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PSYCHOLINGUISTICS ISSUES IN ENGLISH LEARNING

SUBJECT

VIOLENCE AMONG LEARNERS AT SECONDARY SCHOOLS

Case study Mostaganem's Secondary Schools

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Abstract

School is a fundamental socialization context for individuals. It is as an institution intended to prepare individuals for life and adulthood and make them intellectually reflexive. Since this great institutions know various problems that hid their role in building future citizens, in this dissertation we present one of the serious problems that destroy our schools today that is Violence. This work aims at raising attention to this phenomenon and the most important is to propose some solutions to reduce it. The objective of this study, is to construct a clear definitions to Violence and School Violence and analyses its origin in the human being using different explanatory theories, determines the main interrelated factors that lead the learners implicate themselves in antisocial behaviours, presents its forms and highlight its negative effects in teaching and learning and finally suggests some strategies and practices for intervention. Through our objective we suggest some hypotheses: first violence exists in our high schools and takes different forms then, it has negative effects on teaching and learning and decreases our schools' effectiveness and finally since the violent incidents inside our schools are really increased we hypothesise that there is no serious work for prevention. To achieve the aforementioned objective we should use data gathering tools which are two questionnaires one for teachers and the other one for students. Thus, we work on this tool to examine the teachers and students feedback. The research findings go hand by hand with our hypotheses which emphasize that violence exists in our high schools, impact teaching and learning process and preventions have to take place to reduce it.

Key words: school violence, high schools, causes, forms, effects and practices for preventions.

Dedication

*Full of tears of happiness and joy, my gratitude
and praise goes to god. I dedicate this modestwork to the
pearl of my life (my mother) and to the source of power (my father)
for their efforts and sacrifices along 24 years. All the words will stand frozen
when it comes to their estimation.*

*I dedicate this dissertation to my dear sisters and brothers that god bless them and my sweet
and close friend Mariem who helped me all the way long of my study journey.*

Dedication goes to all my entire family my uncles, my aunts and all my cousins

Special dedication to the light and bright of my life my nephews and nieces

*I dedicated inthe name of all the years
of study and hard work, all the ups and downs I went through, to all my mates in university
and all who helped me to achieve this work*

To all whom I forget to mention. Thank a lot.

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General Introduction

General Introduction

Education is a fundamental right of each and every child, it is crucial for children's development, enabling them to cultivate their creative talents and critical thinking, gain life skills, join hands with friends and develop social relations and grow with dignity, confidence and self-esteem as individuals. It has a unique potential to generate an environment where attitudes condoning violence can be changed and no-violent behaviour can be learned. From children's early years schools are well placed to break patterns of violence and provide skills, to communicate, negotiate and support peaceful solutions to conflicts.

Therefore, School Violence is a serious problem especially in public schools, improving the quality of our education is difficult without also addressing School Violence, since regardless of how good the teacher or curriculum are, violence makes it difficult for both educators to make an effective instructions and students to learn.

The objective of this study is to investigate an important phenomenon that is violence among students at high schools. In addition to that the present research is based on the following questions:

- (1) What are the most common violent incidents that take place in our high schools?
- (2) To what extent do these violent incidents effect teaching and learning?
- (3) Are there any serious efforts from our Ministry of Education to prevent it?

Our research is supposed to test the following hypotheses: first, violence exists in our high schools and takes different forms then, it has negative effects on teaching and learning and decreases our schools' effectiveness and finally since the violent incidents inside our schools are really increased we hypothesise that there is no serious work for interventions.

The study seeks to achieve a reliable and valid data to achieve this goal, we have taken as a sample three high schools in Mostaganem and two questionnaires are opted for collecting data, one is for teachers concerning school violence incidents and its effect in their teaching process and the other one is for students and it is based on evaluating their contexts, manifestations of violence that take place in their schools and it effects in their way of learning.

General Introduction

The two questionnaires consist of a set of questions, both teachers and students are asked to tick the appropriate box or make a full statement whenever needed. At the end the two data gathering tools aim to examine the both teachers and students point of view.

The present research is divided into three chapters: the first is devoted to the literature review in which definitions of terms violence and school violence are established, the explanatory theories of the violent behaviours are presented, the main causes of violent behaviours during adolescence are discussed as well as its common forms are raised.

The second chapter is concerned with the functional frame work of the study, description and analysis of data, it deals with the description of these procedures of data collection from different research aspects as well as provide a description of selected samples and the space in which this research has taken place, it also consists of the general discussion of the findings.

The third chapter is devoted to some possible recommendations and suggestions regarding school violence preventions, a set of practices are presented as well as group of actions are selected to help teachers reducing violence.

Chapter One

Violence among adolescents at schools

Introduction:

School violence is an issue that is posing severe harm to most of the schools in Algeria. It is not only in our country but schools all around the world which is gravely affected by this problem. It has been growing rapidly for the past three years, every time there is an occurrence of violence more our students are afraid to go to school, every student has the right to an education in a safe and secure environment and violence in our nations' schools seems to come as a threat to this right, this is one sign that school violence is out of hand and there is no serious work or efforts to prevent it.

This chapter is focused on school violence among adolescents at school in which we will analyse different definitions of the concepts of "Violence" and "School Violence" in an attempt to better understanding of the topic we are going to talk about, then we will introduce the most important theories developed to explain violent behaviours, after that we will examine the causes of school violence taking into account the four types of factors and finally we shed light on some of the common forms of it.

1.1. Definition of Violence:

Coming up with one sole definition of Violence is very complex since this aspect of human behaviour has been studied from different approaches and each one of them focuses on specific part. It is necessary to add that the term Violence is used in many occasions as synonym for the term Aggression even in prestigious publications, even though aggression and violence might seem equivalent there is general agreement in the difference of their nature or origin, according to **Estevez et all** (2008, p81) "*Aggression is a behaviour guided by the instincts and therefor characteristic of other animal species, Violence on the other hand is rather the product of the interaction between biology and culture and it entitles a conscious intentionality*".

Many authors such as **Berkowitz** (1996) or more recently **Anderson** and **Bushman** (2002) show the difference between two main dimensions in violent behaviours a **Behavioural dimension** that implies the use of hostile conduct with the sole purpose of causing damage,

and an *Intentional dimension* where violence is used as a mean to achieve some one's own interest, these two dimensions are known as:

Hostile violence: which makes reference to an unplanned, rage based impulsive behaviour usually after being provoked and with the main objective of causing damage **Green** (2005).

Instrumental violence: a violent planned behaviour with the sole purpose of achieving specific objectives by the aggressor and not as reaction to a previous provocation **Green** (2005).

Other more recent and complex classification of the violent behaviour such as the one proposed by **Little and Colleagues** (2003) when they make a double distinction between several **Forms** of violence and different **Functions** of violence, the characteristics of these **forms** of violence are:

Direct or manifest violence: makes reference to behaviours that imply a direct confrontation towards others with the intention of causing damage **Green** (2005). Such as pushing, beating up, threatening and insulting.

Indirect or relational violence: does not imply a direct confrontation between the aggressor and the victim and it is defined as the act directed to provoke a damage in his/her social group or in his/her perception of belonging to that group **Green** (2005). Like social exclusion, social rejection and spreading rumours.

On the **functions** of violence we find:

Reactive violence: refers to behaviours that entitle a defensive answer towards a provocation. This violence tends to be related to impulsivity and self-control problems as well as problems dealing with relations based in the tendency of carrying out hostile attribution towards other people's behaviours **Green** (2005).

Proactive violence: makes reference to behaviours that entitle an anticipation of the benefits. It is deliberate and controlled by external reinforcements. This kind of violence has been related to subsequent antisocial and criminal problems as well as with levels of social competence and leadership skills **Green** (2005).

1.2. Definition of school violence:

School violence is a kind of behaviour that includes the general characteristics of violent behaviour with the difference that the actors are kids and adolescents and that it takes place in primary, middle or high schools in places where they are together for several hours a day all the year, **Miller** (2008, p15) stated that, “A violent student at school is the one who fails to comply with the schools’ regulations that monitor the interactions in the classroom and the school setting throughout punitive behaviours towards the others that imply manifest relational, reactive or proactive aggressions”.

Eisenbraun in his known definition of school violence emphasize on the main reasons that lead students implicate themselves in such behaviours in which he stated that (2007,p460)“students implicate themselves in antisocial behaviours due to different reasons: to achieve or maintain a high social status, have power and control other students, being “avenging” imposing their own law and social norms since they consider the existing ones unacceptable or unfair, challenge the authority and oppose to established social controls that they feel oppressive and experiment new risky behaviours therefore they choose environments where they can practice violent and antisocial behaviours”.

On the other hand, school violence has three different types:

(1) Physical Violence: as defined by **Olweus** (1999) “Aggressive behaviour where the actor or perpetrator uses his or her own body or an object (including a weapon) to inflict (relatively serious)injury or discomfort upon another individual”. This kind of violence refers to the use of physical force or power; it includes physical bullying in which the aggression is repeated against a less powerful individual and fights between equals.

(2) Verbal and Psychological Violence: which defined by **The World Health Organisation(WHO)** as “The intentional use of verbal and psychological force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting a psychological harm, mal-development or deprivation”. That means it emphasises on threatened and actual violence that product the feelings of insecurity.

1.3. Explanatory theories of the violent and aggressive behaviour:

A fundamental step in order to understand the mechanisms implied in school violence entitles a review of the general theories that explains the origin of the violent and aggressive behaviour in the human being. It is not necessary to make an extensive revision but it is essential to review the main theoretical frameworks on the origin of the aggressive and violent behaviour which can be divided into two broad theoretical groups: Active or Innate Drive Theories and Reactive or Environmental Theories:

1.3.1. Active or Innate Drive theories:

See aggressiveness as an innate human component where aggressive acts respond to impulses or internal motivations of the person which are necessary for their adaptation process. It includes the Genetic theory, the Ecological theory, the Psychoanalytic theory, the Personality theory and the Frustration theory these group of theories will be discussed in depth as follow:

1.3.1.1. The Genetic Theory: maintains that aggressive individuals have specific organic pathological syndromes such as DNA abnormalities or alterations in hormonal and biochemical processes for example, high levels of testosterone and noradrenalin. The genetic predisposition and inherited traits are pointed out in the development of aggressive behaviour **Estevez et all** (2008).

1.3.1.2. The Ecological Theory: explains the reasons of the animal aggressive behaviour in the human being, **Estevez et all** (2008,p83) argued that “*Aggression meant to be an innate reaction based in biologically adapted unconscious impulses that have been developed together with the species evolution*”, according to it the purpose of the aggression is the individuals’ survival.

1.3.1.3. The Psychoanalytic Theory: Maintains that aggressiveness is a basic instinctive component that arises as a reaction to the “Libido” repression or the impediment of fulfilling the acts that provoke pleasure (**Eross and Thomato’s theories**), According to **Pedro** (2012,p74) *“If the person is able to liberate the accumulated interior tension due to the repression of the Libido, he/she will enter a relaxation stage, but if the person is not able to liberate it the aggression will take place”*. From this perspective the aggression is the result of the internal negative feelings that the person is not able to exteriorize through accepted social channels.

1.3.1.4.The Personality Theory:According to it the violent behaviour is based in personality constitutional traits such as the absence of self-control and impulsivity or the existence of cognitive deficits like the difficulty of putting themselves in the place of the victim **Estevez et all** (2008), **Pedro** (2012). From this perspective it is considered that the personality factors determine or increase the probability of the person to be involving in aggressive behaviours.

1.3.1.5. The Frustration Aggression Theory: Proposed by Dollar and colleagues at the end of the thirties, it is based in the psychoanalytic association between aggression and frustration instincts, from this perspective it is considered that there is a direct causal relation between frustration provoked by blocking an aim and the aggression. Berkwitz (1996) suggested that *“Frustration arises when the person feels that hi/she is going to lose his/her object of desire”*. That means the frustration does not arise due to the privation of something precise but to the need of possessing the object of desire.

This table summarizes all the Aggression Innate Drive Theories

Theory	Fundamental Assumption
Genetic	The origin of the aggression is found in particular organic pathologies.
Ethological	The aggression is an adaptability reaction to guarantee survival.
Psychoanalytic	The aggression is the result of cluster of negative tensions provoked by the repression of the Libido.
Personality	The aggression is based on personality traits that determine the individual's behaviour.
Frustration	The impossibility of reaching a prefixed aim provokes frustration which provokes in turn anger and this leads to the aggressive behaviour.

1.3.2. Reactive or Environmental Theories:

Stress the influence that the environment or social context exert on violent behaviour and consider that the person carries out an active role throughout the learning processes. The environment therefore is regarded as the main responsible for the origin of violence that means the person's behaviour is a reaction learnt through specific environmental events. It includes different types of theories which are:

1.3.2.1. The Social Learning Theory: Bandura (1976) considered that “*The violent behaviour is learnt through the observation and imitation of behaviours that occur in the immediate contexts of the individual, the imitation of the violent behaviour will depend on whether a model observed gets positive rewards for his/her action or not*”, that means if the person had a benefit through the violent behaviour the observer will probably imitate such behaviour, but if he/she is punished the probability of imitation will decrease. From this perspective the behavioural models which play an important role as socialization agents like parents, teachers, friends and media are crucial from this theory.

1.3.2.2. The Social Interaction Theory: Underline the interaction character of the human behaviour, Pedro (2012, p75) stated that “*The violent behaviour is the result of the interaction between the individual’s characteristics and the circumstances of the surrounding social context*”, this theory give more relevance to the environment and social context that means the environment influences the individual and the individual influences the environment, in the behavioural problems in adolescence and childhood both the family and school context are seen as fundamental.

1.3.2.3. The Sociological Theory: Interprets the violence as the product of the cultural, political and economic characteristics of the society Pedro (2012), it means that factors like poverty, the difficulty of intellectual development, social exploitation or highly competitive systems are in many cases the origin of violent behaviour in some citizens and therefore may be the first cause of behavioural problems in individuals.

