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A FIELD STUDY ON THE CAUSES AND PROPOSED MECHANISMS FOR
CONFRONTATION**

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Abstract:

This study aims to diagnose the reality of school violence in Algerian educational institutions by monitoring its various patterns, analyzing the factors that lead to its escalation, and proposing practical solutions to limit its spread. This is particularly important as the educational system in Algeria faces increasing challenges, highlighting one of the most dangerous phenomena that significantly impacts Algerian society.

To achieve the study's objectives, the researchers conducted a field study investigating the opinions and perceptions of secondary education teachers, who formed the study sample. A questionnaire was distributed to 35 teachers, resulting in findings that demonstrate the severity of the phenomenon. The study suggests intensifying the role of educational counselors and psychological and social specialists to enhance student protection within the school environment, as well as the necessity of activating cooperation between educational institutions and the external environment to safeguard the school environment from the risks of violence and its repercussions.

Keywords: Violence, School Violence, School Environment, Student, Algerian School.

I. Introduction:

The school is considered an educational institution that comes in second place among the institutions of social upbringing, as it performs several roles that aim to establish principles, values and morals and works to raise the student with a sound social upbringing. The school faces several problems and obstacles that prevent it from achieving its goals, such as school dropout, poor adjustment and adaptation, school violence, etc.

School violence is a social behavioral phenomenon represented by aggressive behavior among some students within the school. This phenomenon - violence in the school environment - has occupied a large space in research in psychology, sociology and educational sciences, and has called for the attention of specialists because of its profound impact on the future of the student and the school environment as a whole. Violence within the school environment takes several forms and manifestations such as physical violence, verbal and symbolic violence, and various types of vandalism, destruction and aggressive behaviors that fall within it.

There is no doubt that this phenomenon is one of the most dangerous and widespread types of violence, as it negatively affects the educational process and leads to disruption of the school environment. Several psychological and social factors, both personal and environmental, contribute to the spread of this phenomenon, which has witnessed significant growth in Algerian schools, especially in the secondary stage among adolescents. This requires the concerned ministry to enact deterrent laws and develop programs and mechanisms to reduce and limit the seriousness of the phenomenon, and to form educational frameworks of consultants and specialists to work on reintegrating the violent and aggressive student into the school environment, and to maintain the security and stability of the school environment.

Based on this, the problem of this study is determined by identifying the forms of violence within the Algerian school environment, and the factors involved in it, and aims to shed light on the most prominent educational, psychological and social programs that aim to combat this phenomenon and find effective solutions for it. Accordingly, the following questions can be raised:

- **What is the phenomenon of violence in the school environment? What are its forms?**
- **What are the causes and factors leading to violence in the school environment?**
- **What are the proposed solutions to reduce the phenomenon of violence in the school environment?**

II. The importance of the study:

The study deals with an educational, behavioral, psychological and social phenomenon that has attracted the interest of researchers in various human and social sciences, because it threatens the most important organizations. Society, which is the school, through which the young acquire educational and moral values that make them useful members of it. If the entity of this organization is shaken, the individual and society are lost. Therefore, the importance of the study lies in addressing this phenomenon represented by “violence in the school environment,” especially its focus on the Algerian school, in which this phenomenon has recently worsened significantly, as “the Inspector General of the Ministry of National Education revealed, in early January 2017, a census of about 40,000 cases of school violence annually across various educational institutions” (Mohamed Lahouari, 01: 2017). This calls for delving into such studies to find solutions that would alleviate the burden of the phenomenon.

III. Study objectives: The objectives of the study are as follows:

- Identifying violence in the school environment.
- Shedding light on forms of violence in Algerian schools.
- Identifying the causes, factors and motives of the phenomenon of violence in the school environment.
- Highlighting the views of secondary school teachers on the phenomenon of violence in schools and their proposed solutions to it.

IV. Study concepts:

1- The concept of violence:

There are many different views on the term violence. In English the word Violence comes from the Latin word violent, which means the unlawful use of physical force in various ways to harm people and damage property, and includes the meanings of punishment, rape, and interference in the freedoms of others.

