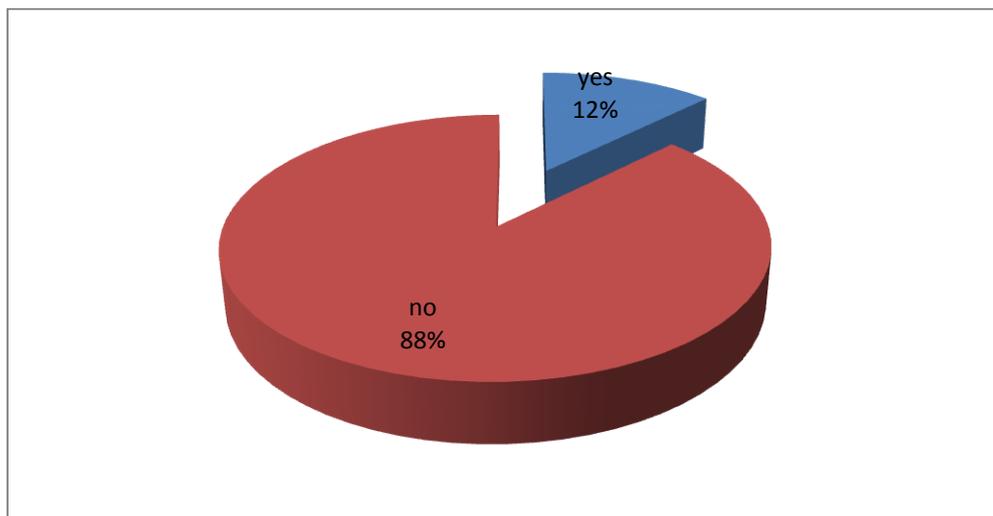


Figure 5 . Teacher Involvement in Violence

We conclude from this question that the majority represented by (87%) of teachers didn't involve in violence in school, and the remaining (13%) answered with "YES" , they've experience violence.

Question 4 : What kind of violence did you practise in school?

	(n)	(%)
Physical	6	25%
Verbal	18	75%
Material destruction	0	0%

Table 8 . Types of School Violence

The findings indicate that most of the teachers (75%) engage in verbal aggression.

Question 5 : Why do pupils become violent according to you?

	(n)	(%)
Family problems	15	26%
School problems	9	16%
Psychological problems	18	31%
Parents' neglect	16	27%

Total	58	100%
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Table 9. Causes of School Violence

The aim of this question is to know the causes school violence and as it is noticed here there is several causes contribute in the violence. So, (31%) said that it is caused by psychological problems, (27%) answered that the parents neglect is the reason of this phenomenon, (26%) about 15 teachers said that family problems are the source of school violence, and (16%) said that it is a result of school problems.

Media, Society and School Violence

Question 1 : Is mass media responsible of violence in schools ?

	(n)	(%)
Yes	22	92%
No	2	8%
Total	24	100%

Table 10. Impact of Social Media

The results show that social media platforms dramatically increase the likelihood of violence in schools.

Question 2 : Are pupils influenced by street violence?

	(n)	(%)
Yes	21	88%
No	3	12%
Total	24	100%

Table 11. Influence of Street Violence

The findings show that (88%) of teachers answered with “YES”, we conclude that pupils can be influenced by street violence and its impact can extend beyond the immediate individuals involved.

- **Suggestions for avoidance of school violence occurrence**

Question1 : Is punishment effective against violence?

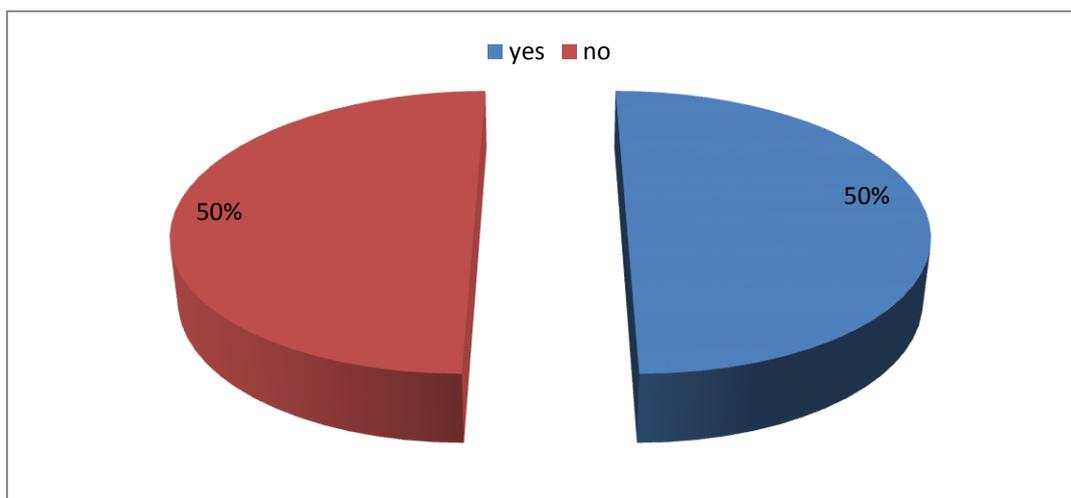


Figure 6 . Avoidance of School Violence Occurrence

In this question, the result reveal that the teachers were equal to the answers , it means they see that punishment is good and bad in same time in the avoidance of violence in schools.