1.3.2.4. The Ecological Systems Theory: Proposed by Bronfenbrenner(1979), according to him the individual involved in a network of interconnected relationships that organized in four main levels, these levels reflect four contexts of behavioural influence: (1) Microsystem: composed by the immediate context of the individual like family and school, it includes all those activities, roles and interpersonal relations that the person experiments in his/her immediate environment. (2) Mesosystem: makes reference to the interactions existing between microsystem contexts such as the communication between the family and the school.

(3) Exosystem: that clusters the social environment in which the individual does not participate actively, but in which there are facts that might be affecting the nearer context like his/her parents or siblings, groups of friends and mass-media. (4) Macrosystem: makes reference to the culture and socio-historical moment in which the individual lives and includes the ideology and values of that culture **Pedro** (2012). That means in order to understand the violent behaviour of an individual it is necessary to consider both the micro-violence present in his/her immediate context(family, school or working place) as well as the cultural and structural macro- violence in the society.

This table presents briefly all the Aggression Environmental Theories:

Theory	Fundamental assumption
Social Learning	The aggression is learnt through the observation of praises after violent behaviour carried out by significant models.
Social Interaction	The aggression is the product of the interaction between the person and the influence of his/her immediate social environment.
Sociological	Culture, political and economic characteristics as well as the society' predominant values system are the base of aggressive behaviour.
Ecological	The aggressive behaviour is the product of the interaction between the person and four influence levels: Microsystem, Mesosystem, Exosystem and Macrosystem.

1.4 Risk and Protective Factors:

In order to understand the complex phenomenon of school violence a comprehensive analysis of the economic, cultural, school and individual context in which it is generated is necessary. Most of researchers believe that school violence problems can be understood from the combination and interaction of various elements that involve both the Individual and his/her socialization context. Therefore this research work will adapt the Ecological System Perspective as understood by **Bronfenbennert** to analyse the causes of these behaviours during the adolescent period. **Bronfenbenner** model determines four types of factors: Individual, Family, School and Social:

1.4.1. Individual Factors:

The main individual factors associated with violent behaviour during the adolescence include all the Biological, Genetic and Psychological elements.

On one hand when talking about Genetic and Biological factors we refer to the influence that the genetic information transmitted by the parents has an influence on some characteristics of their children, **Estevez et all** (2008, p93) claimed that *“Aggression is may be the manifestation of genetic or chemical influence in which organic pathological syndromes as the chromosomal abnormality or certain biochemical and hormonal processes relating to the testosterone and noradrenal levels in the organism have been studied”*. In addition, this association between genes and aggressive behaviour is still a key issue in the scientific debate in which nowadays many researchers defend the existence of impermeable genetic determinism to the environment relation to the psychological and behavioural characteristics of the parson.

On the other hand, among the Psychological factors related to behavioural problems during the adolescence we find first, Irritability that is defined by **Eisenbraun**(2007, p462) as *“The tendency to react in an impulsive way to small provocations”*. Second, the lack of Empathy or the ability to put oneself on the other person’s place, recognize and perceive the emotions from the other **Eisenbraun**(2007). Previous research indicated that Empathy is an important social skill that should be developed, they considered that the negative family

environment has a substantial and negative effect on the development of this particular skill such as, the capacity of identify non- violent solutions to interpersonal problems or put oneself in other's place. according to this line of taught **Palay and Harold** (2000) stated that *“Children establish their first social relations with their parental figures and the nature of these parent- child relationships and the context in which they are sustained may determine the social skills and social relations that the child will develop with others later in life”*. That means adolescent who has parents engaging in positive reasoning in order to solve problems and describes his/her family as very cohesive, he/she has a high level of perspective when trying to understand the other individual feeling or emotional state. Therefore, the family has a great role in fostering the adolescent empathy development in multiple ways. Third, other recent studies conclude that aggressive adolescent at school show a very strong need for social recognition, **Miller** (2008, p16) claimed that *“They would like to be considered as powerful, socially accepted, different and rebellious by their classmates”*, in fact many adolescents involve themselves in disruptive behaviours due the desire for popularity, leadership and power.

Finally, in order to grasp a better understanding of these associations we should analyse again the most relevant socialization contexts during this age, the Family and the School for example, the positive climate at home might discourage adolescents from searching for social recognition in other contexts such as the school, whereas the absence of this atmosphere might be translated into a feeling of insecurity that leads them to look for reputation and recognition from the others, concerning the school context the quality of classroom environment like friendship among peers and positive interaction with teachers have an important role in the psychosocial adjustment of adolescents.

1.4.2 Family Factors:

The characteristics of the family system seem to be associated in a great extent to the development of behavioural problems in children. The psychological explanations emphasize that: the probability of the adolescent implicating him/herself in antisocial behaviours increases when the family socialization process is changed by factors such as: erratic discipline, frequent conflicts or the lack of parental support **Esrevezet all** (2008). That means the quality of family relations is crucial to determine the level of competence and trust when

the adolescents face the transition period (from childhood to adulthood). It has proven that the interaction between the family members has a significant role in the adolescents' learning of violent and socially inappropriate behaviours.

More specifically, previous research has shown that a negative family environment characterized by: poor or negative communication with parents, lack of cohesion and parental support has a substantial and negative effect on the development of behavioural problems in the adolescent period. **Miller** (2008, p16) suggested that *“The presence of high levels of family conflicts and strategies used by parents to resolve these conflicts, strategies such as the threats and insults and the lack of collaboration between family members has a strong relation with or an impact on the existing of adolescent in antisocial acts”*.

On the other hand, one of the factors that has proven that has a close relation with children and adolescents behavioural problems is the Parental Style that is defined as a group of attitudes toward the child that jointly considered, create an emotional environment where parental behaviours are expressed, one of the classical studies in this field is the one conducted by **Baumrind**(1978) in which she presented three types of parental styles and she determined the characteristics of one of them (1) The Authoritarian Style: in which parents values obedience and restrict the child's autonomy. (2) The Indulgent Style: when let them be autonomous as long as the child is not in physical danger and (3) The Authoritative Style or middle point in which parents try to control child's behaviours through reasoning over imposition. **Baumrind's** study and many other works in this field show that the authoritative style is more directly related to children's psychosocial and behavioural adjustment than the rest of the other parental styles, they claimed that adolescents coming from authoritarian homes do not usually present behavioural problems although when discipline and punishment are too rigid the probability of the adolescent engaging in antisocial behaviours becomes higher, they argued also that adolescents with uninvolved parents are generally the less socially competent and present adjustment problems in all domains, concerning the indulgent style **Weiss** (1996) pointed out that *“Adolescents coming from indulgent homes do not interiorize norms and social rules adequately and therefore are more likely to be involved in behavioural problems”*.

Finally, researchers concluded that the history of the family on behavioural problems is also considered an interesting factor, **Miller** (2008, p18) stated that *“An old sibling show behavioural adjustment problems is considered as a risk factor for the misbehaviour implication of the youngest”*.

1.4.3.School Factors:

The school is another fundamental socialization context for the individual togetherwith the family and it is considered as an institution intended to prepare individuals for life and adulthood, from this point of view **Feagans and Barch**(1993) maintained that *“Schooling should guide the student to become (1) an intellectually reflexive individual, (2) ready to compromise in the working world, (3) fulfil his/her duties as a citizens, (4) form his/herself as compromised ethical individual and (5) become or carry on being a physically and psychologically healthily individual”*.

In fact, school has an important role in the socialization process of adolescents in which they are integrated in new social groups and experiment relationships with other adults like teachers. **Eisenbraun**(2007, p465) stated that *“The link the child or the adolescent holds with the family and the school contexts is one of the most relevant predictors in the implication in antisocial behaviours since parents and teachers can exert a big influence in the orientation towards the social norms”*. Other researchers concluded that the characteristics of the educational centres have a significant role in the development of violent behaviours in school such as the overcrowding of students in the classroom, the lack of clear behavioural regulations for the students and the authoritarian teacher orientation versus the democratic one, according to **Cava and Musitu**(2002) there are other more specific facts in the classroom management related to the student’s behavioural problems such as, carrying out highly competitive activities among students, the isolation and social rejection suffered by some students, the tolerance and the natural way in which violence and mistreatment situations are perceived by and amongst peers and the little importance given to learning interpersonal skills and the ignorance on how to solve conflicts in specific ways.

In contrast, in order to prevent behavioural problems in classrooms two important measures should be applied first, the transmission of attitudes and values about democracy and citizenship by the teachers, second the creation of reflection moments with students on

the behavioural problems in the school. Another efficient way is through activities named Cooperative Learning, **Estevez et al** (2008, p97) outlined that *“In the situation of cooperative learning since the adolescent interacts directly with their peers the understanding between them increases as well as their effort to take the other person’s place, this will lead the adolescent to develop his/her capacity to perceive and understand other people’s feeling, allowing a change in the perception of the peers which is the first step in order to achieve the social integration of many students that suffer victimization”*. That means it gives a positive interdependency amongst all the students since the success of the activity depends on the joint participation and collaboration when carrying out the task and improve moreover the classroom environment. According to **Miller** (2008,p20) *“Positive classroom environment exists when students feel comfortable, valued and accepted in a climate based on support, mutual respect and trust”*, that means the respect and support from teachers and enjoyment of relationships with peers in the class are the two main elements that constitute a positive environment in classrooms.

Indeed, prior research has shown that perceiving peers in the classroom as friends and colleagues and having positive and supportive interactions with teachers are both relevant protective factors in the development of misbehaviours and has relation with the adolescent psychosocial and behavioural adjustment at school, in which a quality friendship in the classroom may provide beneficial opportunities to learn values and attitudes or social skills like conflict handle. In contrast, peers may also have crucial influence in the development of behavioural problems, **Eisenbraun**(2007, p465) stated that *“aggressive behaviour of some adolescents in the school is due to the fact that they have socialized with friends that engage as well in those behaviours”*. In relation to the role carried out by the teachers, recent studies have indicated that when teachers establish positive contacts with students, offering them individual attention, treating them with respect and giving them support aggressive behaviour in the classroom decrease, whereas teachers whom neglect students and treat them disrespectfully they are promoting aggressiveness in the class.

Finally, another school factor that has been associated with the implication in behavioural problems in adolescent period is social acceptance by peers, research on peer rejection has traditionally shown the impact of rejection on the adolescents emotional feeling.

1.4.4. Social Factors:

In the adolescent period it is not only fundamental to take into account the socialization elements in the family and the school but it is essential as well to consider the influence of cultural and social communication instruments in the socialization process.

Therefore, Mass-media exert a crucial socialization function and has a very important role in the transmission of social context (values, beliefs and attitudes) particularly during childhood and adolescence **Estevez et al** (2008). Television is one of the researcher's main focuses or interest when trying to understand violent behaviours of children and adolescents, in this field there is a general consensus that point out how violence on television programs can cause harmful effect in many types of audience especially when they are children and adolescents, the Social Learning Theory by **Bandura** (1976) provides an explanation for this fact when stressed that an important part of learning process is not only carried out through the observation of real life models but also through images and words, in relation to violence it is obvious that our Televisions and Cinema are full of violent images and vocabulary that used by fiction characters to achieve their aims, that means our children and adolescents inspired some of their antisocial or violent behaviours from Films, TV series and Cartoons. On many occasions the heroes tend to be the most aggressive, violent and insolent character and the ones usually challenging the social established rules in order to defend themselves, this attitude transferred to the classroom and occurs in the rebelliousness of many students towards the teacher and the school norms with the purpose of achieving prestige and popularity.

Nowadays, in addition to the fundamental importance of Television in adolescents' life, Internet already constitutes the basic social and interpersonal communication channel and Videogames the entertainment space, **Estevez et al** (2008, p110) stated that "*It was more likely for a child to repeat a preference of violent Videogames, violent on Television or violence on Internet*", that means we can assume that violent Videogames maybe more harmful than TV violent and movies because they are interactive, very engrossing and require the player to feel on face with the aggressor. Regarding the possible consequences of the violence presents at these Videogames different experimental studies with adolescents have documented that the use of these games can reduce antisocial motivations and promote exploitation of peers in future social interactions probably due to the development of hostile causal attribution bias **Eisonbraun**(2007). It has been observed as well that playing this kind

of videogames is directly related to hostile and aggressive behaviour in laboratory and to delinquent and violent behaviour.

Finally, Internet also has a real impact in our adolescents, this impact may be similar to that exerted by TV and Videogames the one difference is that one can find many real violent scenes such as tutors, gender violence and violent sex and it is also leisure and virtual game tool, on the other there are other risks associated with its special characteristics like easy access, anonymity guaranteed and difficulty for parents to supervise Web pages logged by their children or adolescents.

1.5.Forms of School Violence:

Many different violent behaviours take place in the school context including those directly directed towards individuals such as teachers and peers and those directly directed towards objects or school materials and of course those misbehaviours that take place in school such as drug dealing and smoking. The most common forms of school violence will be present as follow:

1.5.1. Bullying:Is one of the most common form of violent behaviour in school, according to **Olweus(1978)** “*A student is being bullied or victimized when he/she exposed repeatedly and over time to negative actions on the part of one or more students*”, that means it is considered as a negative action in which someone intentionally inflicts or attempts to inflict injury or discomfort to another, from **Olweus**point of view bullying has three main characteristics (1) it is violent behaviour (2) occur over time (3) involves a power imbalance. There are three types of bullying:

- (1) Physical: pushing, shoving, kicking, slapping and punching.
- (2) Verbal: calling names, teasing, threatening, insulting and humiliating.
- (3) Relational: gossiping or spreading rumors about someone, telling others to stop liking someone and ignoring or stopping talking to someone.

