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UNIVERSITY ABD EL HAMID IBN BADIS.

FACULTY OF FOREIGN LANGUAGES, DEPARTMENT OF ENGLISH.

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**INVESTIGATING TEACHERS' PERFORMANCE IN FRAGILE SCHOOL ENVIRONMENT  
CHARACTERIZED BY HIGH VIOLENCE AGAINST TEACHERS AND DRUG ABUSE AMONG  
THE STUDENTS.**

**CASE STUDY: TEACHERS OF NEW TIGDITT SECONDARY SCHOOL**

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**Fatima Zohra Laghouati, M.Sc. Language & Communication**



**Chairperson:** Mrs Bekri HAMERLAIN

**Supervisor:** Dr. Dalal SARNOU

**Examiner:** Dr. Hnane SARNOU

university Abdelhamid Ibn Badis

university Abdelhamid Ibn Badis

university Abdelhamid Ibn Badis



## Abstract

The purpose of this study is to investigate whether teachers are adequately equipped to train the youth of today, considering the different dangers they face in their career, specifically violence. Also, the study examine the impact of those dangers on their classroom management and their teaching performance. The study is qualitative. The data resource were teachers at the New Tigditt Secondary school Mostaganem. The number consisted of 3 teachers of varied subjects. The data collected were through interview conducted online. We found out that teachers suffer from students threats on a regular basis. They deal with these cases with abilities they have developed through experience as the training they underwent was not helpful. Furthermore, teachers deal with verbal threats with efficacy. Whereas, they were not subjected to any physical abuse as of yet.

**Key words:** Violence, class management, skills, training.

## Dedications

I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving parents whose words of encouragement and push for tenacity ring in my ears. My brothers have never left my side and are very special. I also dedicate this dissertation to my many friends and colleagues who have supported me throughout the process. I will always appreciate all they have done, especially my Nigerian friend, Surajo Abubakar I. Kirari for helping me to develop my technical skills and for the many hours of proofreading.

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# TABLE CONTENTS

Abstract.....	i
Dedication.....	ii
Acknowledgement.....	iii
General introduction.....	1
background study.....	2
Problem statement .....	2
Question statement .....	2
Hypothesis.....	2

## Chapter one: Literature review

1.1	Introduction .....	3
1.2	The sociology of education definition.....	3
1.3	The hazards of being a teacher.....	3
1.3.1	Financial stress .....	3
1.3.2	Economic issues .....	4
1.3.3	Workplace violence .....	4
1.3.4	Burnout.....	4
1.4	Violence definition.....	5
1.5	violence against teachers.....	5
1.6	types of violence again teachers.....	5
1.7	Why students act out against their teachers.....	6
1.7.1	Behavioral problems .....	6
1.7.2	Family environment .....	6
1.7.3	Community environment .....	7
1.7.4	Lack of parental guidance .....	8
1.7.5	School environment .....	8
1.7.6	Media.....	8
	Conclusion.....	9

## Chapter two: Research methodology and data analysis

2.1	Introduction .....	10
2.2	Research design.....	10
2.3	Sample of population .....	11
2.4	Tool used.....	12
2.5	Data collection .....	12
2.5.1	Library research.....	12
2.5.2	Research field.....	12

2.6	Data analysis .....	13
	Conclusion.....	17

**Chapter three**

3.1	Discussion of findings.....	18
3.2	Reflections.....	19
3.3	Suggestions and recommendations .....	20
3.4	research limitations.....	21
	General conclusion.....	22
	References.....	23

## **General Introduction**

The teacher plays a fundamental role in the education process, as he is the one who seeks to revive society in cooperation with the school by raising the level of students achievement and their motivation towards learning. the teacher has become an academic expert and an ethical trainer through his leadership role in classroom management, and the teacher's responsibility has become greater than any other person because of his impact on the progress of civilization and the development of the country "A teacher's job is multifaceted. A teacher's job is never done. A teacher's job is difficult. A teacher's job is rewarding. A teacher's job is grueling. A teacher's job is demanding. A teacher's job is enjoyable. A teacher's job is arduous. A teacher's job is playing many roles." (Gorham et al., 2009 p.202)

But unfortunately, the condition of teachers in our country is going downhill, especially in the last decade. Their position is at the bottom of the society on many levels and different directions. Their rights are lost and their status are stumbled upon as the government is not giving sufficient attention to what they suffer and no serious efforts to tackle their problems or to improve the condition of their job. Not even students seem to give teachers credits for the immense efforts they dedicate for them. Disrespecting and humiliating them has become a rampant phenomenon in most of educational institutions to the extent that teacher-directed violence is now prevalent and increasingly spreading. Hence, we cannot blame teachers for the decline that hit the educational system when they're faced with variety of obstacles to do their job as required.