Question 2 : What solutions do you suggest to impede school violence ?

The solutions can be summarized as follows:

- The awareness
- Working on the psychological level of adolescents in order to comfort them and increase self-confidence.
- Build a good relation with all parts (teacher-pupils-parents-community)
- Respect should be shared anyway
- Effective training to teachers/administration to deal with violent pupils
- Provide psychologists in schools
- Treating the causes then solving them
- Parents' contribution

- Communication at home
- Cooperation between teachers and parents
- Teachers must be guiders to peace

2.3.2 Students' Questionnaire

Students' Gender

Gender	Number	Percentage
Male	07	35%
Female	13	65%
Total	20	100%

Table12. Students' Gender

These findings show a higher proportion of female students in the surveyed population, indicating a potential gender imbalance or disparity in the sample,

Students' Grade Level

Grade level	(n)	(%)
First year	0	0%
Second year	5	25%
Third year	15	75%
Total	20	100%

Table13. Students' Grade Level

Based on the results, it appears that there are no students from the first year. Instead, (25%) of them belong to the second year, while a majority of (75%) are in the third year.

Question 1 : Have you witnessed any incidents of violence (physical, verbal or emotional) within your school?

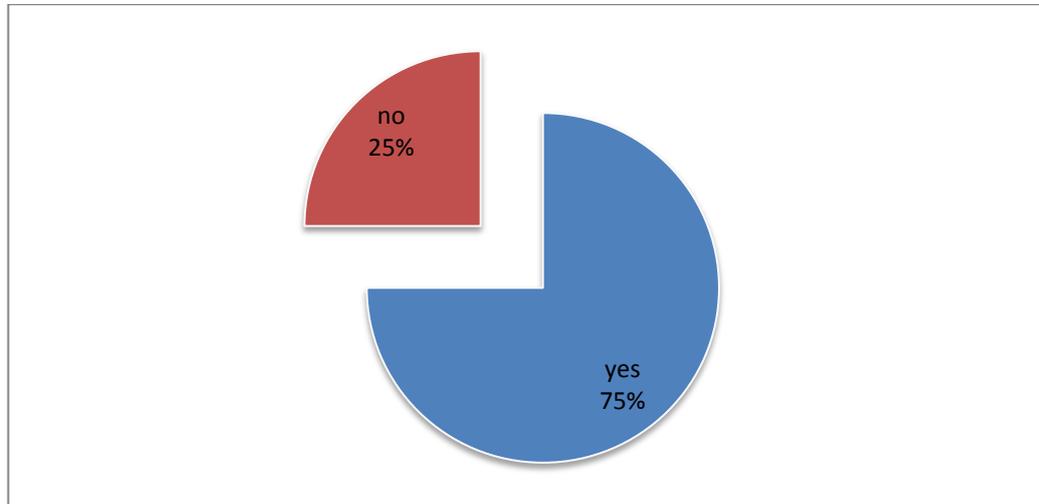


Figure7. Witnessing Violence

The results indicate that (75%) of the students have witnessed some form of violence (physical, verbal, emotional) within their school. This suggests a significant prevalence of violence within the school environment. On the other hand, (25%) of them reported not witnessing any violence. These findings emphasize the need to address and prevent violence in schools to ensure a safe and supportive learning environment for all students.

Question2 : Are you aware of any bullying incidents that have occurred in your school?