1.5.2. Physical and Psychological Punishment: The committee on the rights of the child (CRC) defines corporal or physical punishment as “*Any punishment in which physical force is used and intended to cause some degree or discomfort*”. In educational setting it involves hitting(smacking, slapping and spanking) students with the hand or with an implement, it can also involve for example kicking, shaking, throwing students, scratching, pinching biting, pulling hair, boxing ears and forcing students to stay in uncomfortable position. There are also many non-physical forms of punishment that are cruel and demeaning, this includes punishment which belittles, humiliates, scares, threats or ridicules a student (UNESCO 2009).

1.5.3. Sexual and Gender-based Violence: Gender based violence may take a psychological, physical or sexual form and relates to the enforcing or up holding of power imbalances between the sexes. It works to actively reinforce gender inequalities, stereotypes and socially imposed roles. It can be physical such as corporal punishment of girls who do not act in a “lady like” way, it can be sexual as in rape, harassment or exploitation by other students, teachers or school staff or it may be physical as in blaming the victims of rape, sometimes this violence takes the form of punishing or shaming students because of their ex or sexuality.(UNESCO 2009).

1.5.4. Gangstersim: According to **Mathew et all** (1992) defined a youth gang as “*A group of three or more youths who band together for social, cultural or other reasons and impulsively or intentionally plan and commit antisocial, delinquent or illegal acts*”. Therefore school are potentially excellent locations for gang activity as friendship and common experience already binds many young people. This creates a ready pool of victims for intimidation and of buyers for drugs. Gangs have a deteriorating effect on school and learning as their presence is threatening and intimidating for others who feel unsafe and edgy (UNESCO 2009).

1.5.5. Discrimination: Every student has the right to an education free from discrimination that provides high-quality and equitable opportunities to learn, unfortunately sometimes individuals or systems may act in ways that violate this right. Discrimination occurs when people are treated unequally or less favourably than others because of some real or perceived

characteristics **Sullvin**(2006). In every community and every school discrimination exists in both intended and unintended ways, it may take the form of direct overt discrimination or indirect. All kind of discrimination are wrong and can be harmful to those involved, in school discrimination can make it difficult for students to learn because they do not feel safe or accepted.

1.5.6. Vandalism: it involves destroying other peoples' properties, **Pedro**(2012, p77) defined vandalism when he stated that it "*Means to damage or completely destroy the properties of others intentionally just in order to seek some fun*", therefore it holds vandalic actions such as breaking desks or doors, painting names and messages or graffiti on the schools' walls, other previous research stressed the reasons behind the students' becoming vandals these set of reasons are first, the Emotional reasons in which the vandal is committing the crime because he is angry, stressed out or extremely depressed and he vents it into something then, vandalism by damage when the vandal sees something already damaged and gets the tend to damage it more, or by boredom when he has nothing else to do and finally when he is forced to commit the vandalism in order to stay in the group he is member of..

1.5.7. Smoking and Drugs Dealing: are important problems that affect the school community generally in which various research in this field insisted in the fact that young people frequently begin to experiment with Tabacco and other Drugs during middle school years. Additionally many students perceive the college years as a time of experimentation in which during these years it is common for intermittent Tabacco and drugs use to quickly manifest into life-long habit, then many surveys revealed the fact that violence incidents among students such as vandalism, sexual assaults and rape are in many occasions the result of the use of drugs and alcohol.

1.5.8. Possession of Weapons: the use of weapons as a resource for fights and conflicts increase violence in society, research in this field claimed that students taking a weapon to schools is done less with the intention of committing some type of crimes and is used more as a way of committing respect or for self- protection and self- defence. According a study done

by the **UNESCO** revealed that the availability of a weapon increases the possibility of confrontations where these involved will lose control and the situation will become extreme violence.

Conclusion:

In this chapter we introduce one of the most common problems around the world which is School Violence, since this problem has been growing rapidly and posing a severe harm to most of schools in our country we believe that it is the time to start discussing and making investigations to have a clear image about it. Therefore, we can say that having an explicit definition, knowing the main causes that lead students implicate themselves in such kind of antisocial behaviours and considering the various forms of school violence is the first step in preventing it.

Chapter Two

Data Analysis

Introduction:

This chapter aims at gathering data about the causes, forms, effects and preventions of violence in secondary schools. In order to conduct our investigation, answering the problem and confirming our hypothesis, we have relied on one data gathering tool that is quantitative research that includes a questionnaire for teachers and another one for students. Since the teachers and the students are the main part in providing data about this research, this chapter is designed to analyse the data obtained from the questionnaire administered to both teachers and students of a three high schools in Mostaganem.

The chapter deals foremost with the answers provided by the population we have investigated. The findings of this questionnaire are analysed starting by giving the characteristics of the sample, the description of the questionnaire and the analysis of the data.

2.1. Description of the Place of Investigation:

It seems very important to describe the place and the sample in which this research work takes place. The research was conducted in three different secondary schools in Mostaganem to describe and explore the main causes, effects and efforts must be taking in order to prevent school violence.

2.2. The sample:

It is necessary to select a sample to this academic study to narrow the scope of research the samples are teachers and students of three different secondary schools in Mostaganem.

2.2.1. Teachers

The study consists of ten teachers of different classes, each one of these teachers has been teaching for at least five or six years. Their ideas are the result of their experience in teaching at secondary schools.

2.2.2. Students

The population we have investigated is a sample of high school's students. We have chosen it because we are focusing in aggressive behaviours during adolescence and students in this

level are at the end of this sensitive period, the reason behind may be the necessity of making efforts and taking actions to prevent this antisocial behaviours before it will be out of our hands. The simple random sampling was followed to select the sample to conduct the research. The total of the study consists of 49 students were chosen as a sample to deal with this issue.

2.3. Methods and materials:

This chapter aims to describe the tools which compromise the basic part of the research study. It is based on the data collection that has been gathered through the principals of quantitative research in the aim of achieving reliable data which concerns the topic of the study. It consists of two questionnaires one for teachers and another one for students we provide this research tool to highlight the different adjustments and views of teachers and students about school violence and their effects in teaching and learning and the solutions that must be provided to prevent it.

2.4. Research tools:

2.4.1. Description of Teacher's questionnaire:

Teachers' questionnaire aims at collecting data about teachers' opinion concerning school violence, how such manifestations affect their way of teaching? And, how they deal with such behaviours to prevent it? So the main aim of dealing with high schools' teachers is know how serious the problem is and gathering proposed solutions.

The questionnaire was given to ten (10) teachers form three different high schools in Moataganem. It is consists of ten questions which are arranged in a logical way. They are either closed questions requiring from the teachers to choose "Yes" or "No" answers, or to check the appropriate answer from a number of choices or open questions requiring from them to give their answers and justify them. The 10 questions which were asked are all about the causes, effects and prevention of school violence.

2.4.2. Description of student's questionnaire:

This questionnaire is conducted to evaluate the students' contexts as well as have an idea about the most common manifestations of violence that take place inside the school and see to

what extent it impact the student’s way of learning. The main objective of this questionnaire is to show the different types of violence in our school, their effects on the learning process.

The questionnaire consists of eleven (11) questions. It is divided into three sections: section one is about general information. Section two is about evaluating the students’ contexts and section three is dealing with the most common forms of violence and its influence on students’ way of learning. The several questions were divided between “Yes”, “No” and open one, and are designed to meet our selected population represented in students of high schools.

2.5. Data Analysis:

In this analysis each question has been analysed separately and many procedures have been taken. The data is analysed quantitatively (by means of tables and graphs), and qualitatively (by means of description and explanation of results).

2.5.1. Teachers’ Responses:

Q2.1- what kind of degree do you hold?

Answers	License	Master	Total
Number of teachers	06	04	10
Percentage	60%	40%	100%

Table 2.1: Teachers’ degree.

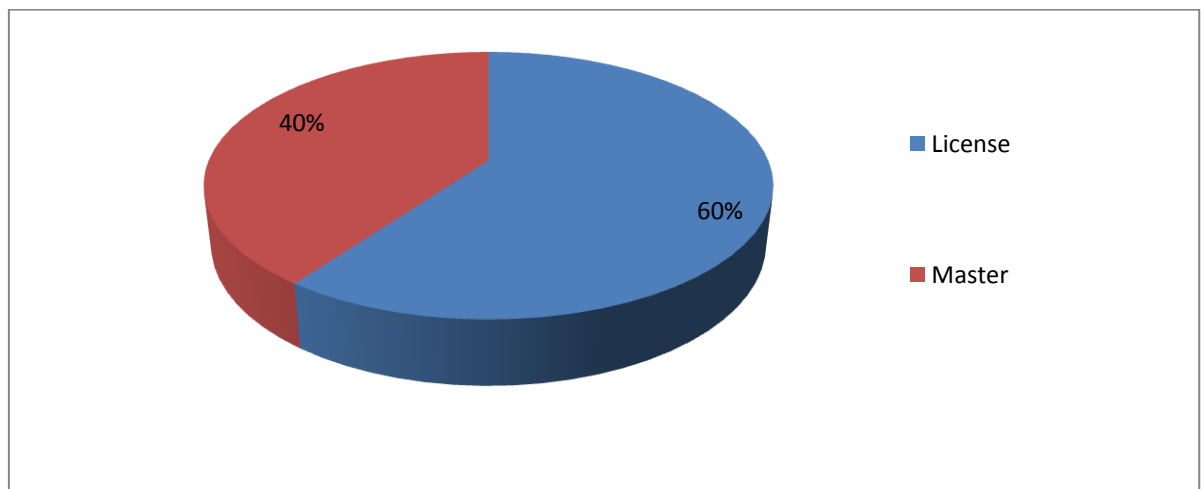


Figure 2.1: Teachers’ degree

Chapter Two: Data Analysis and Discussion of Findings

The result in the table shows that (60%) of the teachers have the License degree however (40%) of them have Master degree.

Q2.2- How can you describe your experience in teaching?

Answers	Great experience	Good experience	Worse experience	Total
Number of teachers	04	03	03	10
percentage	40%	30%	30%	100%

Table 2.2: Description of Teachers' experience.

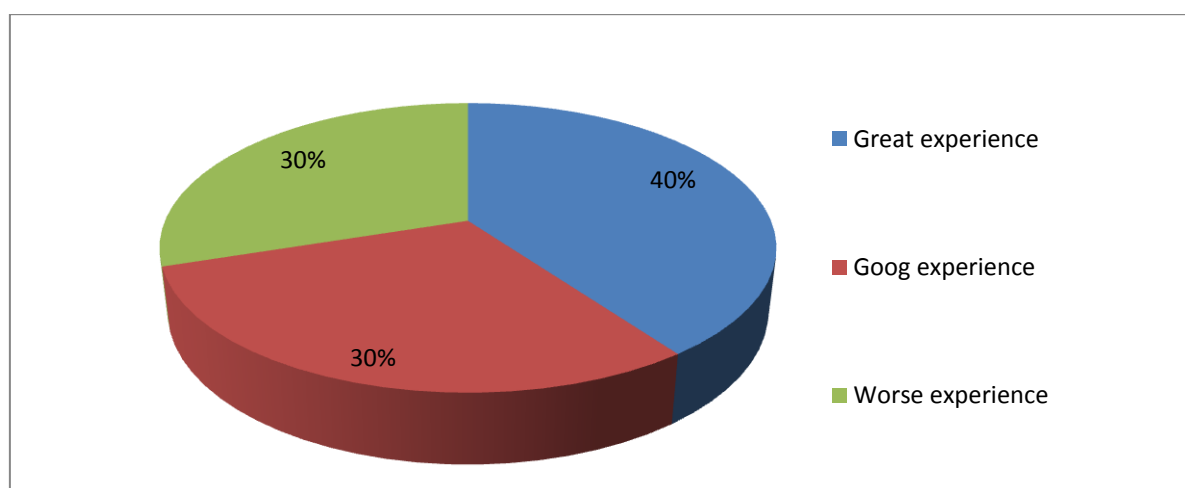


Figure 2.2: Description of Teachers' experience.

The majority of teachers (40%) describe their teaching experience as great one since this kind of job holds various challenges, and (30%) consider it as a good or a worse experience.

Q 2.3- How do you feel about the school where you teach?

Answers	I feel safe	I feel unsafe	total
Number of teachers	04	06	10
percentage	40%	60%	100%

Table 2.3: Teachers' feeling about the school setting.

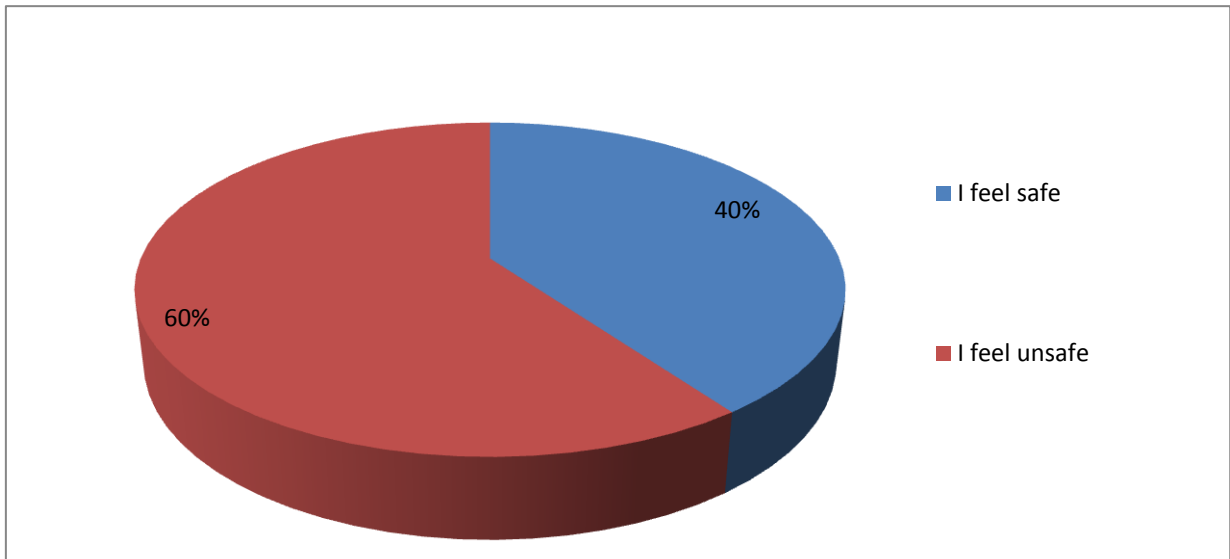


Figure 2.3: Teachers’ feeling about the school setting.