## **Background study**

Teaching is an ideal career for those who love to provide instruction, help students and promote education. Although there are many benefits to teaching, there are also dire risks to becoming a teacher. Teaching is commonly regarded as a challenging career. But what most people don't acknowledge is that some of those challenges are characterized as dangers, which make teaching a high risk profession that put teachers health and wellbeing into danger. one of those risks is the increasing spread of the students violence phenomenon, especially in recent years, including verbal violence that involve insulting, rude comments and indecent speech, and physical violence represented in the use of physical force, and the destruction of school furniture and so forth. Engaging on this job without adequate skills to cope with these emergencies can bring damaging outcome for both teachers and students.

## **Problem statement**

in the recent year, we've been all hearing and reading on TV or newspaper stories about teachers being beaten up, fractured a bone, or stabbed to death by one or group of students. The phenomenon of violence against teachers sparked a new type of controversy within the Algerian educational institutions after a number of teachers were subjected to physical or verbal violence, and complaints multiplied against some students. Those threats make teachers job difficult and more complicated. Although the majority of teachers have received training but it deemed that it is not effective and a waste of time, which make us question how teachers are handling violent situation, and if they have the strength and skills needed for this mission. This is what the present study will investigate.

## **Objective of the study**

- To figure out whether teachers have enough strength and skills to cope with school violence.
- To assess the extent of students Violence influence on teachers performance in classrooms.

## **Problem statement questions:**

1. To what extent Students violence impact teachers performance in classroom?
2. Are teachers capable to face schools violence directed to them with their actual skills they have?

## **Hypothesis**

1. Students violence directed towards negatively influence their performance, and impede their efforts to manage their classes effectively.
2. Teachers are currently suffering from a significant lack of training in the psychological field, as well as the educational and pedagogical field to cope with students threats.

## **Chapter one: theoretical background**

### **1.1 Introduction**

Teaching is a demanding profession that requires dedication to organize the class and establish a good teacher-student relationship. Therefore, it takes lot of hard work and patience to effectively lead an efficient and successful process to create a productive and conducive learning environment for both the students and their teachers. However, teachers that lack the required training, are devoid of the skills and expertise needed to accomplish this task which jeopardizes their well-being as they get far more fatigued and exhausted. for a better understanding of the main thesis, chapter one attempts to gather and organize what is already known about the different factors that influence students to use violence and rebel against their educators. And it focuses on the challenges that teachers encounter during work.

### **1.2 The sociology of education definition**

The sociology of education is the study of how social institutions and forces affect educational processes and outcomes, and vice versa. By many, education is understood to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and status for all (Sargent, 1994). Learners may be motivated by aspirations for progress and betterment. Education is perceived as a place where children can develop according to their unique needs and potentialities. The purpose of education is to develop every individual to their full potential.

### **1.3 he hazards of being a teacher**

Teaching is increasingly becoming hard and difficult with time. Like any other professionals, teachers are faced with various hassles and challenges during their work. Here is a list of top issues encountered by teachers in the present education scenario.

#### **1.3.1 Financial stress**

As the living cost is on rise, teachers' salaries are not sufficient to meet their basic and social financial needs. Teachers are often compelled to take charge in extra work outside classroom without any compensation. These financial constraints could turn into stressors

and anxiety that effect the teachers wellbeing which in return lead to health problems and reduction on their ability to work and deliver their service. As a result, teachers that experience this pressure tend to have more negative attitude and downshift responsibilities

### **1.3.2 Ergonomic issues**

Teachers spend all day standing for hours in front of students to explain, direct, monitor them. Due to these repetitive movements and manual handling, it prompts the emergence of musculoskeletal disorders, for instance, back/neck pain, knee problems that causes damage to their posture, and make them endlessly suffer in discomfort and lack in productivity.