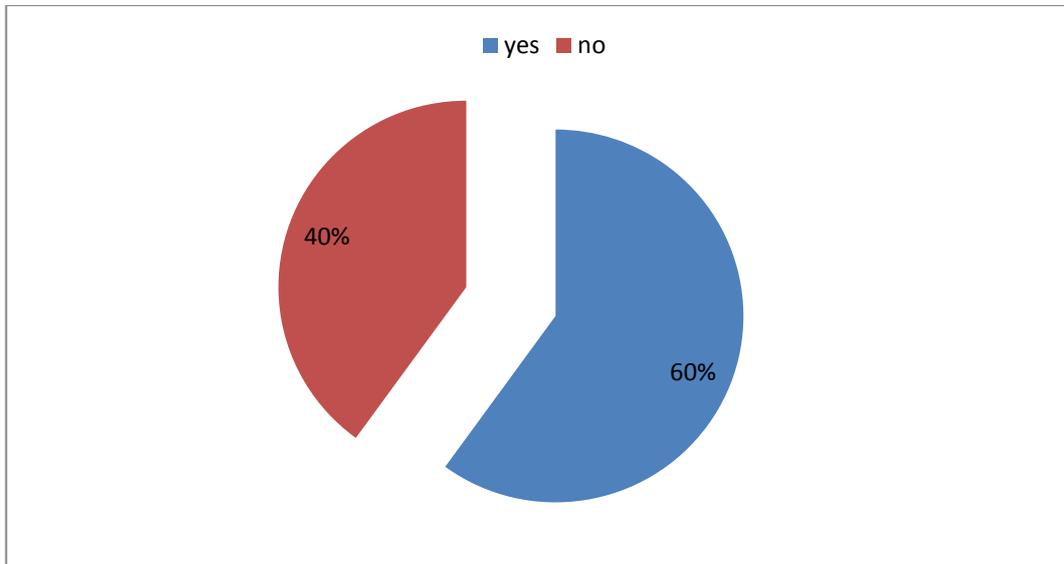


Figure 8. Bullying Awareness

The findings reveal that (60%) of the students are aware of bullying incidents that have occurred in school. This indicates a considerable proportion of students who have knowledge or awareness of bullying incidents taking place. On the other hand, (40%) of them reported not being aware of any bullying incidents.

Question3 : describe the type of bullying that you have observed or heard about.

The purpose of this question were to know the types of bullying in schools and it seems that the types of bullying that were observed or heard about predominantly involve physical and verbal violence.

Question5 :Do you feel safe at your school ?

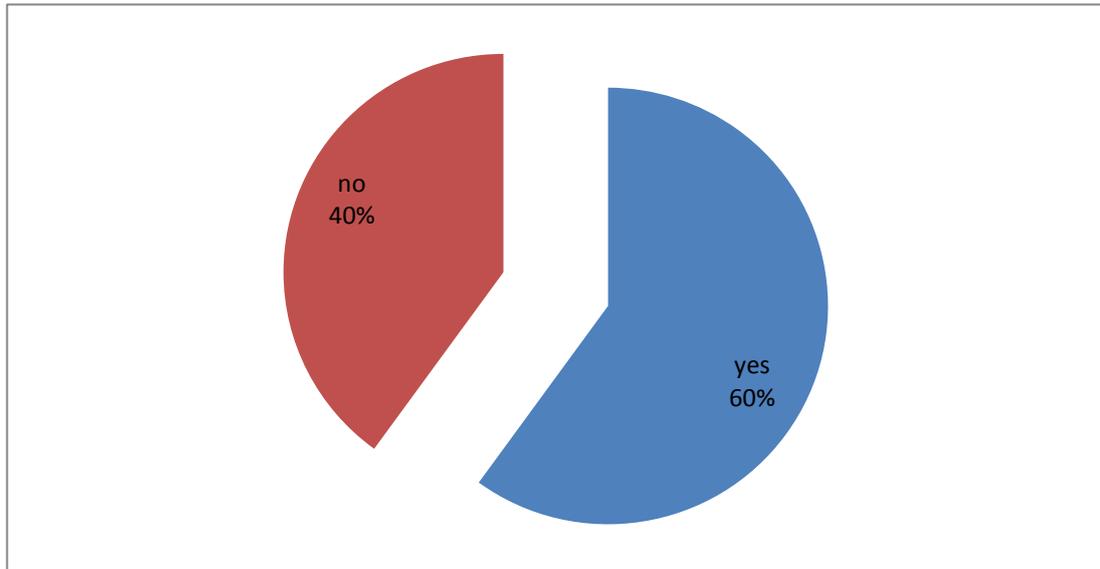


Figure 9. Feeling of Safety

The results show that (60%) of the respondents reported feeling safe at their school, while (40%) indicated that they don't feel safe. These findings highlight the importance of addressing safety concerns within the school environment .

Question4: Have you ever been a victim of violence at school?

	(n)	(%)
Yes	12	60%
No	8	40%
Total	20	100%

Table 14. Personal Victimization

Based on the findings, it indicates that (60%) of the respondents reported being victims of violence at school, while (40%) stated that they haven't experienced violence.

Question5: If yes, describe the experience and how it affected you ?

The aim of this question were to show the type and the impact of violence on students and most of the responses were about physical and verbal violence and it affected the them horribly.

Question6: Do you think there is enough awareness and education about the consequences of school violence?

	(n)	(%)
Yes	9	45%
No	11	55%
Total	20	100%

Table 15 . Awareness and Education

It indicates that (45%) of the respondents believe that there is enough awareness of school violence, while (55%) expressed the opinion that there is not enough awareness and education. These findings suggest that a majority of the surveyed students feel that more needs to be done to raise awareness and provide education about the consequences of school violence.

Question7: In your opinion, what can be done to prevent school violence and create a safer school environment?

The aims' question were to take suggestions for preventing this phenomenon and the solutions can be summarized as follows:

- The awareness in all the school environment
- The communication between parents and their children
- The communication between teachers and their students
- The communication between administration and parents
- Strict punishment

Question8: How comfortable do you feel reporting incidents of violence to a teacher or school staff member?

Most of the responses showed that most of students were uncomfortable in reporting incidents of violence to teachers or to the administration.

Question9 : Do you think social media contribute to school violence?

