

Communication mechanisms and their role in reducing symbolic violence in the school administrative environment

Dr. Tarek Haba, Dr. Maamoun Mohammed Islam

Journal for Educators, Teachers and Trainers, Vol.16(4)

<https://jett.labosfor.com/>

Date Of Reception: 12 Dec 2024

Date Of Revision: 16 Mar 2025

Date Of Publication: 13 May 2025

Dr. Tarek Haba, Dr. Maamoun Mohammed Islam (2025). Communication mechanisms and their role in reducing symbolic violence in the school administrative environment. *Journal for Educators, Teachers and Trainers*, Vol.16(4) 372-384



Journal for Educators, Teachers and Trainers, Vol.16(4)

ISSN 1989-9572

<https://jett.labosfor.com/>

Communication mechanisms and their role in reducing symbolic violence in the school administrative environment

Dr. Tarek Haba, University of El Oued –Hamma Lakhdar (Algeria), haba-tarek@univ-eloued.dz

Dr. Maamoun Mohammed Islam, University of Ouargla-Kasdi Mrbah (Algeria),
islam.maamoun@univ-ouargla.dz

Abstract:

This research paper aims to uncover the main communication mechanisms used by school administrations to combat symbolic violence, which poses a threat to the quality of students' educational and pedagogical lives. This violence includes acts such as verbal bullying, insults, and degrading behavior targeting students of all levels and abilities, potentially leaving negative impacts on their psychological health and academic performance. Confronting these forms of symbolic violence relies on several communication strategies, primarily aimed at instilling a culture of respect and constructive communication between students and teachers. This is achieved through awareness workshops for students and training courses for teachers on how to deal with symbolic violence. The ultimate goal is to build a safe and supportive learning environment that promotes and encourages positive learning and productive interaction among students. These strategies play a vital and decisive role in achieving this goal and ensuring the provision of successful and sound education in our schools.

Keywords: Communication mechanisms, combat, symbolic violence, school, school administration.

Problem:

The world today is witnessing rapid progress in various fields and areas related to societies in general and individuals in particular, whether social, economic, cultural, political, or administrative. These areas are experiencing rapid developments and changes day after day in all their fields and specializations. Among these fields is the scientific and educational field, which is closely linked to educational organizations and institutions, of which the school is the basic nucleus. The school is the backbone of society and the vehicle for its development and advancement. Consequently, these institutions attach great importance to any new developments related to their management systems and methods. Schools are one of the most important institutions in the lives of children and youth, playing a crucial role in shaping their personalities and developing their educational and social skills.

Their experience in the school environment plays a crucial role in determining their future path and success. However, this environment is sometimes a place of symbolic violence, which includes student bullying, hurtful language, and negative behaviors.

Symbolic violence in schools has serious repercussions on children. It impacts their psychological health and can lead to decreased self-confidence and deteriorating academic performance. Therefore, combating this phenomenon becomes essential to ensure a healthy and supportive learning environment.

In this context, the importance of communication mechanisms used to combat symbolic violence comes into play. This concept relies on the application of a set of methods and techniques aimed at promoting positive communication and respect between students and teachers. This approach also seeks to address negative emotions, encourage dialogue, and resolve conflicts constructively. These strategies constitute an essential tool for school administration in creating a safe and supportive learning environment for all students.

Based on the above, we pose the following main question: **What is the role of various communication mechanisms in reducing symbolic violence in the school administrative environment?** This question includes several other sub-questions:

What are the most prominent communication mechanisms used in school administrative environments?

What are the communication tools within school administration used to combat symbolic violence?

What is the role of effective communication in the success of school administration's work to reduce symbolic violence in schools?

First: School Administration: Concept and Characteristics.