The results shows that the majority of teachers (60%) feel unsafe in the school where they teach, we can deduce that this due to different reasons like lack of security and unclear school regulations. Whereas (40%) stated that they are safe.

Q 2.4- Are there any manifestations of violence have you noticed among your students?

Answers	Yes	No	Total
Number of teachers	09	01	10
percentage	90%	10%	100%

Table 2.4: Teachers’ remarks of violent manifestations.

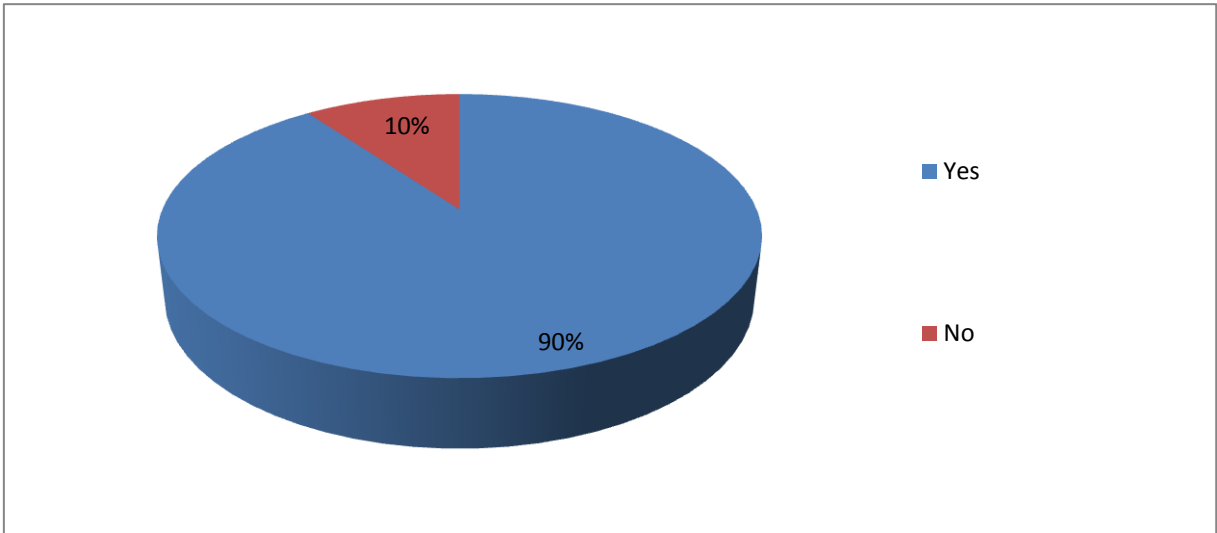


Figure 2.4: Teachers’ remarks of violent manifestations.

The previous results show that the majority of teachers (90%) insist on the occurrence of violent incidents among their students this response clarify the reality of the existence of violence in our schools, on the other hand (10%) of them claimed that they did not notice it among their students.

Q 2.5- In your opinion, how serious the problem is (school violence)?

Answers	It is not serious	It is serious	It is very serious	Total
Numbers of teachers	0	02	08	10
Percentage	0%	20%	80%	100%

Table 2.5: Teachers’ opinion about school violence.

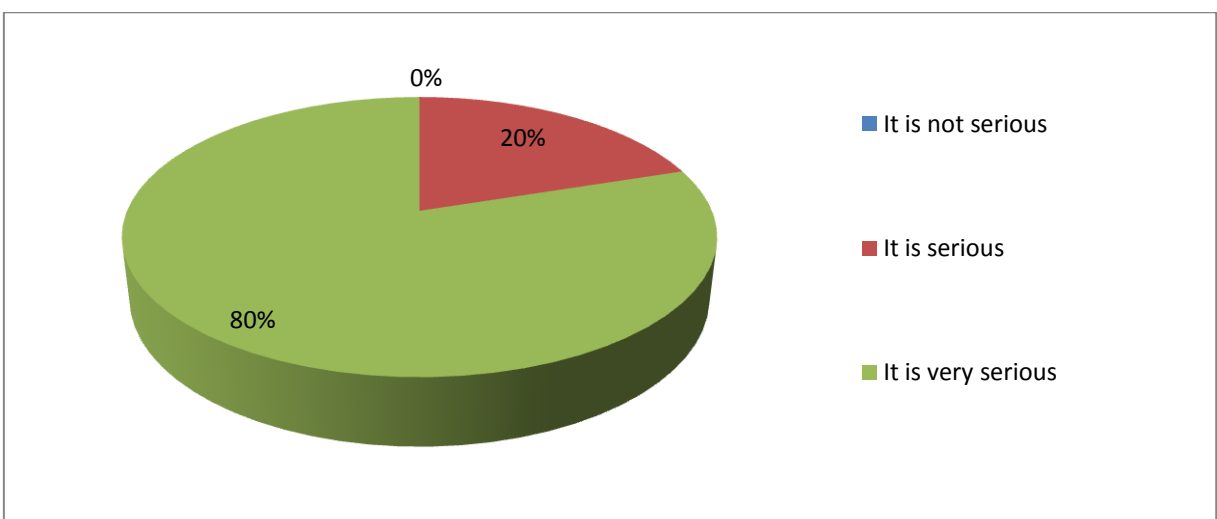


Figure 2.5: Teachers’ opinion about school violence.

The results obtained (80%) denoted that school violence is a very serious problem that’s why we must starting taking actions and stating strategies to reduce it in order to make our schools more safer places.

Q 2.6- From the list, what are the most common manifestations of violence that take place in your school?

Answers	Teachers number	percentage
A physical conflicts among students	07	70%
A verbal conflicts among students	07	70%
Vandalism of school properties	09	90%
Students’ Tabacco and drugs use	05	50%
Students’ possession of weapon	05	50%
Gang	01	10%
Students’ conflicts with teachers	06	60%
Others	03	30%

Table 2.6: The Violent Manifestations that take place on high schools.

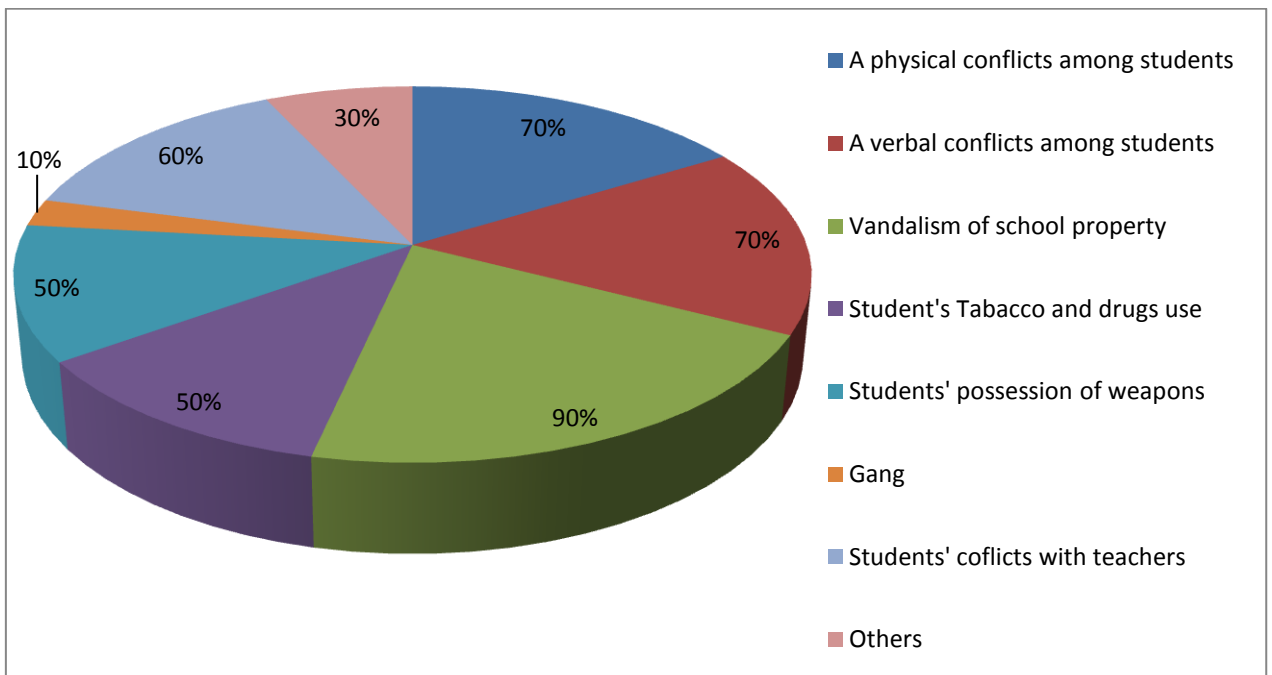


Figure 2.6: The violent manifestations that take place on high schools.

The results on the table show, (70%) of the teachers claimed that students engage in physical and verbal conflicts with their classmates, (90%) of them stated that school properties are damaged by students, (60%) clarify that they face conflicts with their students. And (50%) insist in the fact that their students brought knives and use Tabacco inside the school setting.

Q 2.7- Which of the following do you think pay the biggest role in why adolescents would became violent?

Answers	Teachers number	Percentage
Home	06	60%
School	03	30%
Personality	05	50%
Poverty	05	50%
Drugs	06	60%
Others	05	50%

Tables 2.7: Teachers’ opinion about the causes of school violence.

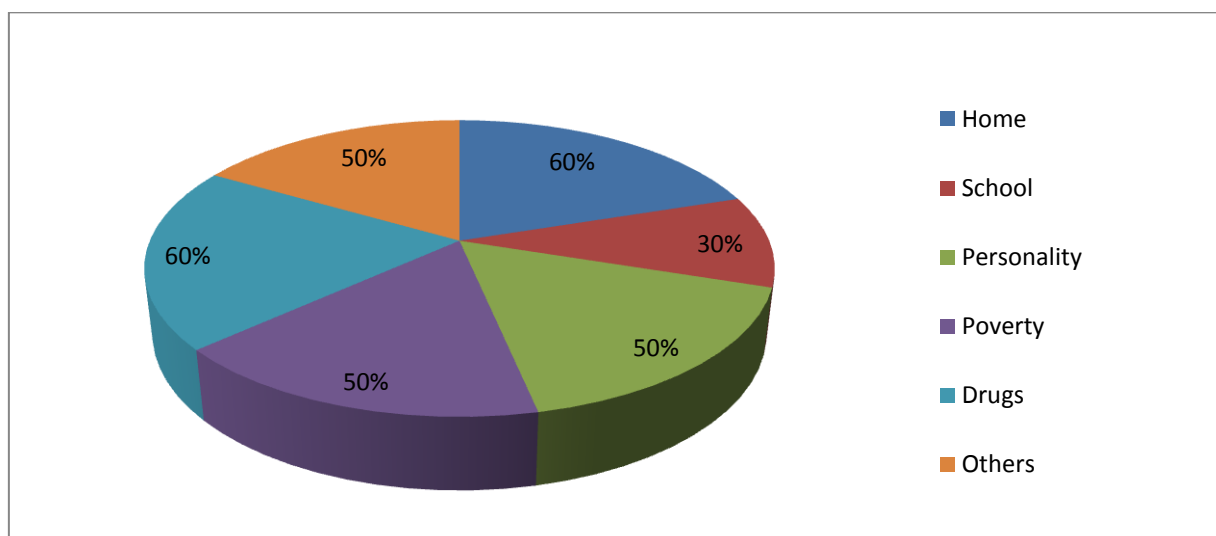


Figure 2.7: Teachers’ opinion about the causes of school violence.

The table and the figure above show that (60%) of the teachers consider that the home environment and the use of drugs are the most common causes of the school violence, they suggest that personality and poverty may also have a substantial effect on the students’ behaviour, as well as (50%) of them claim that there are other causes must be considered when trying to investigate the causes of school violence.

Q 2.8- Does the occurrence of violent manifestations in your classroom affect your way of teaching?

Answers	Yes	No	Total
Number of teachers	10	00	10
percentage	100%	00%	100%

Table 2.8: The Effects of violent incidents on the teaching process.

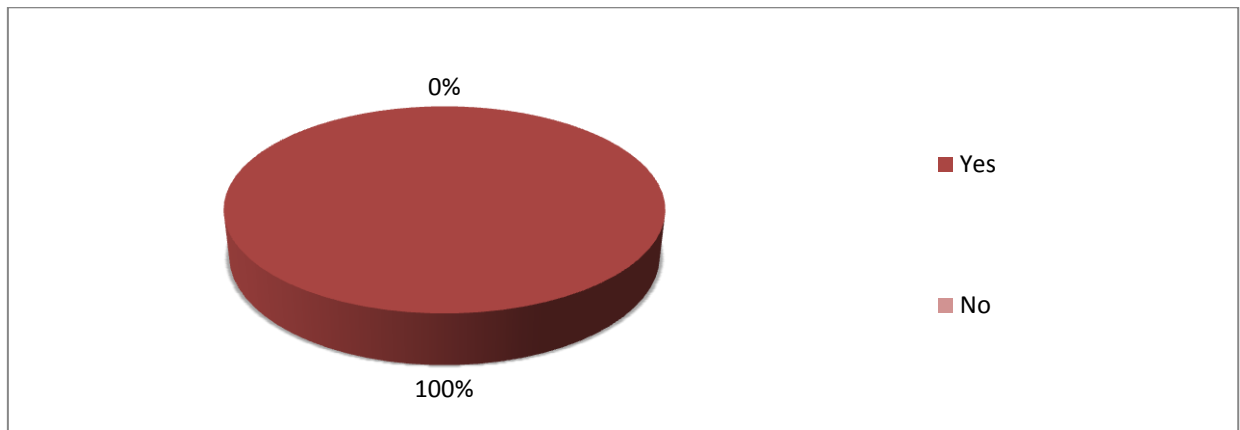


Figure 2.8: The Effects of violent incidents on the teaching process.