### **1.3.3 Workplace violence**

Workplace violence refers to any incident in which a person is abused, threatened, or assaulted at work, and which in turn endangers his or her safety, health, wellbeing, or work performance. There are different elements of violence inclusive of: insults, threats, physical, psychological, or sexual aggression exerted by people from inside or outside the organization against a person at work.

A study conducted by the Ministry of Education (2010-2011), emphasized that the extent of violence in educational institutions increased. For instance, it registered 25000 cases. In 2010-2011 academic year, 201 cases of violence : primary schools' pupils against their teachers and the educational staff, 2899 cases in middle schools against teachers, 1455 cases in secondary schools against teachers and 521 cases between teachers themselves. (Djazaris, 2013) many teachers fall prey to a potential violence in their workplace, and prone to endure a various form of abuse that could be either physical or verbal. It comes often from students or people from outside school frame. Teachers are exposed to physical assaults such as hitting, kicking, scratching or biting that could cause physical injury; verbal assaults such as insults, verbal/ written threats, sexual and cyber harassment as well.

### **1.3.4 Burnout**

Teaching is a hard work that entails in managing bigger class sizes and dealing with poor behavior in classrooms. This job put teachers at risk of being overworked and not taking care of their own mental and physical health needs, as they have to teach for long hours and be

overloaded with work. This stressful environment and extreme pressure effects teachers wellbeing and willingness to perform their job, and make them easy to fall prey to teacher burnout. According to Cambridge dictionary, burnout is the state of having no energy or enthusiastic because of working too hard, or someone who shows the effects of this state.

Katrina Onstand in her new book "The Weekend Effect" argues that " We live in a cult of overwork, and being a workaholic is often celebrated as a virtue when it shouldn't be. Teachers especially, need to be reminded that they're more than their job. While teaching does become part of your identify, you still need to nourish other parts of yourself that demand attention and care"

#### **1.4 Violence definition**

Violence is intentional, goal-oriented behavior, whether verbal or non-verbal, and includes confronting others physically or morally, accompanied by threatening expressions and has an instinctive basis.

#### **1.5 Students violence against teachers**

Teaching can be a risky and dangerous profession. Students violence against teachers has become a very common issue, there can be some cases of serious disrespect. A study presented at the Maghreb Conference held in Algiers University (17-18/12/2011), demonstrated that in 2010, 4555 teachers were victims of their violent pupils/students (djazaris 2015) Many teachers have to deal with different form of abuse on a daily basis, namely verbal threats, physical assaults, bullying, sexual harassment etc furthermore, they are most likely to face dangers that may cause them injury, for instance, incidents involve weapons, Students fights etc. This creates a toxic environment to teachers and leave them exhausted, demoralized and apathetic. It can kill their love for teaching.

#### **1.6 Types of student violence against Teachers**

The most common types of violence directed towards teachers include:  
Verbal harassment - being subjected to derogatory comments and student profane.  
Physical harassment - students engaging in actual physical attacks against teachers, theft of school or personal teacher property. Damage to school or teachers' personal property.

## **1.7 Why students act out against their teachers**

National association of educational workers says about this matter: "School violence is an essentially social issue that transcends school boundaries. It may be further complicated by the economic and social situation in an international context. It is characterized by conditions that the school has not experienced before. It requires the participation of all parties in addressing it"

There are many factors that result in students behaving inappropriately against their teachers. Below a list of five possible motives for students misbehavior :

### **1.7.1 Behavioral problems**

One of the main reasons why a child may adopt negative behaviors that hinder the teaching/learning process is some psychological disorders that he may have such as Disruptive Behavior Disorder (DBD), Oppositional Defiant Disorder (ODD) Attention/ Deficit Hyperactivity Disorder (ADHD), etc. These disorders impact on the students personality and may give rise to certain conducts like problems in communication, lack of self-esteem and impulsiveness.

### **1.7.2 Family environment:**

Some children abnormal behavior in classrooms can be linked to dysfunctional family life. As the family are the primary and most significant environments that children are exposed to. Several factors influence their behavior and ability to perform in the classroom first instance:

- 1- wrong upbringing methods such as (cruelty - neglect - emotional rejection - discrimination in treatment - glorification of violent behavior through favoritism, intellectual oppression of children through education based on defect, permissibility and impermissible, without providing an explanation for that - discrimination in treatment between children).
- 2- Loss of affection as a result of divorce or the loss of one of the parents.
- 3- Feeling of family instability as a result of frequent family quarrels and the threat of divorce.