1- The Concept of School Administration:

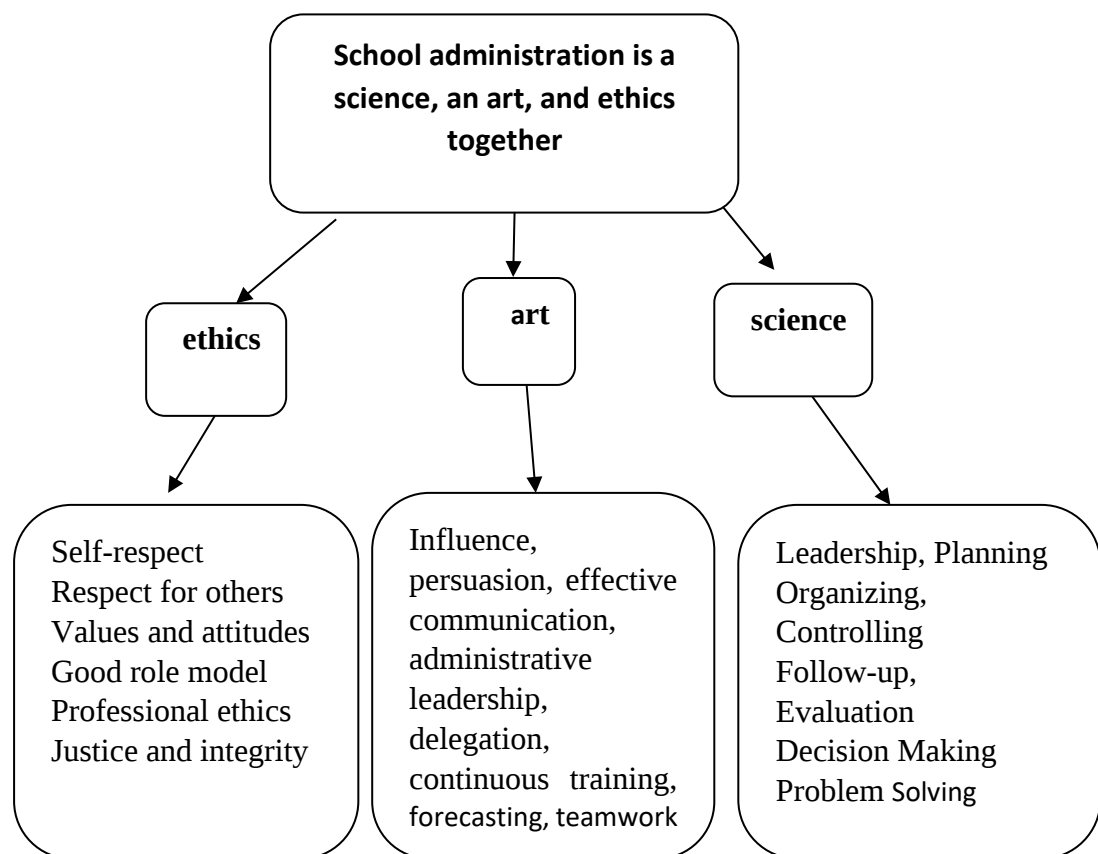
School administration is an important part of educational administration. Both administrations share the general elements of management, and school administration is considered an executive branch of educational administration.

Getsiles defines school administration as: A hierarchy between superiors and subordinates (between the school principal and other staff, including deputies, advisors, teachers, employees, users, and students...). The tasks assigned to each individual in the educational institution are distributed within a social framework, leading to the achievement of the school's goals. (Al-Aghbari, 2000, pp. 67-68)

Al-Duwaik defines it as a set of integrated processes and plans supervised by a specially prepared director with distinguished skills commensurate with the operational requirements necessary to achieve the school's specific goals. School administration is part of educational administration, a microcosm of its organizations, and the implementer of educational administration policy (Al-Duwaik, 1998, p. 182).

Al-Faqi defines it as "any activity that effectively achieves educational goals and coordinates and directs school experiences according to models selected and determined by higher authorities." (Al-Faqi, 1994, p. 22)

School administration is also defined as both a science and an art, which provides it with a degree of flexibility. It is essential to integrate the theoretical and practical aspects, which rely on skill, practice, experience, and expertise (Al-Salihi, 2011, pp. 11-12). The requirements of school administration as a science, art, and ethics can be illustrated as follows:



2-Characteristics of School Administration: Successful school administration must possess a number of characteristics, summarized in the following points: (Barbakh, 2012, pp. 154-155)

1-Purposeful administration: meaning it has a clear and specific goal, and does not rely on randomness to achieve its objectives. It also requires sound and clear planning.