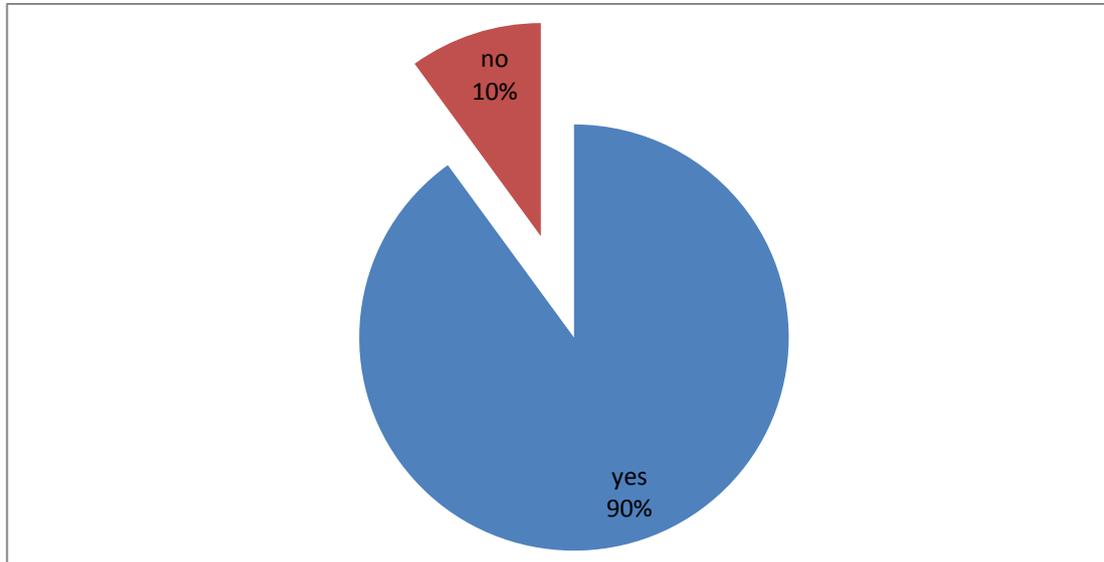


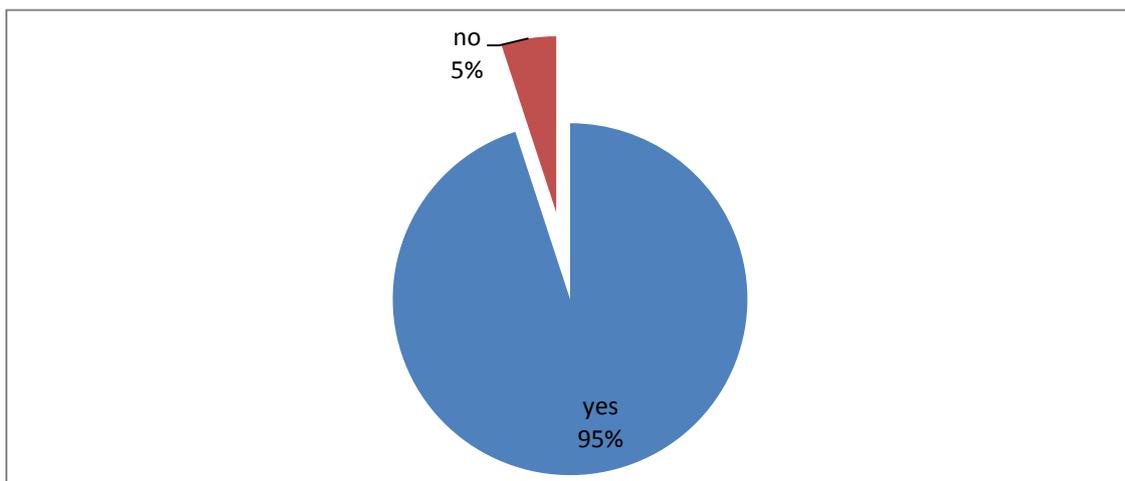
Figure 10. Influence of Social Media

It shows that (90%) believe that social media contributes to school violence, while only (10%) expressed the opinion that it doesn't. these indicate a strong consensus among the surveyed students that social media plays a role in school violence. It highlights the need to address the impact of social media on student behaviour and interactions, as well as develop strategies to promote responsible and positive online behaviour.

Question 10: Have you ever witnessed any acts of kindness or positive initiatives aimed at preventing school violence in your school?

Most of the students answered “yes” with and minority of them answered with” no “

Question 11: Do you believe that addressing mental health issue can help reduce school



violence?

Figure 11 . Mental Health

Based on the results, it reveals that (95%) of the respondents said that addressing mental health issues can help reduce school violence, while only (5%) expressed the opinion that it would not be effective. These findings suggest a strong consensus among the surveyed students that addressing mental health is crucial in reducing school violence. It highlights the need to prioritize mental health support and resources within schools, as well as implementing preventive measures that promote positive emotional well being.

Question 12: Is there anything else you would like to share about school violence in your secondary school ?

We can summarize their responses as follows ;

- The role of parents is important in preventing this phenomenon.
- Students must be more polite
- Teachers should punish their students for such behaviours
- And the others thank us because we gave to them the opportunity to talk about what they face in their schools.