Al-Rafai defines it as: an offensive behavior that involves coercion and harm, meaning that the individual is characterized by impulsiveness, aggression, lack of control over his impulses, and the pursuit of coercing others, harming them, stealing something, or damaging them by vandalizing and disrupting them. (Fatima Kamel Muhammad, 185:2011)

Mahmoud Saeed Al-Kholi defines it, quoting (Mohamed Ahmed Bayoumi 1996): It is an aggressive behavior between two conflicting parties, each of which aims to achieve certain gains or change a certain social situation, and it is a method that is not approved by law. (Mahmoud Saeed Al-Kholi, 2008: 60)

According to these theoretical definitions, the following operational definition is extracted: Violence is an illegal behavior issued by one party against another party or group, resulting in psychological or physical harm, and includes domestic violence, violence against children, school violence, social violence...

2- The concept of violence in the school environment:

According to the Encyclopedia of Social Service issued by Oxford University, there is a great deal of agreement among researchers about the term “violence in the school environment,” as it includes a wide range of behaviors that aim to cause harm, whether physically or emotionally, to students, employees, and the educational institution. These behaviors usually include: threats, vandalism, killing in school, possession and use of weapons, theft of property, sexual harassment and assault, assault on school employees. (Terry Mizrahi & Larry, 2008:07)

Or it is any verbal or physical behavior, direct or indirect, issued by a student or a group of students, towards themselves or others or private or public property inside or outside the school as a result of the love of showing off, or feeling angry, frustrated, defending oneself or property, or the desire to take revenge on others, or obtain certain gains, and it results in the intentional infliction of physical, material or psychological harm on the other party. (Mohammad Sayel Hamadneh, 2014:60)

Violence in the school environment can be defined procedurally as abnormal educational behavior that occurs within the school framework, carried out by a person intentionally to harm a student, teacher, administrator, or the institution itself. This violence can be either physical or verbal.

V. Similar studies:

1- Display of previous studies:

A Study conducted by **Mahmoud Saeed Al-Kholi (2008)** sought to identify the motives for violent behavior among secondary school students, and the extent to which these motives differ from the point of view of students and teachers, based on the variables of gender and type of education. For this purpose, the researcher conducted two studies:

- The first was a survey that included 100 male and female secondary school students in Beheira Governorate, and 100 male and female teachers, in order to verify the validity and reliability of the data collection tool.
- The second was empirical, involving 320 male and female students from several schools in Damanhour Governorate, aged between 15-18 years, and 200 male and female teachers.

The study concluded that there are no statistically significant differences between males and females in motives related to family, psychological, school, cultural and media aspects, while there are statistically significant differences between general and technical secondary school students in the motives for student violence behaviour.

Khaled Al-Sarayrah's study (2009): The latter aimed to reveal the degree of reasons that lead male public secondary school students in Jordan to practice student violence directed against teachers and administrators, by examining the viewpoints of students, teachers and administrators. To achieve these objectives, a questionnaire was distributed to a sample of 945 individuals, including 100 administrators, 200 teachers, and 645 students, who were selected using a stratified cluster random method.

The results showed that the degree of reasons leading male public secondary school students to practice student violence directed against teachers and administrators was moderate. These reasons were ranked as follows:

- External causes (political and media).
- School reasons.
- Psychological causes.

Study by Shaza Abdul Karim Asaad (2014): The aim of the research was to identify the opinions of secondary school teachers in Lattakia Governorate regarding the degree of presence of the phenomenon of school violence in their schools, as well as to identify the differences in their opinions according to the variables (gender of the teacher, location of the school, years of experience, and academic and educational qualifications). The sample included 136 male and female teachers in secondary school for the academic year 2013/2014, to whom a questionnaire was distributed.

The study concluded that the size of the school violence problem is moderate, and the results also showed that

The most common type of school violence is violence against property, followed by student-on-student violence and teacher-on-teacher violence. Students, and the research presented several proposals, the most important of which are: finding an alternative to the law prohibiting beating, which is developed according to a serious study that makes the student feel part of the responsibility towards his studies, life and school, and opening a space for discussion with the students and giving them confidence.