2-Positive administration: meaning it has a positive, leadership, and guiding role, interacting with various situations wisely and thoughtfully.

3- Leadership: influencing and being influenced by what is happening around it, thus influencing subordinates until they are attracted to work.

4-Humane administration: this is achieved by treating others well, listening to their problems and concerns, and helping them reach solutions and proposals.

5-Democratic administration: meaning it makes decisions collectively, and does not make decisions unilaterally without consulting the members of the school's administrative body.

6- To be a social administration: This is achieved through consultation, not monopolizing decision-making, and involving members of the administrative and teaching staff in school decision-making.

7- To have the ability to keep pace with change and development: This is achieved by keeping pace with the changes and developments that have affected various societal areas, including the school. No school administration relies on modern administrative methods.

3- The Importance of School Administration: The importance of school administration stems from its full responsibility for the physical, mental, social, and behavioral development of the student. Al-Fayez points out that the school is no longer merely a place of education, but rather has become concerned with the learner in all aspects: intellectual, spiritual, and physical. This great importance of the school undoubtedly reflects the importance of school administration. He cites several reasons that emphasize the importance of school administration, including: (Habab and Haddad, 2020, p. 5)

1-It is essential and indispensable for every collective effort, regardless of the level. It is a means, not an end, for school development. It is a collective, not an individual, responsibility.

2- Carrying out work through others by planning, organizing, directing, and monitoring their efforts and actions.

3-Optimal use of available human and material resources.

4-Full satisfaction of human needs and desires within and outside the school, as the school principal is responsible for achieving the highest level of balance between the conflicting interests of members of the school community as a whole.

4. Objectives of School Administration: The primary goal of school administration is to achieve the school's objectives. Administration in any organization is not an end in itself, but rather a means to achieving the organizational goals within which it operates. Since the primary goal of school organizations is the education and upbringing of students and the comprehensive development of their personalities in all cognitive, skill, and moral aspects, the primary goal of school administration becomes mobilizing efforts, utilizing available resources within the school, and providing services that help meet and educate students and achieve the integrated development of their personalities. (Al-Hindawi, 2012, p. 22). In light of the above, school administration aims to achieve a set of objectives, which we attempt to summarize in the following points: (Diab, 2001, pp. 111-114)

1-Emphasize that all efforts, activities, behaviors, and actions undertaken by school administrators, whether intentional or unintentional, must contribute to the formation and development of Muslim students in all aspects (spiritually, mentally, socially, etc.).

2-Ensure that all administrative processes within the school administration, including planning, organizing, monitoring, and supervision, are carried out effectively and efficiently.

3-Ensure consideration of individual differences in the distribution of tasks and responsibilities among school staff members, in a manner consistent with the interests of each individual within the group. This is based on the understanding that each individual within the group performs their role and duties most effectively if the tasks assigned to them are commensurate with their abilities and potential.

4- Work to provide an ideal and microcosm of the Islamic community within the school, including models of good relationships, good behavior, and methods for managing individuals. Therefore, all members of the school administration, especially the principal and teachers, must represent a good

role model and a good example of the Muslim personality that education aims to develop within the school and society. 5. Providing good communication within the school and classrooms. This requires high school communication skills and good behavior in various matters within the school and classroom, so that a good spirit prevails among all.

6-Connecting the school to the community, so that it can effectively perform its role in preparing students who can successfully adapt to their community and contribute to its progress.

7-School administration personnel anticipate various problems and attempt to develop appropriate solutions in advance. This dimension is called the principle of "remote sensing in administrative work".