The table show that all the teachers (100%) insist that such violent manifestations have a negative effect on their way of teaching.

Justification:

Teachers indicate that: there is no effective teaching takes place when students are uncontrollable, ill-disciplined and unmanageable. Their moral becomes very low and feel demotivated. The lack of respect among the students toward each other results in fighting which effect teaching. They find it difficult to complete the syllabus due the fact that time is wasted on resolving problems caused by school violence.

Q 2.9- do you use strategies to address or prevent violent manifestations in your classroom?

Answers	Yes	No	Total
Number of teachers	10	00	10
Percentage	100%	00%	100%

Table 2.9: Teachers’ strategies to prevent school violence.

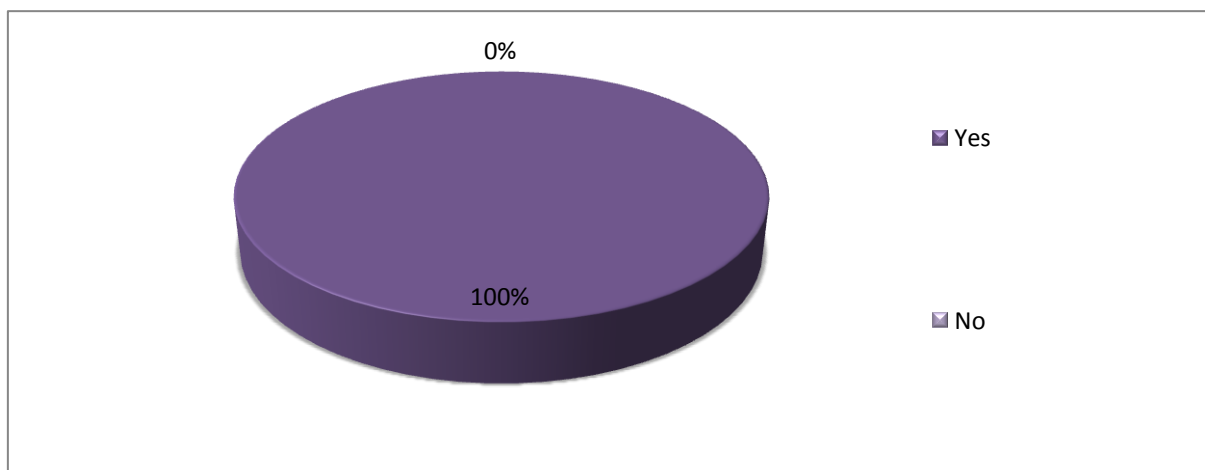


Figure 2.9: Teachers' strategies to prevent school violence.

All the teachers (100%) claim that they use several strategies to prevent violent incidents in their classes.

List of strategies used by teachers:

- Threat them with respect.
- Invite the parents of the violent student to talk to them.
- Punish them by putting minis points.
- Discuss with them to know the reasons behind their antisocial behaviours.
- Refer them to the school administrators.

Q 2.10- Have you received an adequate training from the Ministry of Education about how to prevent school violence?

Answers	Yes	No	Total
Number of teachers	10	00	10
percentage	100%	00%	100%

Table 2.10: Teachers' training for school violence preventions.

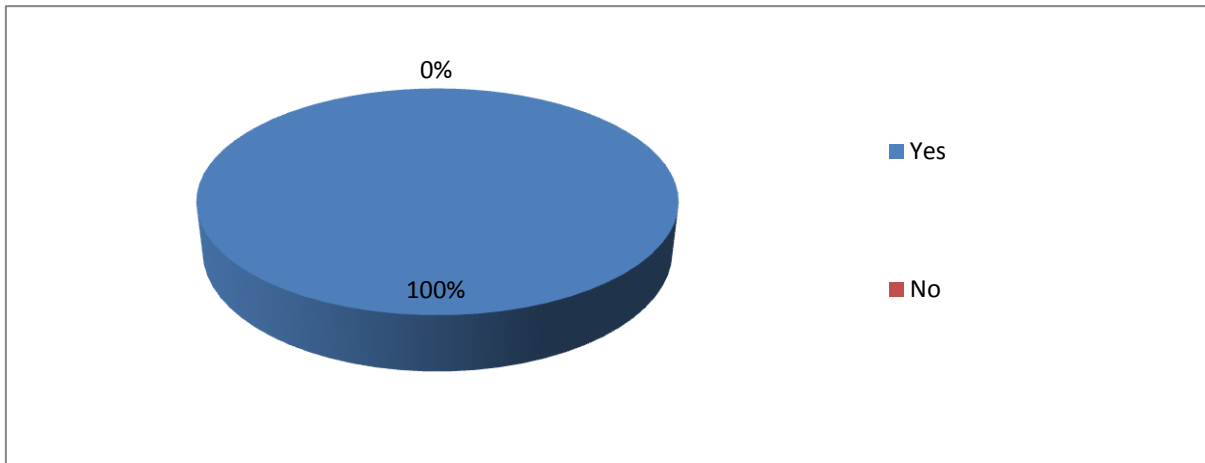


Figure 2.10: Teachers' training for school violence preventions.

The results indicate that there is no adequate training for the teachers in which can help them to deal with violent incidents in their classes, this makes us to deduce that our Ministry of Education does not give enough importance to this problem that destroy our schools.

B. Students' Responses:

Section One: General Information

Q 2.1- Specify your gender.

Answers	Male	Female	Total
Number of students	22	27	49
Percentage	44.89%	55.10%	100%

Table 2.1: Students' Gender.

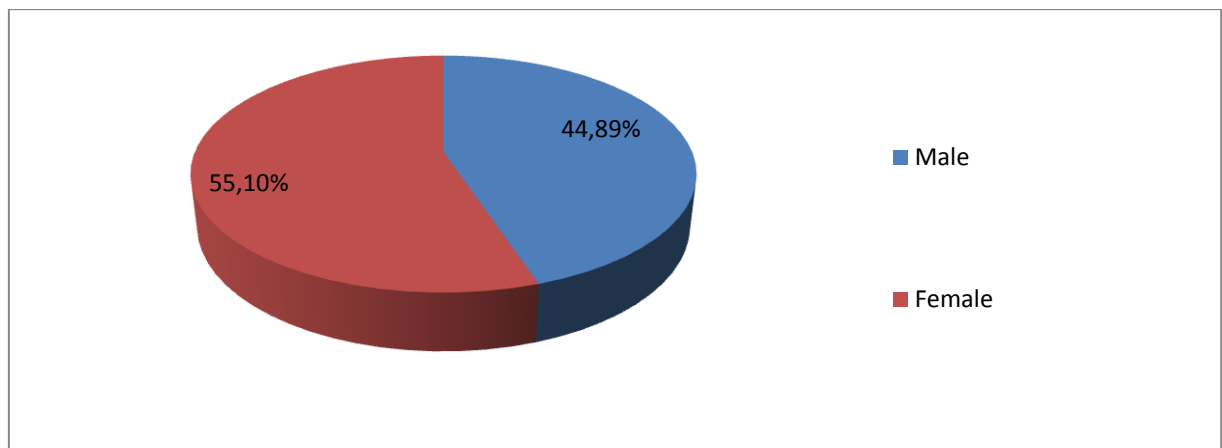


Figure 2.1: Students' Gender.

The results represent (44.89%) of males and (55.10%) are females that will contribute their experiences and opinions about school violence in which their responses will reach our study.

Q 2.2- how do you feel about your school?

Answers	I like it	It's ok	Total
Number of students	30	19	49
Percentage	61.22%	38.77%	100%

Table 2.2: Students' feeling about their schools.

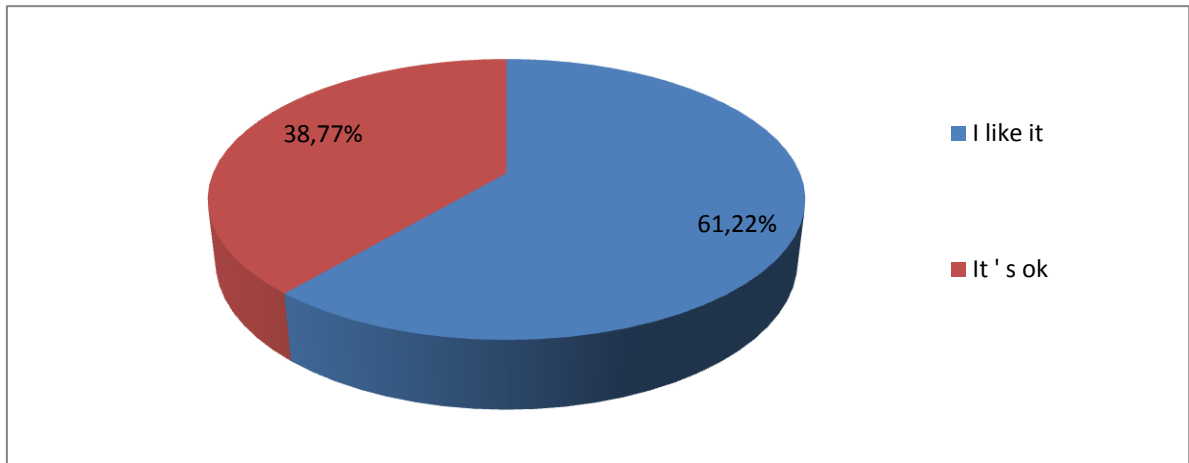


Figure 2.2: Students’ feeling about their school.

The table and the figure above show that (61.22%) of students like their school and enjoy learning there however (38.77%) of them say that it is ok this make us to conclude that there are some causes which make them have this feeling about their school.

Section two: Evaluation of Students’ contexts.

Q 2.3- Do you have the ability to put yourself in the others’ place?

Answers	Yes	No	Total
Number of students	20	29	49
percentage	40.81%	59.18%	100%

Table 2.3: Students’ perception of the others.

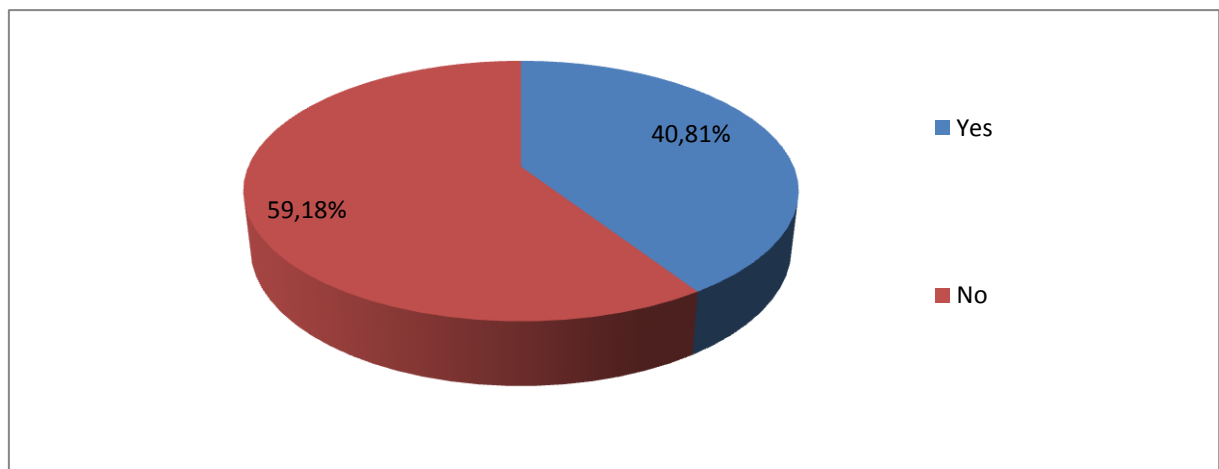


Figure 2.3: Students’ perception of the others.

From the result we notice that (59.18%) of students do not have the ability to perceive and understand the others emotions and feelings in which this clarify the lack of empathy among students, whereas (40.81%) say that they have the ability to put themselves in the others place.

Q 2.4- How often you have conflicts among your family members?

Answers	Sometimes	Always	Never	Total
Number of students	39	10	00	49
	79.59%	20.40%	00	100%

Table 2.4: Frequency of conflicts among students’ family members.