2- Commenting on similar studies and employing them:

After presenting the studies related to the topic of our research, which were almost identical to it in some aspects, especially since they deal with the viewpoints of teachers in the secondary stage, and this is what the current study is investigating, but there is some difference in the research community, as previous studies were conducted on students, but the current study focused only on teachers, and it also investigated the motives and causes of violence in the school environment according to the gender variable, i.e. the extent of the difference between the male and female genders.

Despite these differences, they helped us a lot in constructing the study problem, and forming a comprehensive concept about the topic of violence in the school environment, in addition to being useful in designing the research scale (the three-point Likert scale), and determining the study sample that we allocated to secondary school teachers, and they also helped us in presenting, analyzing and discussing the results of the study.

VI. Methodological procedures for the study:

1- Fields of study:

1.1-Spatial scope: The field study was conducted at Raqi Al-Basheer High School and November 1, 1954 High School in the municipality of Saleh Bey, Setif Province.

2.1-Time domain: The questionnaire was distributed to professors at the study location throughout the month of November 2024.

3.1-Human domain: The study community was represented by secondary school teachers in Algeria, to investigate their views and know their attitudes towards the phenomenon of violence in the school environment.

2- Study method: The researchers followed the descriptive approach, which is considered the most appropriate for this study, as it examines the nature of violence in the school environment, its forms, the causes leading to it, and the proposed solutions to limit its spread.

3- Study sample: The questionnaire was distributed to professors in a deliberate manner, with the sample units reaching 35 professors of different specializations.

4- Study tool: A questionnaire was used to address secondary school teachers in the two secondary schools of the Saleh Bey Municipality. The questionnaire was represented by a Likert scale Like Triad (agree-neutral-disagree).

5- Statistical processing: Statistical analysis software was used SPSS to unload the study tool and produce tables, and they were processed statistically using the mean and standard deviation, relying on the Likert model to compare the results, which is:

(1 to 1.66 disagree means weak), (1.67 to 2.33 neutral means moderate), and (2.34 to 3 agree means high)

VII. Presentation and analysis of the study results:

1.2-Presentation and analysis of the general data axis:

1.1.2-A table showing the distribution of sample individuals based on the gender variable:

Gender	T	%
Male	12	34.3
Feminine	23	65.7
Total	35	100

The data in the table above shows that most of the sample members studied are females, at a rate of 65.7%, while 34.3% represent males. This indicates that there is female dominance in the education sector in Algeria, and that the users of the social networking site “Facebook” are mostly females.

2.1.2-A table showing the distribution of respondents based on professional experience:

Professional experience	T	%
Less than 5 years	16	45.7
Between 5 and 10 years	13	37.1
More than 10 years	06	17.6
Total	35	100

From what is mentioned in this table, it is clear that the majority of the respondents have less than five years of experience, estimated at 45.7%, while 37.1% have professional experience ranging from five to ten years, and 17.6% have more than ten years of teaching experience. This indicates that most of the respondents are new employees in the education sector. In addition, the majority of Facebook surfers are young people, and therefore those who have less than five years of professional experience are usually between 25 and 30 or 35 years old. Therefore, they are in the youth stage and are the ones in whose arms technology was born, which is why we find them the majority of respondents to the scale’s questions.

3.1.2- A table showing the location of the school according to the individuals of the sample studied:

School location	T	%
Urban	15	42.9
Semi-urban	09	25.7
Rural	11	31.4
Total	35	100

From the data in the table above, it is clear that most of the respondents study in an urban area, at a rate of 42.9%, compared to 25.7% for those studying in semi-urban areas and 31.4% for those studying in rural areas. This indicates that most of the respondents do not find it difficult to reach the workplace, and they deal with students who grew up in an urban area.