5-School management styles: School management styles vary depending on the personalities of principals and the groups they work with. It should be noted that school principals do not always manage their schools according to one of the following styles; they may follow a different style for some time, depending on the surrounding circumstances. Among these styles are the following:

1-The autocratic style: Also known as the dictatorial style, it means that employees within the institution are subject to the orders, opinions, influence, tyranny, and authority of a single person within the institution. Characteristics of managers in this style include:

- He does not give his subordinates freedom, interferes in their work, and is unfriendly in his approach.
- He is vague in his instructions and orders and adheres to the literal meaning of procedures.
- He often issues orders verbally.
- He does not involve staff and teachers in the direct work. (Bin Turki, 2013, p. 63)

2-The Democratic Style: This is based on the belief in the value of the individual as a human being with a unique entity and respect in society. It also emphasizes that the individual is his or her own purpose, possessing a unique personality, unique in its ability to think, differentiate, and innovate. The democratic leader constantly consults with his or her subordinates and involves them in studying problems and making decisions. (Azab, 2009, p. 86)

3-The Permissive, Chaotic, or Lax Management Style: The characteristics of this type of management include:

- It is usually characterized by laxity, chaos, and leniency in taking action against violators.
- It believes in the principle of freedom for all employees, believing that this encourages innovation and leads to the success of educational work. Therefore, there are no restrictions or controls in this type of management.
- The work does not have a clear philosophy or defined policy to which employees within the institution adhere. Employees implement whatever they see fit, from their own perspective, without accountability or oversight.
- Excessive freedoms and a lack of defined responsibilities lead to weakness and shortcomings in administrative work, making employees indifferent to performing their duties, which impacts the achievement of educational goals.
- Meetings are characterized by improvisation, lack of prior planning, and frequent, ineffective discussions. Their decisions are often not implemented, which deprives schoolwork of many of its elements for success. (Amer, 2017, pp. 46-47)

Second: Symbolic Violence: Characteristics and Forms

1- Definition of Symbolic Violence: There are several definitions related to symbolic violence, which can be summarized as follows:

The concept of symbolic violence originated with the philosopher Pierre Bourdieu, who defined it as a soft, subtle, and quiet violence, invisible and imperceptible even to its victims. It means that those in power delegate their way of thinking, expressing themselves, and imagining to the one most conducive to their interests. This is manifested in valuable, emotional, moral, and cultural practices that rely on symbols as tools of control and domination, such as language, images, signs, connotations, and meanings. (Ben Ammar and Bakhoush, 2021, p. 257)

It is the violence hidden behind symbols, connotations, and meanings, and it penetrates the consciousness in the form of an aggressive image against individuals, whether men, women, or children. This violence is also manifested in a flowing system of negative signs, connotations, and symbols that surround the individual with aggressive charges, taking him to strongholds of violence and crime. (Rahmani and Dahimi, 2014, p. 373)

In his book "Male Domination," Pierre Bourdieu explored and deconstructed the phenomenon of dominance and submission that exists between men and women, as a dialectic between the two parties. This includes a break with the common perception that symbolic violence is less severe than physical violence. However, this type of violence may be soft and imperceptible, as long as it is invisible and not even noticed by its victims. However, in any case, it exists and is a reality, entrenched by culture by transforming it into unconscious representations, in which this violence finds all its The necessary and sufficient conditions for its sustainability. (Bourdieu, 1994, p. 5)

Symbolic violence can be defined as violence expressed through specific symbols rather than through direct physical or verbal violence. It can include the use of specific images or symbols in a threatening, hostile, or abusive manner.

2-Characteristics of Symbolic Violence: Symbolic violence has several characteristics that distinguish it from other types of violence, including: (Boussbiat, p. 293)

- Symbolic violence in our culture is characterized by its ability to conceal itself and slip into the mind;

- Value-based, emotional, moral, and cultural practices that rely on symbols as tools of control and domination, such as language, images, signs, connotations, and meanings. This violence often manifests itself in the shadow of a moral symbolic practice against its victims.

- It represents a process of normalizing the other's feelings of inferiority, a weak sense of self-worth, and contempt.

- It stems from the principle of complicity of those who refuse to acknowledge that they are subject to it.

- It can be perceived in the situation of domination. It is practiced by those with influence over their followers in a convincing and deceptive manner, imposing their moral and intellectual references on others.

- It is an organized and structural method with comprehensive effectiveness under the guise of concealment and disappearance, that is, behind the masks of ordinary familiarity, Algerian traditional systems, and the sayings and discourses ingrained in the minds and consciences of individuals.