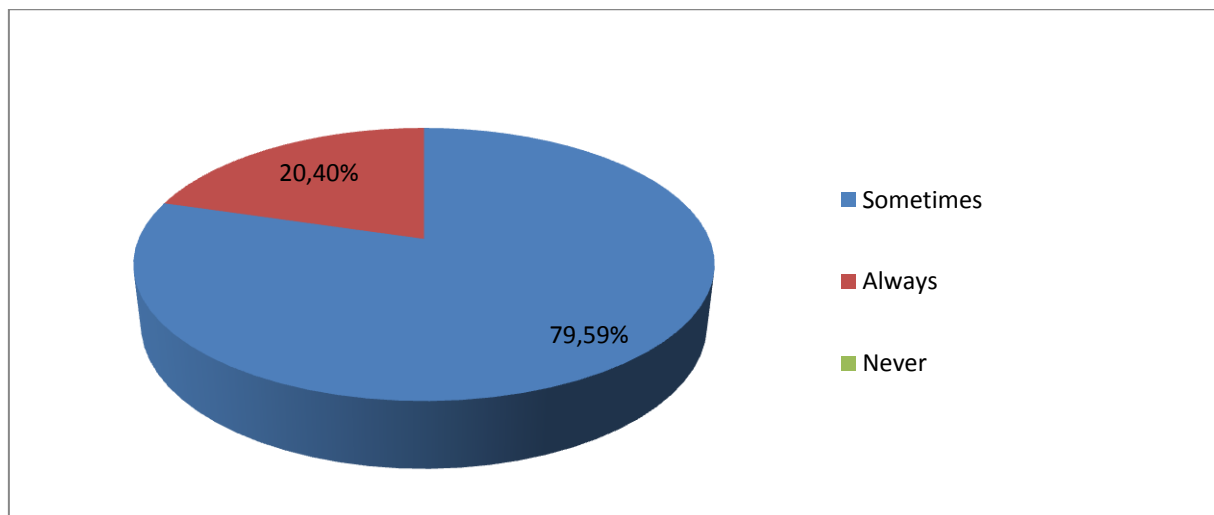


Figure 2.4: Frequency of conflicts among students’ family members.

This graph shows that the conflicts among students’ family members exist in which (20.40%) of them say that they face this trouble always and this is due to different reasons whereas (79.59%) state that they have it sometimes.

Q 2.5- The strategies used by your parents in resolving those conflicts is through....?

Answers	Threats	Insults	Discussion	Total
Number of students	27	12	10	49
Percentage	55.10%	24.48%	20.40%	100%

Table 2.5: Parents’ strategies in resolving conflicts.

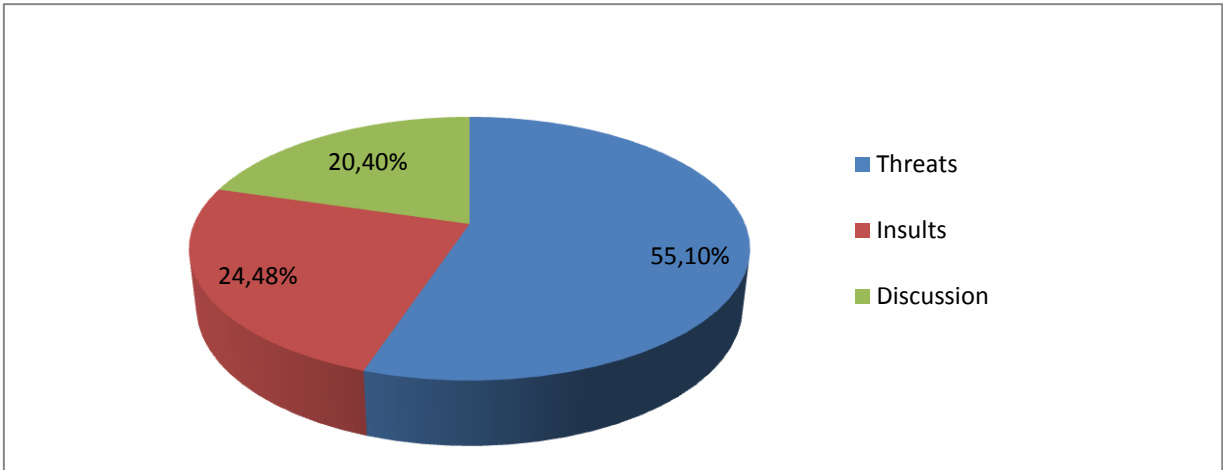


Figure 2.5: Parents’ strategies in resolving conflicts.

It is obvious from the graph above that the majority (55.10%) of parents use threats as solution to prevents conflicts or to punish their children misbehaviours, whereas (20.48%) of students state that their parents use insults to deal with problem and (20.40%) clarify to us that there is a lack of discussion from the parents in resolving conflicts.

Q 2.6- Haw can you describe your parents?

Answers	Cohesive	Very cohesive	Rigid or Strict	Careless	Total
Number of students	15	09	19	06	49
Percentage	30.61%	18.36%	38.77%	12.24%	100%

Table 2.6: Students’ description of their parents.

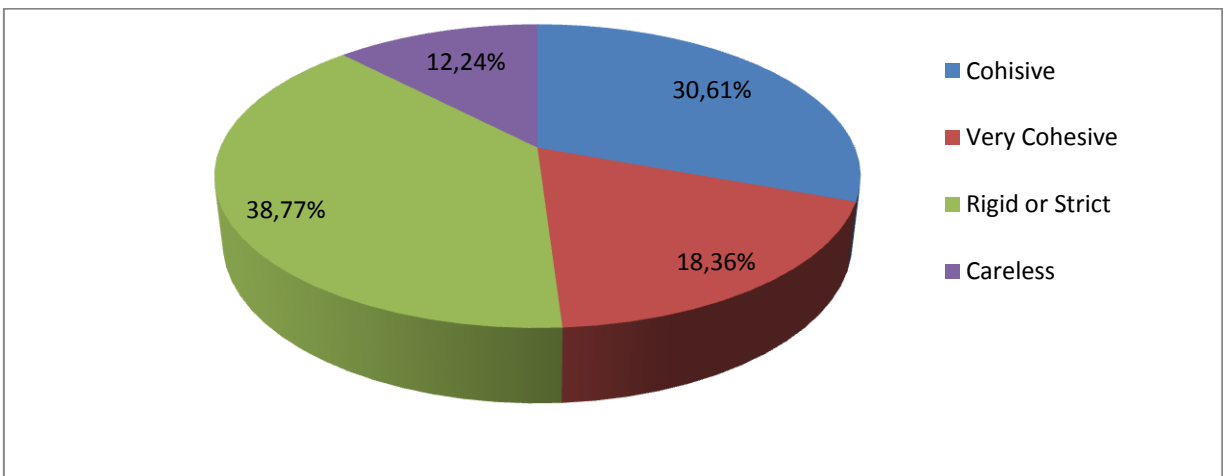


Figure 2.6: Students’ description of their parents.

The answers show that (38.77%) of students describe their parents as rigid or strict on the other hand (30.61%) of them consider their parents as cohesive and (18.36%) of them state that their parents are very cohesive whereas (12.24%) of them say that they have careless parents.

Q 2.7- How do you feel about the school where you learn?

Answers	I feel safe	I feel unsafe	Total
Number of students	19	30	49
Percentage	38.77%	61.22%	100%

Table 2.7: Students’ feeling about their school setting.

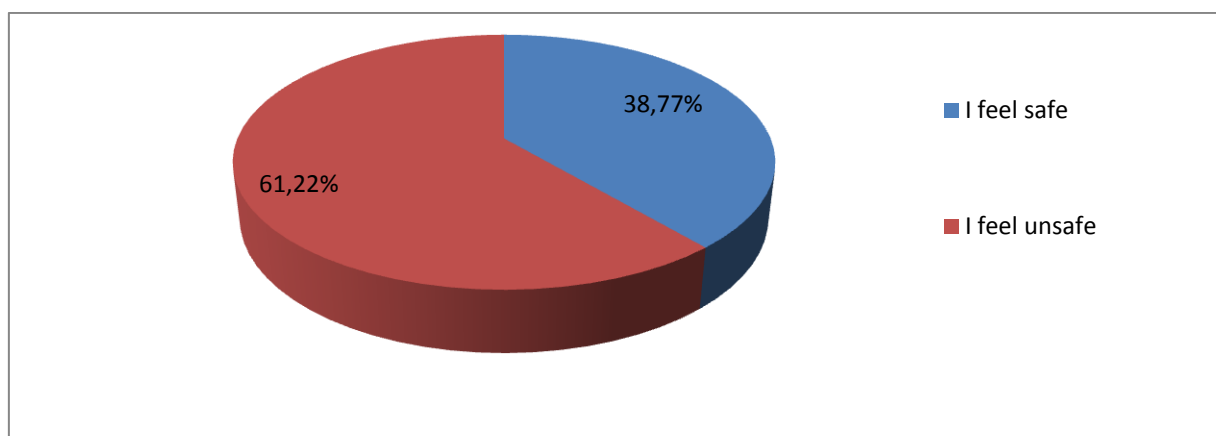


Figure 2.7: Students’ feeling about their school setting.

According to participants’ responses most of the students (61.22%) feel unsafe at their schools. We can deduce that this is due to various causes that make the school environment insecure like lack of clear regulations that monitor the students, teachers and staff members behaviours, whereas (38.77%) of them say that they are safe.

Q 2.8- The relationship with your teachers is positive with....?

Answers	All of them	Most of them	Not all of them	None of them	Total
Number of students	10	15	22	02	49
Percentage	20.40%	30.61%	44.89%	4.08%	100%

Table 2.8: Students’ relationship with their teachers.

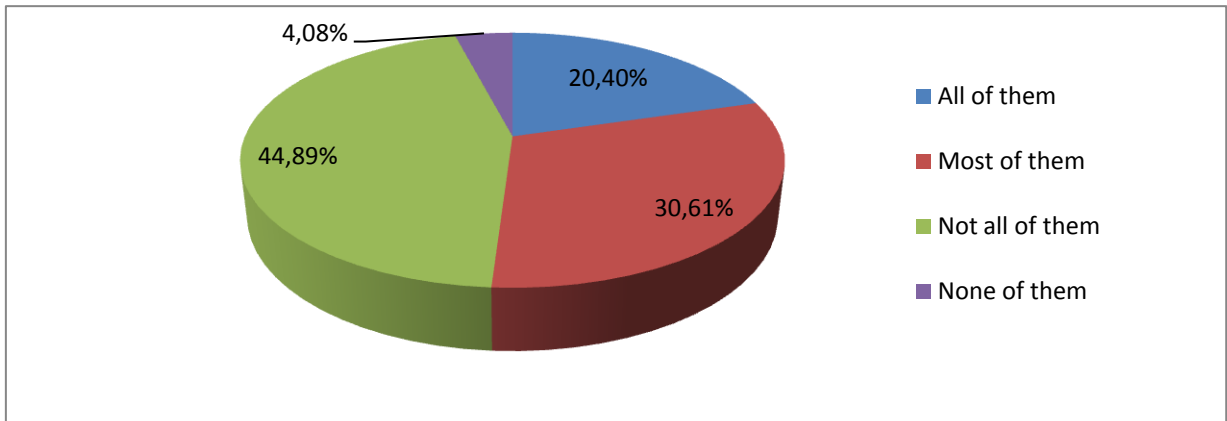


Figure 2.8: Student’s relationship with their teachers.

From the results we have (44.89%) of students state that they have not a positive relationship with all their teachers, whereas (30.61%) of them say that they have a positive relationship with most of their teachers. (20.40%) of them insist in the fact that their relationship is good with all of teachers on the other hand (4.08%) of students indicate that they have any positive relationship with teachers.

Q 2.9- Your relationship with your classmates is close with?

Answers	All of them	Most of them	Not all of them	None of them	Total
Number of students	08	11	22	08	49
Percentage	16.32%	22.44%	44.89%	16.32%	100%

Table 2.9: Students’ relationship with their classmates.

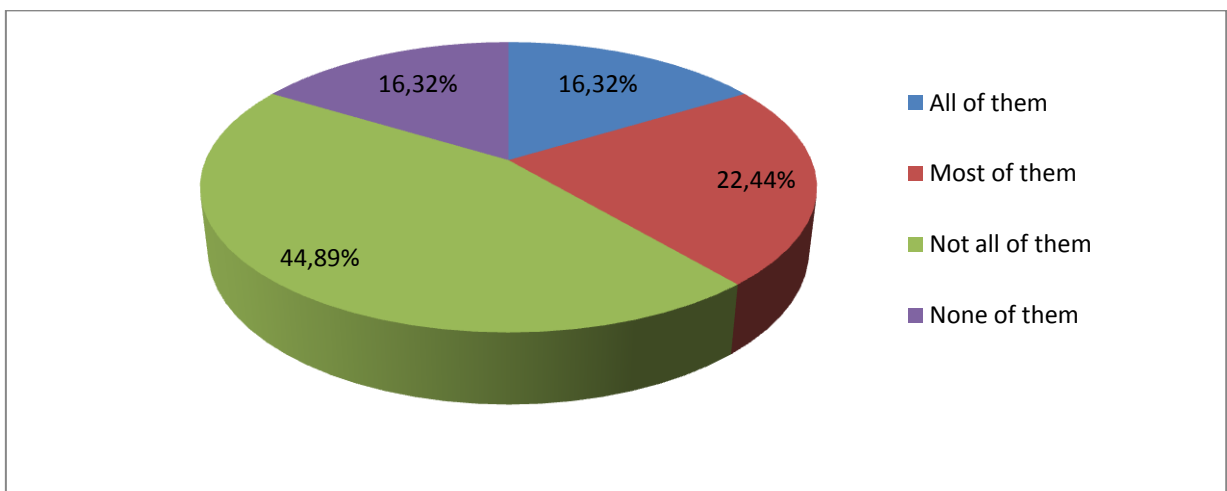


Figure 2.9: Students’ relationship with their classmates.

The results show that (44.89%) of students have not a close relationship with all of their classmates, (22.44%) of them consider their relationship with most of their mates as a good one whereas (16.32%) indicate that they have not a relation with all of them, on the other hand (16.32%) state that they are close with all their classmates.

Section three: School violence: Incidents and effects.

Q 2.10- Have you ever been angry enough to hit or hurt someone?

Answers	Yes	No	Total
Number of students	35	14	49
Percentage	71.42%	28.57%	100%

Table 2.10: Students’ reaction when they feel angry.