2.4 Discussion of the Findings

The purpose of this study was to examine the prevalence of school violence and explore teachers' and students' perceptions regarding various aspects of violence within their educational environment. Two questionnaires were administered to a sample of teachers and students , gathering their responses on topics such as the types of violence , awareness of consequences, the role of social media

2.4.1 Teachers' Questionnaire

Gender Distribution

The fact that there are more girls than boys in the school could have implications for understanding school violence, as different gender dynamics may come into play.

Teacher –Student Communication

It is encouraging that the majority of teachers (75%) reported engaging in conversations with their students . Effective communication channels help create a supportive environment and enable early identification and resolution of potential issues.

Teacher –Student Interactions

The findings indicate that a significant portion of teachers (54%) have a very good relationship with their students, while (46%) have a a good relationship. Positive teacher-student relationships are crucial for fostering trust, mutual respect, and a conducive learning environment

Teacher-Teacher Interactions

It is positive to learn that the relation between teachers is good, collaborative and supportive relationships among teachers can contribute to a safer school environment by sharing best practices and addressing concerns collectively

Administration-Teacher Interactions

The results show a good relationship between the administration and teachers. Strong collaboration and communication between these stakeholders are essential for implementing effective strategies to prevent and address school violence.

School Environment

The majority of teachers (67%) reported liking their school environment, while (29%) indicated a negative atmosphere. It is important to address any concerns related to the school environment to create a positive and safe space for both teachers and students.

Teacher Discussion

The results indicate that (54%) of teachers engage in discussions about concerns and school-related issues, while (46%) do not. Encouraging open dialogue among teachers can help address and prevent school violence by sharing insights and experiences.

Prevalence of Violence

The questionnaire aimed to determine the prevalence of violence in schools, with (75%) of teachers confirming its presence, while 6 of teachers reported for proactive measures to mitigate and prevent violence within the school setting.

Responsible Parties

Understanding the breakdown of violent actions is essential. The findings indicate that (54%) of violent actions occurred between pupils, (17%) involved pupils and teachers, (12%) involved teachers and administration. Identifying the responsible parties helps tailor interventions and allocate resources effectively.

Teacher Involvement in Violence

It is encouraging to note that the majority of teachers (87%) did not report being involved in violence, while (13%) confirmed experiencing school violence. Supporting teachers affected by violence is crucial to ensure their well-being and ability to provide a safe learning environment.

Forms of Aggression

The findings suggest that verbal aggression is the most prevalent form, with (75%) of teachers reporting engagement in such behaviour. Efforts should be made to address and minimize aggressive behaviours among both teachers and students.

Causes of School Violence

The questionnaire sought to identify the causes of school violence. Psychological problems (31%), parental neglect (27%), family problems (26%), and school problems (16%) were identified as contributing factors. Addressing these root causes is important for developing effective preventive strategies

Impact of Social Media

The results indicate that social media platforms significantly increase the likelihood of violence in schools. Recognizing and addressing the negative influence of social media through awareness programs and responsible online behaviour education is crucial.

Influence of Street Violence

The findings show that (88%) of respondents believe that pupils can be influenced by street violence, with the impact extending beyond immediate individuals. Understanding these external influences helps inform preventive measures and support systems within the school.

In terms of solutions, the teachers suggests several key approaches, including raising awareness, addressing adolescent psychological well-being, fostering positive relationships among all stakeholders (teachers, students, parents, and the community) , promoting mutual respect, providing effective

2.4.2 Students' Questionnaire

Gender Distribution

The survey indicates that there is a higher percentage of females (65%) compared to males (35%) among the students who participated.

Year of Study

The majority of students (75%) are in their third year of high school, while the remaining (25%) are in their second year.

Witnessing Violence

A significant majority (75%) reported witnessing incidents of violence within their school, while (25%) said they had not witnessed any such incidents.

Bullying Awareness

(60%) of students were aware of bullying incidents occurring in their school, while (40%) claimed not to be aware. For the (60%) of students who are aware of bullying incidents , it suggests that these incidents are visible and prominent within the school environment. On the other hand, the (40%) of them who claim not to be aware of bullying incidents present an

important concern, it is possible that these students may be less observant or not have encountered bullying directly. However, it is also important to consider the possibility that some incidents may go unnoticed or unreported. This discrepancy in awareness highlights the need for proactive measures to identify unreported incidents of bullying, ensuring that all students are aware of and can contribute to creating a safe and respectful school environment.

Types of Violence

The most commonly reported types of violence were physical and verbal, according to the students' responses. This observation highlights the prevalence and significance of these forms of violence within the school environment, calling for attention and intervention. Physical violence involves direct physical acts of aggression such as hitting, pushing, or physically intimidating others. Verbal violence on the other hand, encompasses the use of derogatory language, insults, or spreading rumors to harm others. These types can have detrimental effects on the well being and academic performance of the victims.