- 4- Failure of the family to satisfy the material needs of its children due to the low economic level.
- 5- The large number of family members, as it has been found through many studies that there is a relationship between the number of family members and violent behavior.
- 6- The housing environment. A family whose members live in a crowded dwelling place tend to adopt violent behavior as a way to solve their problems.

### **1.7.3 Community environment**

The community that children grow up in can have profound effect on their behavior, and helps the emergence of some behavioral or emotional disorder. The sever poverty, And these can be the factors:

- 1- The culture of society: culture here refers to all ideals, values, style of life, and ways of thinking in a society. If the prevailing culture is a culture in which negative behaviors and violence are exalted, then the individual will become violent. Violence breeds violence.
- 2- The society is considered as an integrated system that affects and is affected by its various patterns the pattern of the family affects the education system, the media pattern affects the family, and so on, and if violence prevails in the family, it will be reflected in the school and so on.
- 3- Marginalism: Marginalized areas deprived of the most basic human rights, and as a result of their residents' frustration, usually tend to adopt the method of violence and even glorify it.
- 4- Poverty: Poverty is one of the important causes of the spread of violent behavior as a result of the poor class's sense of injustice, especially in the absence of the philosophy of social solidarity and in light of the inability to satisfy the continuing needs and frustrations of the members of this class.
- 5- A societal climate dominated by insecurity, the lack of justice and equality in achieving goals, and the individual's feeling of being a victim of coercion and oppression.
- 6- A turbulent political climate dominated by a lack of clarity of the vision for the future.

#### **1.7.4 Lack of parental guidance**

parents play an important role in helping reinforce good behavior at school. However, many students endure abuses, neglect, and other types of bad parenting practices each day. And as a result, it leads to a serious emotional and behavioral problems which results in children adopting challenging behavior as an outlet or seeking attention by being aggressive and turbulent in classrooms, as they do not get enough attention they need and deserve from their parents.

#### **1.7.5 School environment**

School is the second institution responsible for the social upbringing after the family. It is the first link between the individual and the society, responsible for the transfer of culture, traditions, social habits and bond to provide education and knowledge to the pupil in best conditions. In this respect, Abdeen considers school as a basic social institution created by society, given the complexity of cumulative heritage of knowledge, to up bring and educate children in a targeted way, imbibing them with its philosophy, systems and values consistent with them. (Abdeen, 2001, p. 41) However, in many cases, school can be the reason that intensifies violence when the later abandons its educational and pedagogical role.

Overcrowded classrooms, barrier of race, economic differences and bad teachers behavior can create a negative school environment. and shutter students confidence and overall morals, and incite poor behavior in students as well. It prompt students to be aggressive and hostile towards teachers and their peers. Also, it lead to other multiple negative conducts such as bullying, violence, and even suicide.

#### **1.7.6 Media**

Media contribute directly to spreading the culture of violence among the components of society, by broadcasting a series of programs that contain high doses of violence that negatively affect the emerging audience of children and adolescents. Thus, instead of the media being a beacon to frame, direct and educate the emerging public, through awareness-raising, spreading the values of tolerance and consolidating the system of morals, it promotes the culture of violence and normalization with it.

In this sense, Pierre Bourdieu says that television exerts a kind of "symbolic violence" that corrupts and performs in particular. Symbolic violence is violence practiced with the implicit complicity of those who submit to it and those who practice it to the extent that those and those who are not conscious of practicing or submitting to this violence. And he gave examples of this with the sporadic events that are always the preferred pasture of thriller journalism, such as blood and sex, drama and crime, and that directly affect the recipient.

The problem here is that television, as the most influential media, crowding out both the educational institution and the family, in the educational impact on young people, and if the global average daily watching of television exceeds three hours, then this means that about two-thirds of the time left for a person from his day after excluding work time or Studying, sleeping, eating and moving, spent in a leash in front of a screen.

### **Conclusion**

This chapter was devoted to the introduction and explanation of some basic concepts relevant to students violence against teachers. We mentioned the potential risks teachers may encounter during their career, briefly defined the term violence and its types. Then, we demonstrated the motives that are behind students misbehaving and violence use.