4.1.2-A table showing the forms of violence in the school environment according to sample members:

Forms of violence in the school environment	T	%	Rank
Student violence against teacher	33	20.8	First
teacher violence against student	18	11.3	Sixth
Student violence against classmates	30	18.9	Second
Student violence against school property	25	15.7	Third
Student violence against administrative	22	13.8	Fourth

staff			
School administration violence against students	11	06.9	Seventh
Violence from the external environment against the school environment	20	12.6	Fifth
the total	159	100	

Based on the open question: "What are the forms of violence in the school environment?", which was classified according to the respondents' answers, it is clear that there are seven forms of violence in Algerian schools that are close to each other, where the first place is student violence against the teacher with a percentage of 20.8%, followed by student violence against his colleagues with a percentage of 18.9%, then student violence against the property of the educational institution with a percentage of 15.7%, and in fourth place we find student violence against the administrative staff with a percentage of 13.8%, then in fifth place is violence from the external environment against the school environment with a percentage of 12.6%, and in sixth place we find teacher violence against the student with a percentage of 11.3%, and finally school administration violence against the student with a percentage of 6.9%, from which we conclude that the main cause of the first four forms of violence is the student, then come the other forms such as: teacher violence against the student, administration violence against the student, and violence from the external environment against the school... and others, and the multiplicity of these forms is due to the way aggressive behavior is practiced, and this What is in agreement with the study of Khaled Al-Sarayrah (2009).

2.2-Displaying the analysis of the scale statements (three-point Likert scale):

Phrase number	Phrase	OK		Neutral		Disagree		Statistical processing		Degree
		T	%	T	%	T	%	Arithmetic mean	Standard deviation	
1.	The phenomenon of violence in the school environment is a difficult problem that threatens the school environment	28	80	07	20	00	00	02.80	0.406	High
2.	The phenomenon of violence in the school environment has	31	88.6	00	00	04	11.4	02.77	0.646	High

	increased significantly recently.									
3.	The most common perpetrators of violence are students.	24	68.6	07	20	04	11.4	02.57	0.698	High
4.	The most common groups causing violence according to gender are males.	29	82.9	00	00	06	17.1	02.66	0.765	High
5.	Students who cause violence in school have poor academic performance.	25	71.4	05	14.3	05	14.3	02.57	0.739	High
6.	Your behavior towards a student who has engaged in violent, aggressive behavior, whether vandalism, breaking the institution's property, or cursing and insulting his colleagues...etc., is to provide advice.	24	68.6	04	11.4	07	20	02.49	0.818	High
7.	The student's response to your advice regarding his behavior is to remain silent.	11	31.4	08	22.9	16	45.7	01.86	0.879	Medium
8.	The causes of									

	violence in the school environment are due to psychological disorders suffered by the student.	21	60	09	25.7	05	14.3	02.46	0.741	High
9.	Family disputes and problems affect the student's behavior, causing him to engage in aggressive and violent behavior within the school.	26	74.3	05	14.3	04	11.4	02.63	0.690	High
10.	The teacher's harsh treatment of the student and embarrassing him in front of his colleagues leads to him committing illegal and immoral behaviors inside the school campus.	21	60	10	28.6	04	11.4	02.49	0.702	High
11.	The student's watching of films and following of electronic games via the Internet arouses in him a love of imitating violent and	26	74.3	04	11.4	05	14.3	02.60	0.736	High

	aggressive situations in the school environment.									
12.	The guidance counselor and educational supervisors follow up on all cases of violence within the school environment.	13	37.1	00	00	22	62.9	01.74	0.980	Medium
13.	The guidance counselor prepares awareness campaigns to combat violence within the school environment.	15	42.9	03	08.6	17	48.6	01.94	0.980	Medium
14.	There is a great deal of communication between the student's family and the educational institution regarding the student's behavior and what is going on in his personal and academic life.	11	31.4	07	20	17	48.6	01.83	0.891	Medium
15.	The educational institution prepares cultural and recreational activities to increase the	17	48.6	04	11.4	14	40	02.09	0.951	Medium

	moral support of the student and motivate him to raise his academic level, improve his quality of life, and keep him away from abnormal behaviors.									
16.	The Foundation organizes seminars, scientific meetings, and awareness-raising preventive sessions to reject and combat violence within the school environment.	15	42.9	04	11.4	16	45.7	01.97	0.954	Medium
17.	There is integration between civil society associations and educational institutions in order to eliminate the phenomenon of violence in the school environment.	11	31.4	05	14.3	19	54.3	01.77	0.910	Medium
Total								0.553	02.30	Medium

It is noted from the table shown above that the overall arithmetic mean of the respondents' attitudes towards the phenomenon of violence in the school environment reached 2.30 with a standard deviation of 0.553, which was at an average level.