Feeling of Safety

(60%) of students feel safe at their school, while (40%) expressed feeling unsafe. For the majority of students who feel safe at school, it suggests that their educational environment provides a sense of security and comfort. This is a positive indication that the school has implemented measures to promote safety and create a supportive atmosphere. On the other hand, the (40%) of students who don't feel safe at school require immediate attention, it is crucial to delve deeper into the reasons behind their feelings of insecurity and identify the underlying factors that contribute to their discomfort. This information can guide the development and implementation of targeted interventions to address their concerns and create a safer environment.

Personal Victimization

(60%) of students admitted to being victims of violence at school, while (40%) claimed not to have experienced such victimization. For the students who admitted to being victims of violence, their experiences point to a concerning prevalence of violence within the school environment. These students have likely endured various forms of physical, verbal, or emotional aggression, which can have detrimental effects on their well being, self esteem, and academic performance. On the other hand, the 40% of them may suggest either a genuine lack of exposure to violence or potential underreporting of their experiences.

Impact of Violence

The majority of students described their experiences of physical and verbal violence as having a negative impact on them. This observation underscores the detrimental effects of violence on the well being and overall development of students within the school context.

Awareness and Education

The survey indicates that (45%) of students believe there is enough awareness and education about the consequences of school violence, while (55%) feel there is insufficient awareness and education. For the (45%) , it suggest that they perceive existing efforts and initiatives to be effective in disseminating information and educating students about the impact of violence. They may feel that their school community is actively addressing the issue and taking steps to prevent and respond to violence appropriately. On the other hand, the (55%) indicate a concern that more needs to be done to effectively educate students about the consequences of school violence.

Suggestions for Prevention

Students proposed several solutions for preventing school violence , including promoting awareness throughout the school environment, fostering communication between parents and children, improving communication between teachers and students, enhancing communication between the administration and parents, and implanting strict punishments for offenders.

Reporting Incidents

Most of the students expressed discomfort in reporting incidents of violence to teachers or school staff members.

Influence of Social Media

The survey suggests that the majority of students (90%) believe social media contributes to school violence, while a smaller percentage (10%) disagrees. For the 90% , their opinion likely stems from observation of negative online behaviours, cyberbullying incidents, and the amplification of conflicts through digital platforms. They recognize the potential for social media to serve as a medium for spreading harmful content. On the hand, the 10% may hold different perspectives or have not personally witnessed negative effects linked to social

media, they may also believe that social media can be a positive tool for communication, connection, and education when used responsibly.

Acts of Kindness

Many students reported witnessing acts of kindness or positive initiatives aimed at preventing school violence in their school, although a minority claimed not to have witnessed any. This observation highlights the existence of proactive efforts within the school community to create a safe and supportive environment. For the students who witnessed acts of kindness their experiences indicate a positive school climate characterized by empathy, support, and a collective commitment to preventing school violence. On the other hand, the students who claimed not to have witnessed any acts of kindness may suggest several possibilities. It is possible that such acts are less visible within the school community. There might be a lack of initiatives or programs addressing violence prevention. Additionally, some students may simply haven't been in situations where they witnessed positive actions related to violence prevention.

Mental Health

The overwhelming majority (95%) of students believe that addressing mental health issues can help reduce school violence, while a small percentage (5%) disagrees. For the 95% of students who believe that addressing that mental health issues can help reduce school violence, their viewpoint likely stems from recognizing the interplay between mental health and behaviour, they understand that underlying mental health challenges such as trauma, anxiety, depression, or anger issues, can contribute to aggressive or violent behaviours. On the other hand, the 5% of them may hold different perspectives or have not personally witnessed the connection between mental health and school violence.

Additional Insights

Students emphasized the importance of parental involvement in preventing school violence, the need for students to display more respectful behaviour, and the role of the teachers in enforcing discipline. Some expressed gratitude for the opportunity to share their experiences.

These findings provide valuable insights into the prevalence of violence, the perceptions of safety, and the proposed solutions regarding school violence among the surveyed students.

General Conclusion

General Conclusion

Every day, there is a significant issue with school violence that needs to be severely addressed because it is a serious issue that demands immediate attention and action. Its negative effects on students' well-being and academic performance cannot be overlooked. The growing number of victims emphasizes the urgency to address this problem effectively.

Raising awareness is crucial step in combating school violence. Starting with students and their parents, and involving instructors and the wider community, is essential in creating a comprehensive approach. Prevention programs, policies, and even stricter rules can help establish a safer school environment.

The present research study dealt with violence in Algerian secondary schools , a remarkable issue that threatens our students and influences their learning environment. The research is divided into two main chapters, the first chapter contained violence in Algerian secondary schools starting from the types and the real causes and effects ending with solutions to avoid it , then the last chapter which analysed data gathered using the two questionnaires.

The findings of this study confirmed the three hypotheses in which violence deeply affect learners' learning atmosphere and preventing it requires a comprehensive approach involving students, teachers, parents and community.

Suggestions and Recommendations

Violence in Secondary Schools can have severe negative impacts on students' physical and mental health. It can result in injuries, trauma, anxiety, and depression. By actively addressing and combatting violence in secondary schools, we can effectively protect students' well-being and create safer and healthier learning environments. This include implementing preventive measures, providing appropriate support services, and fostering a culture of respect and empathy.