## Chapter two: Research methodology and data analysis

### 2.1 Introduction

This chapter gives an outline of research methods that were followed in the study. It provides information on the participants, that is, the criteria for inclusion in the study, who the participants were and how they were sampled. The researcher describes the research design that was chosen for the purpose of this study and the reasons for this choice. The instrument that was used for data collection is also described and the procedures that were followed to carry out this study are included. We also discuss the methods used to analyze the data. Lastly, we analyze the data that are represented in participants' responses obtained from the interview.

### 2.2 Research design

Generally, research design means a structure to plan and execute a particular research. Research design is the crucial part of the research as it includes all the four important considerations: the strategy, the conceptual framework, the identification of whom and what to study on and the tools and procedures to be used for collecting and analyzing data.

This study is dealing with human interaction; hence the research study will use a qualitative approach. Qualitative research is the act of collecting data that is non-numerical in nature. Typically, it goes beyond the information that quantitative research provides (which we will cover below) because it is used to gain an understanding of underlying reasons, opinions and motivations. Rather than provide the exact truth, conclusions drawn out of qualitative research are summarized and inferred, but help to provide valuable context. And so because of that, qualitative research is typically viewed as explanatory in nature.

For this research, interview method was utilized, to seek an in-depth understanding of the reality of what teachers face of dangers in the selected secondary school, and to find out whether they are capable and skilled enough to perform their job with efficiency, and overcome the predicaments. The rationale for using the interview methods is to enable the researcher to find out what is on their mind, what they think and how they feel about something.

Secondary school teachers are the focus of this study, since students' violence takes place more frequently in secondary schools according to the statistics. Therefore the ideal school to conduct this research was estimated to be the new Tigditt secondary school because of its location in urban area that is recognized as one of the dangerous places in Mostaganem as it has high rate of violence and drug use.

### **2.3 Sample of population**

Reid described population in a study as all units possessing certain characteristics, which are of the interest of researchers' study. In line with Reid, Burke (2000, p.158) says population is the set of all elements. It is the large group to which a researcher wants to generalize his or her sample result. From the definitions above, it is understood that the population is the selected community or group of people to take part in the researcher for the research that at least have one characteristics in common.

The population of this research was entirely teachers selected from the New secondary school, as the area of the study was restricted to teachers. The selected participants are related to and have more insights on the phenomenon under the investigation. Their age, gender, and the subject they teach, as well as the period they have been teaching vary from one teacher to another. The study includes a total number of 3 participants, one of them are former teachers used to teach in the selected secondary school. In this study, the purposive sampling method is utilized for the selection of the participants. Purposive sampling refers to intentionally chosen sample according to the needs of the study.

### **2.4 Tools used**

The tool that was used in this study is the semi-structured interview, and it was conducted online using social media as it was the only way to reach out to participants during the Covid-19 pandemic. In fact, the main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates, but interviewers need to have developed the necessary skills to successfully carry an interview (Fisher, 2005, Wilson, 2003).

## 2.5 Data collection

The researcher applied two methods of data collection techniques. This was done in order to collect adequate and relevant data to address the research objectives of this study. Nonetheless, the researcher used qualitative research method.

### 2.5.1 1 Library research

Library research is considered as the secondary data. Secondary data means the data is readily available and is used by anyone besides researchers. This means that secondary data is not originally collected but rather obtained from published or unpublished sources.

The Secondary Data was gathered from various resources represented in daily news, academic articles, magazines and websites. The Data consist of statistics, information, and descriptions, used in Literature review and chapter two.

### 2.5.2 Research Field

Due to the outbreak of Corona virus, it was not possible to conduct face-to-face interviews. The alternative solution was to reach out to the participants through social media, Facebook to be precise. Therefore, the interview was done via messaging the interviewees. The participants were briefed about the study, and informed that the participation is voluntary. Fortunately, all the participants showed approval to take part in the study.

The interview was written in English, and translated into Arabic for those who could not understand English. This process had the aim to ensure that participants would fully understand the questions; therefore, it would guarantee proper and relevant answers in relation to the topic. The responses needed for quoting were translated into English and used in the Data Analysis.