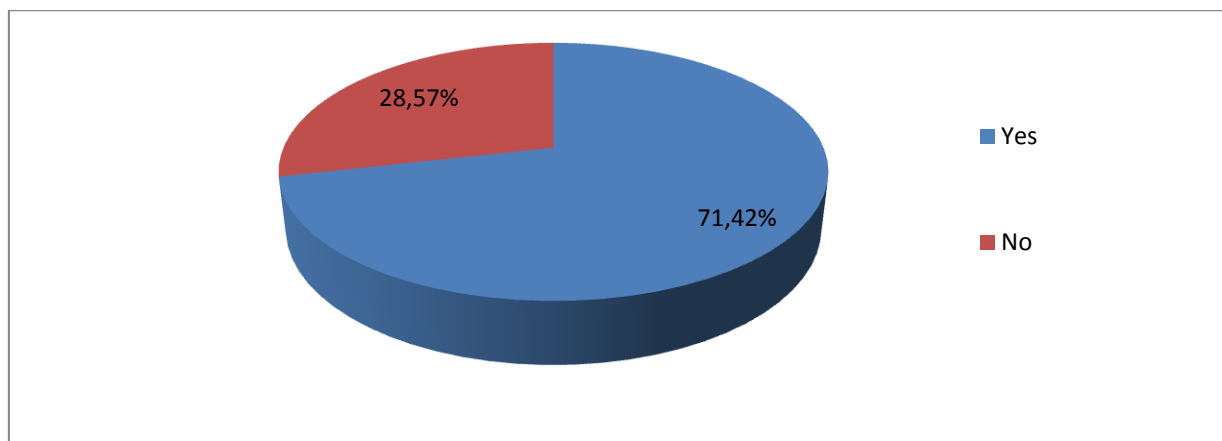


Figure 2.10: Students’ reaction when they feel anger.

The results denote that the majority of students (71.42%) can hit or hurt someone when they feel anger or when they face provocations from the others, this lead us to conclude that our students defend themselves in aggressive ways.

Q 2.11- Have some of these situations happened in your school?

Answers	Number of students	Percentage
A student insulted or threatened another student	35	71.42%
A student hit or hurt another student	32	65.30%
A student brought a knife or another weapon	20	40.81%
A student threatened or insulted a teacher or a staff member	19	38.77%
A student use Tabacco or Drugs inside the school	14	28.57%
Others	25	51.02%

Table 2.11: Violent incidents take place inside the school setting.

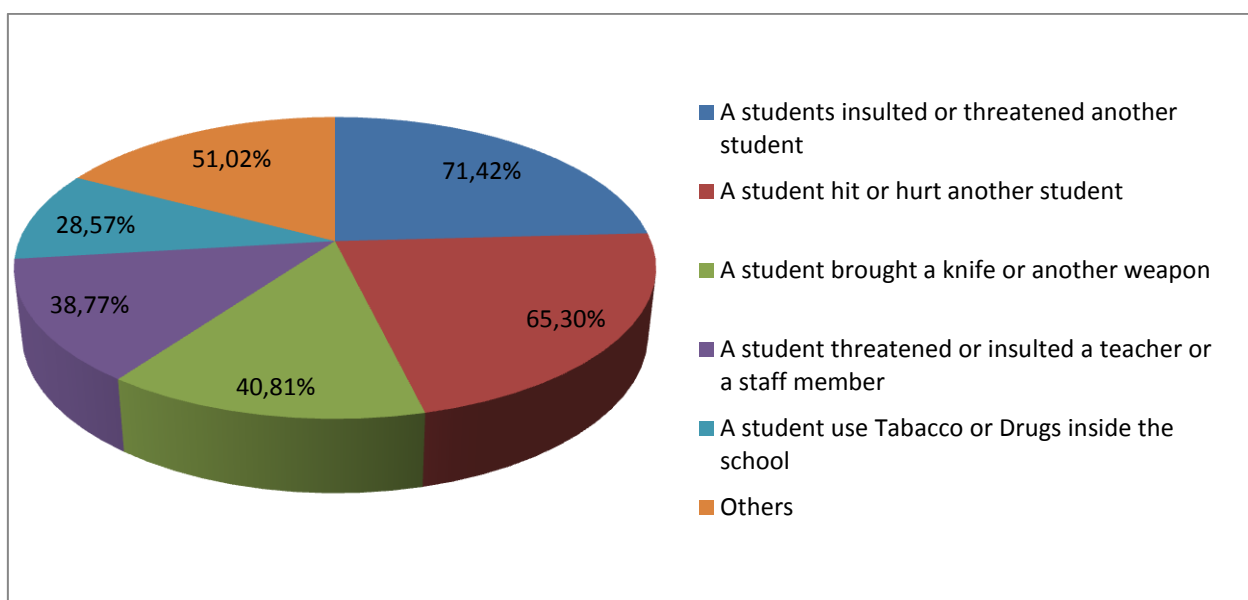


Table2.11: Violent incidents take place inside the school setting.

From the result above we notice that violence takes place in our schools and has different forms in which (17.42%) of students indicate that they see students insulted and threatened each other, (65.30%) of them inform us that students are hit and hurt by their classmates, (38.77%) of them insist in the fact that their teachers are threatened and insulted by their students and (28.57%) of them declare that Tabacco and Drugs is used inside the school setting whereas (40.81%) mention the fact that knives exist in their schools however (51.02%) of students indicate that there are other antisocial behaviours take place inside their schools.

Q 2.12- Does the occurrence of violent incidents affect your way of learning?

Answers	Yes	No	Total
Number of students	39	10	49
Percentage	79.59%	20.40%	100%

Table 2.12: The Effect of violence on students’ learning process.

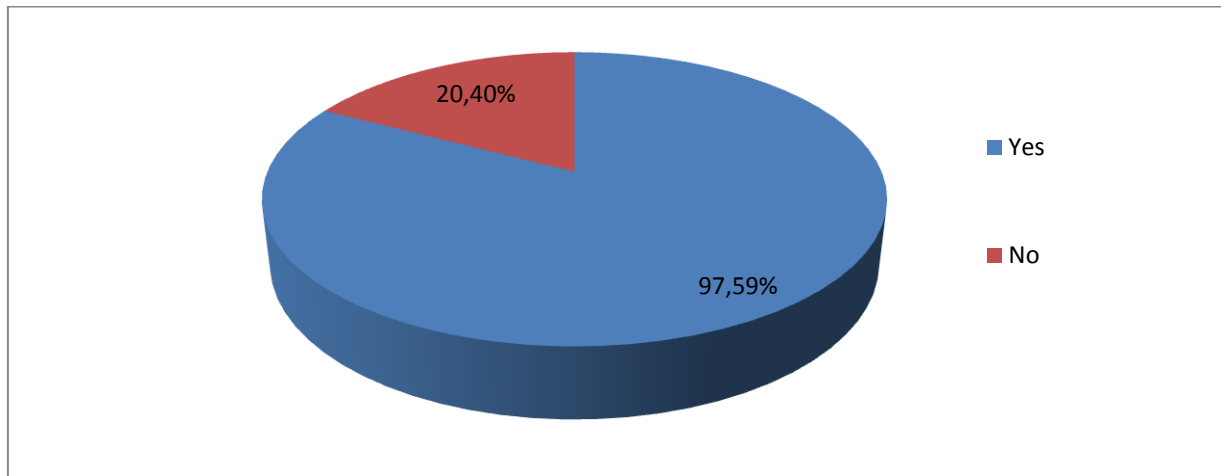


Table 2.12: The Effect of school violence on students’ learning process.

The result shows that the majority of students (97.59%) indicate that school violence has a negative effect in their way of learning.

Justification:

Students declare that violent incidents inside the school setting effect their learning in which classroom environment becomes not conducive to learn, it leads to lack of effective learning and teaching which leads in turn to poor school attendance that cause a high failure rate, lack of concentration because they feel that are scared of the perpetrators, poor results and unpleasant atmosphere in the classroom.

2.6. The Discussion of Results and Findings:

Our research is mainly examined both teachers and students of three different high schools in Mostaganem towards the effects of school violence on teaching and learning. We conducted one type of data gathering tool that is two questionnaires, one has been administrated to students and the other one to teachers.

Considering the results we have got from analysing the two questionnaires, we confirm our hypothesis. The findings go hand in hand with our hypothesis which emphasizes that violence in school has a negative effects in teaching and learning and preventions must take place to reduce it.

2.6.1. Discussion of the results (teachers' questionnaire):

The analysis of the teachers' answers show that the most of them agree that school violence is a very serious problem in which they claim that it takes place in their schools and occur in different forms.

From the results we obtained the majority of teachers declare that Vandalism exist in their schools and properties of those schools are damaged by students, verbal and physical conflicts are repeatedly take place in schools among students and between teachers and students, then teachers inform us that Smoking and Drugs is accessible in their school setting.

On the other hand teachers from their opinion indicate that the home environment, the use of drugs and the wrong choice of friends are the most common causes that lead students implicate themselves in antisocial behaviours.

In addition, from the teachers' responses we conclude that violence in schools effects negatively teaching in which most of them state that when students are uncontrolled, ill-discipline and unmanageable it will be difficult for the teachers to make an effective teaching, they find it difficult to complete the syllabus, it makes them feel helpless, demoralised, and disillusioned; the environment is not conducive to teaching; lack of respect of students towards each other results in fighting which affects teaching.

Finally, the study revealed that teachers have not received training in which help them to deal with violent incidents, they state that they use an innate strategies and solutions to reduce it such as threats or asking the bullies to bring their parents or referring them to the school administration.

2.6.2. Discussion of the results (students' questionnaire):

From the results we obtained we conclude that the majority of students don't have the ability to perceive and understand the others in which this lead to the lack of Empathy that has an important role in the development of the student' personality, this lack can increase the probability of the student' hurt or hit their classmates. On the other hand, the results show that most of students' families face the problem of conflicts and the strategies used by their parents in resolving those conflicts are through insult or threat, in fact this lead to conclude that students has a lack in using problem solving skills since they did not see their parents use it. Concerning the school context, most of students indicate that they feel unsafe in their schools and their relationship with both teachers and classmates is not ok, we can assume that this is due to the lack of cooperative learning that gives the students the opportunity to know, understand and perceive each other through activities based in pair works and group works.

In addition, the students revealed through the questionnaire that violent incidents take place in their schools, from the results we noticed that, insult or threat among students, student hit or hurt another student, students' possession of knife or another weapon, students threat or insult of their teachers and students' use of Tabacco and Drugs are the most common aggressive behaviours that happen inside the schools we have investigated.

In conclusion, this study revealed the following effects of violence on learning in which students indicate that the classroom environment becomes not conducive to learn, it leads to lack of effective learning and teaching which leads in turn to poor school attendance that cause a high failure rate, lack of concentration because they feel that are scared of the perpetrators, poor results and unpleasant atmosphere in the classroom. They declare that School violence leads to academic performance which is not on par with the goals and aspirations of the school and students who are victims of bullying bunk classes and end up dropping out of school.

Conclusion:

In the current chapter, the researcher has attempted to present, analyse and discuss the findings of the main data obtained through two different questionnaires, the first one is focus on teachers' experiences and opinions and the second one is about the student's responses. As a conclusion, the collected results from this chapter show us that school violence has a negative effect on teaching and learning.

Thus, on the basis of the results we obtained, the next chapter will be devoted to some strategies, solutions and recommendations which are supposed to help in preventing school violence.

Chapter Three

Recommendations and
School Violence Preventions

Chapter Three: Recommendations and School Violence Preventions

Introduction:

Since School Violence affects not only Teaching and Learning but also our future wellbeing citizens, here are some basic strategies and actions for teachers and students for the prevention of violence in schools. Those strategies serve to help develop a non-violent school culture, and it should be adapted to every school environment by means of a continuous dialogue between teachers and students as well as the school principal, guidance counsellors, community leaders and parents' associations. A positive, non-punitive and non-violent school environment ensures everybody's rights, teachers' and students' alike.

In this chapter, we would like to present some recommendations and suggest some strategies that might be related to the actual case of study. Furthermore, some helpful actions are proposed for teachers.

3.1. Recommendations and suggestions:

After analysing the answers of teachers and students we found out that violence exists in our schools and takes different forms, it has a negative effects in teaching and learning, it is out of hands since our Ministry of Education did not take an actions or state a program that can help teachers and staff members in reducing it, therefore the teachers indicate that they did not receive any training in which they can learn various strategies and solutions about preventing school violence this lead us to raise the need of start making efforts and designing appropriate program in which give teachers the opportunity to learn various strategies and develop their problem solving skills.

In addition, we recommended that School Violence must be prevented and the Ministry of Education has to take an action and do all the best to protect our students, teachers, staff members and schools from this great problem that destroy not only the schools properties but also the level of teaching and learning as well as our students in becoming future healthy citizens.

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Then, it is difficult to make all our schools safe but when we decide to start intervening it and stating a clear program that holds a golden purpose that is saving our schools from violence and gathering all the students, teachers, staff members and even the parents and the public efforts we can say that we are in the first step on the way of preventing School Violence.

On the basis of the **findings** of the study, we have made these set of recommendations:

- The Ministry of Education has to act and design a clear program in which making schools safe is the basic goal.
- School violence has to be prevented to reduce its negative effects.
- Our schools have to be safe and comfortable to facilitate the way of teaching and learning.
- The students have to respect the schools' regulations and aid their schools in preventing violence.
- Parents have to control their children and stay on contact with the schools' administration to check about and save them from implicating themselves in antisocial behaviours, they have to create a good atmosphere at home and use skilful strategies in solving problems such as discussion instead of threatening or insulting.
- The guidance consolors have to discuss with the violent students and help them to reduce using impulsivity in solving problems.
- School violence must be implemented in the curriculum to discuss their causes, effects and give the students the opportunity to know it and assume solutions.

3.2. Practices for Intervention:

Since these behavioural problems take place in a particular context, the school, it seems obvious that interventions need to focus not just only on individuals, but also on the system. Practices for intervention can be generally divided into two groups: **Primary** and **Secondary-Tertiary Prevention Strategies**, these strategies will be discussed as follow:

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3.2.1. Primary Prevention Strategies:

We find the strategies designed to prevent the problem from occurring before signs of the disorder appear, this kind of intervention includes the participation of all the students, as well as of the parents and all the school staff and it seems to be the best choice in order to carry out a really successful prevention. The main objective of these interventions is to modify the school environment by improving peer relations and promoting positive social behaviours.