Creating a positive school culture and environment is essential in addressing and preventing violence in Secondary Schools. This involves establishing a safe and welcoming climate where respect, kindness, and inclusivity are valued. Schools can achieve this by promoting positive values and behaviours among students, staff, and teachers. Modelling positive behaviour, providing clear expectations, and addressing negative behaviour promptly are effective strategies in fostering a positive school culture. Creating a sense of belonging and connectedness within the school community can significantly reduce the risk of social isolation and violence. (Smith J. C., 2004 ;P87.)

Engaging students in school activities, clubs, and sports can have a positive impact on their overall well-being and reduce the likelihood of engaging in violent behaviour. By providing opportunities for students to participate and contribute to the school community, they develop a sense of belonging, purpose, and responsibility. Student involvement also helps foster positive relationships among peers and with teachers, creating a supportive and inclusive school environment. (Smith J. 2004 ;P45.)

Establishing clear and comprehensive policies and procedures is crucial for preventing and addressing violence in schools. These policies should cover various forms of violence, including bullying, harassment, and physical altercations. It is important to communicate these policies to students, parents, and staff members, ensuring everyone understands their rights, responsibilities, and the consequences of engaging in violent behaviour. Consistently enforcing these policies promotes a safe and orderly learning environment for all. (Ph.D, 2004 ;P78.)

Teachers and staff play a vital role in identifying and responding to signs of violence and mental health concerns. Providing training on recognizing warning signs, conflict resolution, and appropriate intervention strategies equips educators with the necessary skills to address

General Conclusion

and prevent violence. Schools should also offer resources such as counselling services and referrals to outside mental health professionals to support students who have experienced violence. (Smith J. C., 2004 ;P42.)

Ensuring that students who have experienced violence have access to counselling and support services is essential for their well-being and recovery. Individual and group counselling, crisis intervention, and referrals to outside mental health professionals can provide the necessary support to help students heal and cope with the traumatic effects of violence. Creating a safe and confidential space for students to express their emotions and seek guidance is crucial in their recovery process. (Smith G. &, 2004 ;P78-10

Collaboration between schools, parents, and the wider community is crucial in creating safe and supportive environments for students. Schools can engage parents through outreach and education programs, providing information and resources on violence prevention strategies. Partnerships with community organisations and law enforcement agencies can further strengthen the support network available to students and provide additional resources for prevention and intervention efforts.

Restorative justice practices offer an alternative approach to addressing harm caused by violence. These practices focus on repairing the harm caused, promoting accountability, and restoring relationships. By involving all parties affected by an incident of violence, restorative justice practices encourage dialogue, empathy, and understanding. This approach emphasises personal growth, learning from mistakes, and finding ways to prevent future harm, rather than solely relying on punitive measure (Bob Costello, p. 76)

Positive relationships between students and teachers play a crucial role in preventing violence. Schools can foster these relationships through mentoring programs, peer mediation initiatives, and positive reinforcement of good behaviour. By creating a supportive and nurturing environment, students feel valued, respected, and connected, reducing the likelihood of engaging in violent behaviour. (Starratt, 2004 ;P62.)

Open communication channels between students, teachers, and administrators are vital in addressing and preventing violence. Schools should provide opportunities for students to provide feedback, voice their concerns, and participate in decision-making processes. Open-door policies, where students feel comfortable approaching teachers or administrators with their problems, promote transparency, trust, and a sense of belonging. Encouraging honest

General Conclusion

and respectful dialogue helps identify potential issues early on and enables proactive intervention. (Gulledge, 2006 ;P78.)

Schools should regularly evaluate the effectiveness of their prevention and intervention strategies to ensure they remain relevant and responsive to changing circumstances. Collecting data on incidents of violence, monitoring the impact of policies and procedures, and seeking feedback from students and parents are crucial in assessing the effectiveness of current strategies. This ongoing evaluation allows schools to make informed adjustments and improvements to their approaches, ensuring the safety and well-being of students. (Ronald D. Stephens, 2011 ;P. 112-130.)

By acknowledging the multifaceted nature of school violence and implementing comprehensive approaches, we can foster environments where students feel safe, respected, and supported. Investing in prevention, intervention, and support measures will contribute to the well-being and academic success of students while promoting a culture of non-violence within secondary schools. (Davis, M 2019 ;P.21-40).

Addressing violence in secondary schools necessitates a collaborative effort from various stakeholders. Educators, parents, policymakers, and law enforcement agencies must work together to develop effective strategies and interventions. Educational programs that promote positive values, conflict resolution skills, and empathy can help prevent and mitigate violence. Providing targeted support services, such as school-based counselling, can assist both victims and perpetrators in overcoming the underlying issues that contribute to violence. Moreover, fostering a safe and inclusive learning environment that celebrates diversity, nurtures positive relationships, and empowers students is crucial in creating a sustainable change.

Start courses that increase knowledge of the effects of school violence, provide instructions on detecting and dealing with violence.

Establish a secure, private method where pupils can come forward with information about acts of violence without being afraid of retaliation.