## 2.6 Data analysis:

*“What was your expectations before and after you got into the job?”*

The three interviewee's responses were comparatively different. Teacher N°1 considered teaching as a frightening job, but she got accustomed to it through time. Teacher N°2 positively looked forward to teaching, but she was faced with disappointment. she said: *"I can say that I was disappointed by the lack of means but I have won many children"* Meanwhile, teachers N°2 response was completely different the previous ones *"My view hasn't really changed, I just discovered that It takes huge amount of efforts."*

***Before you engage in the job, have you received any training on how to cope with classroom misbehavior, especially against violent acts?***

Teachers N°1 and teachers N°2 of seven years of experience said that they have got training in their first year of teaching, and both of them agreed that the training was not effective or helpful; hence it did not added up to their ability to lead their classrooms. On the other hand, teacher N° 3 said she did not receive any training regarding this topic at all.

***Have you been exposed to any form of abuse from students? if Yes, what kind of abuse?***

Interviewee **teacher N°1 and N°3** admitted that they were subjected to some forms of students' abuse many times during the class, and have received various forms of assaults namely threats expressed verbally, being insulted and called names and even bullied

**Teachers N°3 says :** *" I was threatened once by throwing a table at me by a student, because I simply didn't give him a chance to cheat during the exam, and he'd be waiting for me outside when I leave school."*

**Teachers N°1 says :** *" some students insult me with inappropriate words, and threaten to harm me when I get out of school. and there's certain student would call me with strange nicknames when I'm not looking, thus I will never get to know the one who did it."*

Unlike the other interviewees, teacher n°3 says she didn't received any major misbehavior from her students, only some misunderstandings that may take place in the classroom sometimes, and are often solved pacifically and peacefully.

*what are your methods to manage your classrooms and keep it under control?*

All the interviewed teachers agreed that respect is an important asset to manage the class alongside with other techniques.

**Teacher N°1**

*" I use sense of humor to create a light atmosphere, and act firmly with each student that display poor behavior."*

**Teacher N°2**

*" I treat them with love and respect, and they treat me the same way in return"*

**Teacher N°3**

*"I deal with students with a strong personality. From the beginning I let them acknowledge the lines they should not cross, and the repercussions if they did. I respect my students so they should too."*

*How do you react to unpleasant behavior?*

**Teacher N°1**

*" I change my voice to a more firm tone, and look them directly in the eyes. A way to tell them that they don't scare me, so they stop misbehaving."*

**Teacher N°**

*" I try my best to keep my composure and act in a normal way."*

**Teacher N°3**

*" I got used to noisy students, therefore their behavior doesn't get to me. I deal with them according to what they deserve."*

*What measures you take against students who commit violent acts?*

Both teachers N°1 and N°3 revealed to have similar measurements to handle students that resort to violence. These measurements mainly require the intervention of administration as they claimed.

**Teacher N°1**

*" I usually call the parents of the student in question, and when the situation gets extreme I would write a report to the administration to expel him from the school."*

**Teacher N°3**

*“I either write a report to the administration or summon the parents, or sometimes I try to speak with the student separately. It depends on the extent of the situation.”*

As for teacher N°3, her way of dealing with turbulent students is simple and does not demand other people to intervene. She says: *“when I sense students is being loud or troublesome I try to distract Them with some written tasks and ask them to hand it to me to evaluate them. I also resort to talking to them separately and give them some pieces of advice”*

### ***Do you feel safe in school?***

All the interviewees agreed that they felt safe in school, stressing that the students' threats did not frighten them or cause them any issue.

#### **Teacher N°1**

*“No, I was never scared to come to school.”*

#### **Teacher N°3**

*“I felt in total security, Children remain children.”*

### ***what impact do these acts have on you?***

#### **Teacher N°1**

*“They drain me out, and I feel that I'm doing my best with them but they don't deserve it. Once I'm out of the school I forget all about it. at the end, they're kids they don't know what's in their favor.”*

#### **Teacher N°3**

*“It affects me more on the psychological level. Class management often leaves me with no energy, and with extreme exhaustion, because of the efforts I'm do to meet my students demands.”*

#### **Teacher N°2**

*“On a professional level we become more mature and experienced, and on a personal level we get nervous and sick. I tend to have a headache by the end of every school day, and reach home tired.”*

*How was your class management as a new teacher in comparison to yours now as an experienced teacher?*