Many of these programs include as well training for teachers and procedures to motivate **Parental Involvement**, in which it is based on the conception of school as a general coexistence system that is necessary to boost in order to facilitate positive relations and impede the negative ones by involving all the members of the educational community in this process and including the families. That means the existence of relational channels between parents and teachers are important in this sense such as informal meetings and debate forums in the school that enable the discussion and the negotiation of a common educational criterion where parents can participate actively, express their opinions and debate on behavioural problems that might arise in the educational centres.

In addition, in order to prevent and minimize violent behaviours in the schools it would be necessary to adopt a **Non-violent Style** to display emotions, solve school conflicts and develop a non-violence culture through the explicit rejection of any behaviour that provokes victimization **Abramovy et al** (2002, p289) recommended strategies to prevent school violence from the organizational context:

- *Favour the students' identification with the school and increase their participation when taking decisions in a democratic way.*
- *Create a good environment in the school, a place where students feel accepted as individuals and have positive adult role models.*
- *Include the education on values and activities designed to develop social and personal abilities from a democratic and inclusive approach.*
- *Create and define a student code of conduct that makes sense for the students and that can be discussed with them.*

Then, teachers' commitment is crucial to put these strategies into practice, as well as it is their role they play in preventing violence in the schools. **Teachers' Training** is a key aspect to improve coexistence, in which this training should include an overview of the risk and protective factors

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related to violent behaviours in childhood and adolescence, as well as on how to handle and solve conflictive situations that might arise within the students. This kind of intervention is usually carried out in the educational centres, so all the teachers belonging to the same school can receive the same knowledge tools. **Miller** (2008, p25) stated that “*these trainings, in addition of supplying theoretical and practical information for teachers, it can be used to request the development of a plan or program to deal with school violence, which will entitle an in-depth reflection on the specific problems in the schools, as well as on how to carry out preventive and intervention tasks*”.

On the other hand, an efficient way of favouring coexistence in the classroom which is as well considered as an important didactic measure is the **Cooperative Learning**. **Green** (2005, p250) claimed that “*the student need to learn to cooperate, since cooperation is a basic skill and a fundamental requirement to build a society without violence*”. In which in a cooperative situations people try to obtain results that are beneficial for themselves and for the rest of members of the group, in contrast with competitive learning each person works against the others to reach individual objective. Moreover, cooperative learning technique proposes other basic principles for an effective pedagogy in the classroom like talking the problems over, learning constructive strategies to solve conflicts, developing self-confidence and self-regulation and promotion of empathy.

Finally, the benefits of these activities reside in the fact that they promote relevant aspects such as the choice of alternative solutions rather than the use of violence, the evaluation of the consequences of violence for students, the joint taking of decisions amongst members of the classroom and group thinking. These positive strategies favour the development of a healthy environment whereas on the contrary, the adoption of strictly penalizing measures such as severe punishments and expelling from school have proven to be very inadequate ways of facing violence in the schools.

3.2.2. Secondary-Tertiary Prevention Strategies:

It refers to the use of other strategies when traces of the problem are detected or when the problem has already been established. First, **Secondary Prevention**: implies strategies designed for individuals exhibiting initial signs of the disorder, in order to prevent the development of more severe problems. In the case of victims, as remarked by **Abramovy et al**

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(2002), some of these things can be: “*damaged or missing belongings, unexplained cuts, bruises or other injuries, fearfulness of going to or avoidance of school, loss of interest in school work, decrease in academic performance, somatic complaints such as headaches and stomach aches, depressive symptoms, anxiety and passivity*”. In these cases, once the problem and the agents involved have been detected, it might be necessary to develop **Tertiary Prevention** which makes reference to those strategies that focused on individuals with an established problem and are designed to remediate that problem, decrease the duration and minimize the negative effects. **Abramovyet all** (2002).

These measures are therefore adopted with those students that have already been identified as victims or aggressors. On the one hand, with respect to victims, the first step of the intervention usually lies in ensuring their safety in the educational centre. In parallel to this punctual action, victims should get psychological support so they can express their emotions regarding the aggressive situation and thus minimize the arousal of possible depressive and anxious symptoms **Abramovyet all** (2002). Victims of school violence also need training in the following aspects: how to deal with new attacks from aggressors, how to assertively answer to their peers, how to avoid dangerous situations and how to ask for help. Therefore, the training in social skills and assertiveness is a key element in this instance.

On the other hand, interventions with violent students should cover two relevant areas: the supervision of the aggressive behaviour and the development of an appropriate social behaviour **Abramovyet all** (2002). In which in some occasions it will be necessary to carry out a punitive measure with aggressors, although any intervention aimed at solving long-term school violence must take re-education into consideration, and not only punishment. That is why it is fundamental that aggressors understand why their behaviour is unacceptable and be given the necessary tools to develop alternative behaviours. In order to achieve this, specific programs on problem-solving strategies, self-control techniques, as well as measures to develop empathic abilities can be very useful.

Consequently, in this stage counselling has an effective role in reducing the effects of violent behaviour in both the victims as well as the aggressors. Schools need to plan to have adequate coverage for the counselling department. Ideally, both a female and male counsellor should be available for students to talk to. Counselling services need to be provided for any student who is concerned with aggressiveness at the school or in the community, whether they are a victim, a bystander, or aggressor. The school counsellors will need to take a lead role in a prevention

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program so as to provide appropriate interventions for students who are being bullied, students who are doing the violent behaviour and students who are witnessing the violent behaviour and being affected by the atmosphere of it. **Abramov et al** (2002, p295) stated that “*The cycle of violence in school may be one of the major reasons why some counselling programs, in which school counsellors treat victims as victims and aggressor as aggressor, have not worked well*”.

Then, the counsellors should work closely with parents as well as providing them with information and help in establishing such as Peer Support and Peer Mediation. That can give students the opportunity to resolve minor incidents with the help of other students who have been trained in conflict resolution, empowering students to handle their own conflicts and discourage bullying with positive peer pressure **Abramov et al** (2002). They can help also with planning character building, empathy training, and conflict resolution activities for the Teacher Advisory Program or professional development for staff. This will help both students and staff to develop and practice the concepts, language and behaviour needed to be assertive in combating aggressiveness within their school.

Finally, interventions should not exclusively focus on problematic students we should consider the other relevant contextual factors in which previous research emphasize that child or adolescent behaviour in general is closely linked to particular characteristics of the immediate social environment and especially to family and school environments, so the both contexts should be equally involved in establishing alternatives and solutions.

3.3. Proposed Actions for our teachers to prevent School Violence:

Here are some selected actions for teachers to prevent school violence, they are suggested by the **UNESCO** in one of its effective works in preventing school violence “**Stopping Violence in Schools: A Guide for Teachers**”.

- *Report to the principal as quickly as possible any threats, signs of or discussions of weapons, signs of gang activity or other conditions that might invite or encourage violence.*

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- *Set norms for behaviour in your classroom, refuse to permit violence, ask students to help set penalties and enforce the rules.*
- *Invite parents to talk with you about their children's progress and any concerns they have. Send home notes celebrating children's achievements.*
- *Learn how to recognize the warning signs that a child or adolescent might be headed for violence and know how to tap school resources to get appropriate help.*
- *Enforce school policies that seek to reduce the risk of violence and take responsibility for areas outside as well as inside your classroom.*
- *Insist that students not resort to name-calling or teasing. Encourage them to demonstrate the respect they expect. Involve them in developing standards of acceptable behaviour.*
- *Teach with enthusiasm. Students engaged in work that is challenging, informative, and rewarding are less likely to get into trouble.*
- *Learn and teach conflict resolution and anger management skills. Help your students practice applying them in everyday life. Discuss them in the context of what you teach.*
- *Incorporate discussions on violence and its prevention into the subject matter you teach whenever possible.*
- *Encourage students to report crimes or activities that make them suspicious.*

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3.4. Limitation of the Study:

This research work is like other studies which seem to have some limitations. The most important point or rather the crucial obstacle that faced the researcher is the lack of resources concerning this particular study that led the researcher to build this work with huge difficulty.

Conclusion:

The Ministry of Education, schools' staff, teachers, parents and students have to do their possible to reduce School Violence that destroy our schools, the schools that aim to build future generations which in turn we deduce to be well educated citizens that work to develop and enhance their country.

The present chapter is entirely devoted to some possible recommendations and suggestions regarding the School Violence Preventions in which we proposed a set of strategies that aimed at building a constructive program that gather all the staff members, teachers and parents efforts, roles and hard works for interventions, we presented also a specific set of actions for teachers to enhance them in reducing and dealing with violent behaviours inside the classrooms.

General Conclusion

General Conclusion

The main value of this research study is to emphasize the serious effect of the school violence on teaching and learning. This dissertation has presented how violent behaviours inside high schools effect the educators way of teaching as well as students' performance. This research falls into three chapters: the first chapter represented the theoretical part of the dissertation in which a wide range of definitions of the term violence and school violence are presented, the different explanatory theories of the violent behaviours are listed and the various causes and forms of school violence are discussed. The second chapter deals with the practical part of the study in which a detailed description of the means of data collection, results and their analysis are provided and the findings are discussed. The third chapter is entirely devoted to some possible recommendations and practices regarding school violence prevention.

After analysing the two questionnaires results, it is found out that violence exists in our high schools and takes different forms. In addition to that it has a negative effect in teaching and learning in which both teachers and students highlight the fact that school violence decreases the school performance generally then, since the results show that there is no serious work to reduce the phenomenon the Ministry of Education has to react. So the research findings have confirmed our hypotheses. School violence is one of the serious problems that destroy our schools as well as our educational level, it leads to poor performance from our students and effects the school environment in which learning takes place and interrupts negatively the educators' way of teaching and creates serious problems to them. So to reduce the negative effects of these phenomenon, programs for preventions and interventions have to take place in which the Ministry of Education has to plan or construct a program that gather all the school staff, the teachers, the students and the parents efforts and responsibilities to make end to this great problem. This study can be considered as an introduction to tapping into the Ministry of Education the need of building a constructive program that aims to prevent violence in all the national schools. Through this work, the researcher hopes to give more reliable and valid data about school violence and suggest practices about interventions for everyone interested in the subject matter.

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Appendices

Teacher's Questionnaire :

Dear teachers,

This questionnaire is a data collection tool on the causes, forms, effects, and preventions of violence in high schools in order to prepare a master dissertation, it aims at tapping into your experiences and ideas, your contribution will be of great help to make the research work achieve its objectives, we would be grateful if you could answer the following questions by ticking (✓) to appropriate box or by making a full statement whenever needed:

Questions:

1. What kind of degree do you hold?

A. Licence

B. Master

2. How can you describe your experience in teaching?

A. Great experience

B. Good experience

C. Worse experience

3. How do you feel about the school where you teach?

A. I feel safe

B. I feel unsafe

4. Are there any manifestations of violence have you noticed among your students?

A. Yes

B. No

5. In your opinion, how serious the problem is (school violence)?

A. Is not serious

B. It is serious

C. It is very serious

6. From this list what are the most common manifestations of violence that take place in your school?

A. Physical conflicts among students

B. Verbal conflicts among students

C. Vandalism of school property

D. Students' tobacco and drugs use

E. Students possession of weapons

F. Gang

G. Students conflicts with teachers

H. Others

7. Which of the following do you think play the biggest role in why adolescent would become violent?

- A. Home
- B. School
- C. Personality
- D. Poverty
- E. Drugs
- F. Others

8. Does the occurrence of such manifestations in your classroom affect your way of teaching?

- A. Yes
- B. No

Please state how?

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

9. Do you use any strategies to address or prevent these manifestations of violence in your classroom?

- A. Yes
- B. No

Please list some of them?

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

10. Have you received an adequate training from our Ministry of Education concerning how to prevent school violence?

- A. Yes
- B. No

Thank you for your collaboration.

Students' Questionnaire

Dear students,

This questionnaire is a part of a case study that aims to identify the most common causes of violence in our high schools, highlight their different forms and shed light to its effects on the students' way of learning, you are kindly requested to highlight or tick the appropriate answer or put comments whenever required, your honesty is pivotal for our research feel free to share your experience.

Questions:

Section one: General information

1. Specify your gender:

A. Male B. Female

2. How do you feel about your school?

A. I like it B. It's ok

Section tow: Evaluation of students' contexts

3. Do you have the ability to put yourself in the others' place?

A. Yes B. No

4. How often you have conflicts among your family members?

A. Sometimes B. Always C. never

5. The strategies used by your parents in resolving those conflicts is through ...

A. Threats B. Insults C. Discussion

6. How can you describe your parents?

A. Cohesive B. Very cohesive
C. Rigid or strict D. Careless

7. How do you feel about the school where you learn?

- A. I feel safe
- B. I feel unsafe

8. The relationship with your teachers is positive with.....

- A. All of them
- B. Most of them
- C. Not all of them
- D. None of them

9. You relationship with your classmates is close with.....

- A. All of them
- B. Most of them
- C. Not all of them
- D. None of them

Section three: School Violence, incidents and effects:

10. Have you ever been angry enough to hit or hurt someone?

- A. Yes
- B. No

11. Have some of these situations happened in your school?

- A. A student insulted or threatened another student
- B. A student hit or hurt another student
- C. A student brought a knife or another weapon
- D. A student threatened or insulted a teacher or a staff member
- E. A student use Tabacco or Drugs inside the school
- F. Others

12. Does the occurrence of violent incidents affect your way of learning?

- A. Yes
- B. No

Please state how

.....

.....

.....

.....

.....

Thank you for your collaboration.