As for the scale statements that introduced us to the phenomenon of violence in the school environment and which answered our first question, namely: (No. 01/02/03/04/05/06), the degree of agreement was high, and evidence of that is the following percentages:

- 80% of respondents said that the phrase “violence is a serious problem that threatens the school environment.”
- 88.6% of respondents stated that “the phenomenon of violence in the school environment has increased significantly recently.”
- 68.6% of respondents stated that the phrase “the main cause of violence in the school environment is the student.”
- 82.9% of the respondents stated that “the majority of students who cause violence in the school environment are males.”
- 71.4% of respondents said, “Aggressive students who engage in violent behavior at school have poor academic performance.”

Paragraphs (08/09/10/11) had a high degree of approval, and they represent the second question related to the factors and underlying causes behind the phenomenon of violence in the school environment, and their percentages are:

- 60% of the statements “The causes of violence in the school environment are due to psychological disorders suffered by the student” and “The teacher’s harsh treatment of the student makes him aggressive, especially if he embarrasses him in front of his colleagues”
- 74.3% of the respondents were represented by the phrases “Family disputes and problems affect the student’s behavior, causing him to suffer from severe pressures” and “The student’s watching of films and following aggressive electronic games on the Internet arouses in him a love of imitation, which causes him to engage in illegal and violent behaviors.”

These results were consistent with the study of Khaled Al-Sarayrah (2009), the study of Shaza Abdul Karim Asaad (2014), and the study of Mahmoud Saeed Al-Khawli (2008), as these studies classified the reasons leading to this violent behavior in school into psychological, familial, and media reasons, and there are other factors that we did not mention, such as:

- High and dense classrooms, and inappropriate educational curricula.
- Authoritarian school leadership by the teacher.
- Too much homework. (Alaa Al-Rawashdeh, 1655: 2011)

As for the other paragraphs, they came at a medium level and represent the third question related to the proposed solutions to reduce the phenomenon of violence in the school environment. Some solutions were developed and their availability on the ground was determined. The following results highlight this:

- 42.9% represents the phrase “Guidance counsellors and educational supervisors conduct awareness campaigns to combat violence within the school environment.”
- 31.4% represents the phrase “There is communication between the school administration and the student’s family to know the student’s personal and academic life.”
- 48.6% of respondents said: “The educational institution carries out cultural and recreational activities to increase the student’s moral support and motivate him to raise his academic level.”
- 31.4% represents the phrase “following up on civil society associations and communicating with educational institutions in order to eliminate violence inside and outside schools.”

Accordingly, these proposed solutions are not widely available within Algerian schools, which makes us stress the necessity of achieving and working on them, especially during the current period, to alleviate the burdens of the phenomenon.

conclusion:

At the end of this study, the results can be presented, which are:

- The phenomenon of violence in the school environment is a behavioral, educational, psychological and social phenomenon that threatens the Algerian school.
- The phenomenon of violence within schools has increased significantly in recent times.
- The student is the main cause of all forms of violence within the school.
- The phenomenon of violence in the school environment takes many forms depending on the way violent behavior is practiced and the party committing the assault.
- The phenomenon of violence in the school environment has psychological, familial, social, and media-related causes.

In light of these results, some proposals can be made that may contribute to reducing the phenomenon of violence within Algerian schools, which are:

- The need to intensify the role of guidance counselors and educational supervisors in monitoring the school environment, and to carry out preventive treatment campaigns to reduce the seriousness of the phenomenon.
- Working to provide various social services to the student, especially those with an entertainment aspect, to raise his morale and increase his academic level.
- Activating the role of the psychological and social specialist to protect the student from the pressures he may face, as well as working to achieve psychological and social adaptation for him within the school environment.
- Civil society associations, educational institutions and youth care institutions must work together to protect students and the school environment from the phenomenon of violence, as well as to protect them from the external environment, which we sometimes find to be the cause of such behaviors.

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