**Teacher N°1**

*"At first, I wasn't able to control and manage the class like I do in the present time. Now I'm more capable understand students' behavior, and how to handle them."*

**Teacher N°2**

*"Of course, I lacked experience to keep class under control. Students Often take advantages of new teacher and do what they please. But not now anymore."*

**Teacher N°3**

*"As any other student, that time I had no clue on how I lead one class let alone many classes. However experience made me learn everything about teaching like class management for instance. Now I'm more professional."*

*In your opinion, what are the measures that should be taken into consideration to provide safety and reduce unpleasant behavior in classrooms?*

**Teacher N°1**

*"In classroom, teacher has to be well trained to lead the class, therefore educational system has to look into this issue because it must be tackled. Also, administration has to be stickler for law and more strict."*

**Teacher N°2**

*"I suggest police should visit schools more often, or plan a Sensibility day each year to spread awareness between students."*

**Teacher N°3**

*"Size of classrooms should be decreased to provide a comfortable environment for us teachers, and education system should constantly provide training and guidance."*

## **Conclusion**

This chapter began with an introduction then described the research design employed in this study. Population and sample study were also mentioned before discussing the research methodology used to conduct this research. In collecting data, library and field research were used. For field research, qualitative method was chosen in which group of interviewees were involved in the research procedure. The data that were collected are then analyzed

## Chapter three: results and discussion of findings

### 3.1 Introduction

The present chapter will focus mainly on the discussion of the data analysis that was dealt with in the previous chapter. Also, a reflection and some suggestions will be provided at the end of this chapter.

### 3.2 Discussion of the findings

In the previous Chapter, we have explained methodology of the research in details, and analyzed the data obtained from the interview that was conducted with three participants from Tigditt secondary school. Based on the research findings, we came up with the following interpretations:

1. The major issue that every teacher faces is that few of them do not follow any strategy or approach to take lead of their classes, let alone handling a violent situation. Looking closely at the results of our investigation, teachers seemingly do not adopt any particular method, and their responses about this matter were ambiguous and deficient, which may indicate that they have a poor understanding of classroom management.
2. Being passionate and respectful towards students is of paramount importance to establish a good teacher-student relationship, but it does not grantee a successful classroom management. Effective classroom management requires a combination of skills acquired from a professional training such the ability to gain control of the classroom quickly, transition the students between subjects, keep a fight from starting over there, redirect a student to start working...
3. Teachers display high confidence and self-efficacy with lower behavior such as verbal threats, defiant and difficult students. However, we can't deny that recurrent students' threats and dealing with students in general have a destructive effect on teachers. In fact, all the participants have complained that they suffer of burnout, specifically emotional and physical exhaustion and stress. students inattentiveness and disrespect

- create a feeling for them that they lack recognition and lack the power, as they sense that the energy and effort they put into their work for their students are all for nothing,.
4. Teachers are always entitled to create a safe environment for students, but the training that teachers undergo in their first year of career does not provide them with a sufficient guidance to effectively manage their classes. The interviewed teachers have already confirmed that the training was insignificant and useless. Although it is known that the objective of trainings is to help teachers develop their skills and ability to cope with students, it has only proved its inadequacy and deficiency to prepare teachers to be good class managers. The National Education Federation has already described the followed procedures by the ministry of education to train new teachers that training in 10 days is as a patching process "Pre-collage"
  5. Teachers rely on the knowledge that they obtained through their experience from their daily encounter with students. However, engaging in a job without being equipped with adequate knowledge and skills can be chancy and a reckless move to undertake, because it is quite inevitable that they will fail their mission to maintain discipline and handling unpredictable situations; thus, it endangers their mental and physical health along the way. But then again, it takes years to gain enough experience. As a result of being an incompetent teacher with a low performance is detrimental and deterrent to student academic achievement and behavioral development. The problems posed by ineffective teachers to students are numerous, and some of the most vivid and influential memories that students have come from devastating incidents with ineffective teachers in a hostile learning environment (Walls, Nardi, von Minden, & Hoffman, 2002).

### **3.3 Reflections**

In today's society, teachers are already under growing pressures identified with the current problems related to the educational system such as heavy workload, intensive curriculum, and overcrowded classes. Moreover, the weight of potential school violence, on top of all these pressures, can double the stress that teachers face.