Engage parents and guardians in discussions on recognizing signs of violence, promoting healthy relationships , and fostering communication. Encourage them to take an active role in developing a supportive and safe school environment.

General Conclusion

To effectively handle school violence, collaborate with regional community organizations, and mental health specialists. Utilize their knowledge and assets to create prevention initiatives and awareness campaigns

Encourage social emotional learning by integrating it the curriculum and placing an emphasis on abilities like empathy, self-awareness, responsible decision-making, and conflict resolution. Give pupils the chance to apply these abilities in real-life situations.

Implement consistent and appropriate disciplinary measures for students involved in violent behaviours , ensure that consequences are fair, proportionate, and effectively communicated to deter future incidents.

Foster a positive and inclusive school environment by promoting respect , empathy , and tolerance.

Appendices

**Teachers' Questionnaire on
School Violence**

*This questionnaire is addressed to teachers of the Algerian secondary schools in Chlef
concerning school violence*

1. General details

1.1. Sex: Male Female

1.2. Age: ... years

1.3. Teaching experience..years

1.4. The taught Level.....

1st year 2nd year 3rd year

2. Marital Status and Relations

2.1. Are you?

Bachelor married Divorced

2.2. Do you have children?

Yes No

3. School Environment and Regulations

3.1. Are therein your school?

More boys than girls More girls than boys

3.2. How often do you sit and talk to your pupils?

Never always Rarely

3.3. How would you describe your relation with pupils?

Good Very good Bad

3.4. How would you describe your relation with colleagues?

Good Very good Bad

3.5. How would you describe your relation with the administration?

Good Very good Bad

3.6. How would you describe the school environment?

Good Very good Bad

3.7. How do you contact administration or colleagues inside the school?

Mobile Directly in the school yard
 Meetings Others, please state.....

3.8. Do you discuss problems or school issues with your pupils in the classroom?

- Yes No

3.9. How often do you discuss school problems with the administration?

- Never Always Rarely

3.10. How do you feel when inside the school?

- stressed Normal Very comfortable

3.11. Do you participate in school cultural and sport manifestation?

- Yes No

3.12. Are you aware of school regulations?

- Yes No

3.13. Are school regulations in favor of pupils?

- Yes No

3.14. Are school regulations in favor of teachers?

- Yes No

3.15. What is the most boring thing in the school?

- Crowded classes teachers Administration Pupils

Others.....

4. Violence and school

4.1. Have you ever witnessed violence in the school?

- Yes No

4.2. Who were part of violent actions in the school?

- Pupils/Pupils Pupils/teachers Pupils/Administration
 Teachers/administration

4.3. Have you ever been involved in violence in the school?

- Yes No

4.4. With whom did you practice violence?

- teachers Administration Pupils

4.5. What was the reaction?

.....

4.6. What kind of violence did you practice in school?

- Physical Verbal Material Destruction

4.7. How do you feel after being violent?

.....

4.8. Why do pupils become violent according to you?

Family problems School problems Psychological problems

Parents' neglect Others

4.9. Do pupils take drugs in your school?

Yes No

5. Media, Society and School violence

5.1. Is mass media responsible of violence in schools?

Yes No

5.2. Are pupils influenced by street violence?

Yes No

5.3. Does media serve restricting violence in schools?

Yes No

5.4. Does the society serve restricting violence in schools?

Yes No

6. Suggestions for the avoidance of school violence occurrence

6.1. Is punishment effective against violence?

Yes No

6.2. What solutions do you suggest to impede school violence?

.....
.....
.....

6.3. Other comments? Please feel free.

.....
.....
.....

Thank you very much for your cooperation

Students' questionnaire on school violence

Gender

- Male
- Female
- prefer not to say

Grade level

- First year
- Second year
- Third year

Have you witnessed any incidents of violence (physical, verbal or emotional) within your school? if yes, please provide a brief description of the incident(s)

- Yes
- No

Are you aware of any bullying incidents that have occurred in your school?

- Yes
- No
- Autre :

Préremplissez les réponses, puis cliquez sur "Obtenir le lien"

Describe the type of bullying that you have observed or heard about.

Votre réponse

Do you feel safe at your school?

Yes

No

Have you ever been a victim of violence at school?

Yes

No

If yes, please describe the experience(s) and how it affected you?

Votre réponse

Do you think there is enough awareness and education about the consequences of school violence ?

Yes

No

In your opinion, what can be done to prevent school violence and create a safer school environment?

Votre réponse

Préremplissez les réponses, puis cliquez sur "Obtenir le lien"

How comfortable do you feel reporting incidents of violence to a teacher or school staff member ? please explain your response.

Votre réponse

Do you think social media contribute to school violence ?

Yes

No

Have you ever witnessed any acts of kindness or positive initiatives aimed at preventing school violence in your school?

Votre réponse

Do you believe that addressing mental health issues can help reduce school violence?

Yes

No

Is there anything else you would like to share about school violence in your secondary school?

Votre réponse

[Obtenir le lien](#)

N'envoyez jamais de mots de passe via Google Forms.

Préremplissez les réponses, puis cliquez sur "Obtenir le lien"

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