The research Study results showed that majority of teachers are impacted by school violence at some point in their career, mainly verbal threats Due to that, teachers may

develop a negative attitude towards their job, and this often discourages their improvement in their professional competence and result in degrading their responsibilities.

The flaws in teacher training in a country reflect problems embedded in the education system at large. Teachers' training in the beginning in their career does not meet the demands of the job. Teachers are not taught to how to stand up to the stressful experience with school violence, neither how to mentor students effectively.

Tens of thousands of university graduates were recruited to take over teaching in educational institutions without serious training that would qualify them to stand before students and perform their duties as educators . There is no doubt that many of them entered the field of education not out of love, but rather compulsion due to the lack of employment possibilities in the country. overwhelming for new teachers when the reality of being a teacher doesn't not live up to their expectations. Therefore, impacts their performance in the classroom. the reports emanating from the regional seminars that included the assessment and evaluation of 10 years of reform in the education sector concluded that the main reason for the failure of students is primarily due to the poor level of the teachers. they indicated that the reasons for the weakness lie in the direct employment of teachers, who are usually university graduates who go directly to schools without undergoing any formations about teaching methods and curricula and how to deal with students, as it has been proven that most of them do not control teaching methods and approaches” (Echouroukonline 2013)

### **3.4 Suggestions and recommendations**

- 1. Establishment of school policies against violence:** Schools and those in charge of them must set school policies related to students' behavior. In addition, they have to develop policies that include zero tolerance for any form of school violence by applying punishment to violators of expulsion or suspending their studies. Also, they must set deterrent policies for bullying, drug use or possession, and these policies are supposed to lead to a reduction in or reduce school violence, but it has been found out that the school's implementation of such policies may increase the risk of students

who were dismissed or expelled from school to delinquency and adopting bad behaviors.

2. **The application of social educational programs:** by giving students multiple lessons by teachers or specialists like a trainer counselor or a psychologist and those lessons or lectures focus on behaviors that lead to violence, which leads to educating students about the dangers of these behaviors, in addition to teaching students various social skills. This would increase their social competence, and these programs differ according to the target group, which may include entire students, or may include young students.
3. **Improving training for teachers within schools often produces improvement in the school at large:** Improving teachers' training has become a necessity. A continuous psychological and pedagogical training should be provided to enable teachers to follow the recent developments in educational sciences field and keep up with new modern teaching methods. That could be through courses, workshops or lectures.
4. The Ministry of Education should make strategic plans towards reducing the number of students by increasing the establishment of government schools equipped with the necessary capabilities and means, in addition to working towards reducing the burden on teachers, which helps them work in a comfortable atmosphere that helps them perform well and continuous creativity.

### **Research Limitations**

As it is for every study, this dissertation had the following limitations:

1. The first limitation of the study is that the study cannot be generalized nationally due to the small sample that was used. The sample consisted of only three teachers, and all of them work in Tigditt province.
2. The second limitation, the interview could not be conducted in person due to the implementation of community quarantine and the precautionary measures that came with it. online interview have plenty of drawbacks; for instance, the interrupted responses, The participants would reply one question and go disconnected for hours to answer another.

3. The third limitation and source of error could be that the teachers seemed to have worked in schools that are only in urban areas, and their perceptions are shaped from the interaction they have with only urban students. This does not cover the perceptions of other students in other areas.

### **General conclusion**

This dissertation encompasses three chapters to explore whether teachers are qualified to do their job in spite of the dangers they face in classrooms.

In the dissertation, we had firstly to discuss the theoretical part in which we introduced the negative aspects of being a teacher. Additionally, we defined workplace violence and went through its types. Also, we discussed the potential factors that cause students to be turbulent in classrooms and what makes them violent against their teachers.

The second chapter was about the practical part, in which we have conducted a research with Tigditt secondary school teachers. the interview we carried out in Intention to obtain the primary data to back up our research. It was a means to seek the reality of teaching in the urban area (Tigditt)- that it is known for its dangers- from teachers perspective, and find out how they deal with it.

The last chapter was about the result findings in which we clearly interpreted the findings and the results have revealed to us that our interviewees had indeed fallen prey to violence copious of times, mainly verbal threats. We found out that those threats heavily influence on teachers wellbeing, however they have showed self-efficacy with it. Therefore it doesn't impact much their performance in classroom.

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