3- Forms of Symbolic Violence: Symbolic violence takes several forms:

- 1-Symbolic violence takes on a collective character, i.e., it is practiced by a group of individuals within a society, regardless of the applied form.

- 2- Symbolic violence takes on a social character, occurring within society regardless of the causes, whether political, economic, or otherwise.

3-Symbolic violence has a special character, as it uses a set of symbols, signs, and connotations. This symbolization may represent social problems: deviation, verbal, written, or graphic expression.

4-Symbolic violence takes on the character of images, regardless of the form of those images, whether produced by those individuals. The segment, or from a state institution. What we mean here is, for example: media outlets such as television and the images they display that carry symbolic violence. These violent images have a profound impact on the emotions and feelings of young people because they stir up negative feelings and emotions such as fear, anxiety, and isolation... (Haddadi, 2020, p. 209)

Third: Communication strategies used to reduce manifestations of symbolic violence in school administration

1- The concept of communication strategy:

Before discussing the concept of communication strategy, we must examine its most prominent components. This is done by understanding the concept of strategy and the general strategy of the organization, leading to the concept of communication strategy within the institution.

1-1-The concept of strategy:

The word strategy is derived from the Greek word "strategos," which meant "the art of commanding forces" (Warnie, Lecocq, & Desreumaux, 2009, p. 8). The term strategy has two meanings: the traditional meaning and the contemporary meaning. Regarding the traditional meaning, Strategy is "preparation for a military battle with the goal of achieving victory." More precisely, it is the process of developing a comprehensive military plan for the military battle it intends to engage in, whether the plan is offensive or defensive, and whether the plan is for the long term or the short term. It is no secret that implementing strategy requires a change in methods from time to time, depending on the changing circumstances surrounding it. This is known as tactics. Clausewitz's name has become so prominent in the field of strategy that he is considered the father of traditional strategy. (Al-Mashaali, 2007, p. 15)

Strategy is defined as "the process of making decisions related to allocating and managing an organization through analyzing environmental factors to help it achieve its mission and reach its desired goals and objectives." (Thabit and Al-Morsi, 2003, p. 82)

Ansoff also defines it as "an organization's vision of the expected relationship between itself and its environment, such that this vision clarifies the type of operations that must be undertaken in the long term, the extent to which the organization must reach, and the goals it must achieve." "Achieve it." (Al-Maghribi, 1998, p. 17)

Second: The Concept of Communication Strategies Within the Organization

The Dictionary of Media and Communication defines communication mechanisms or strategies as "a pattern related to a social actor that aims to symbolically organize the public space. It is an organized system built on numerous symbolic processes such as speeches, various demonstrations, and images. Its objective is to enable the recipient to make a decision and then express it in actual and practical behavior." (Silem & Lamizet, 1997, p. 529)

Pierre Gregory believes that communication strategy can be defined as: "A coordinated set of business messages in the markets that allow an organization or institution to communicate with its surroundings and influence customers with purchasing power." (Gregory & Lilin, 1994, p. 90)

Communication strategy is also "an integrated process that includes the development, implementation, evaluation, and development of actions and messages in support of long-term policies, interests, and objectives." (Christopher, 2011, p. 187)

In general, it can be said that an organization's communication strategy is a set of various administrative processes of a communication nature, including planning, design, implementation, and evaluation. These processes aim to connect the organization's internal audience with the communication goals and objectives that the organization seeks to achieve in the medium and long term, according to a specific and pre-determined budget.

2- Types of communication strategies used to reduce symbolic violence in educational institutions:

Sociologists have distinguished several types or patterns of communication strategies that address comprehensive social change. They specifically mention three basic types: (Jabali, 2012, p. 38)

1- Rational strategy: This strategy addresses problems based on specific intellectual foundations and scientific studies. It assumes the willingness of the intended audience to accept its requirements, given its objectivity and its reliance on the principles of sound logical thinking. Such strategies rely on scientific research and the involvement of scientific competencies in developing them, fulfilling their requirements, and leading the desired change movement. It also relies on modern methods of management and organization.

2- Guidance Strategy: This strategy relies on attracting the attention of the concerned people, stimulating their motivations, gaining their trust, sharpening their will, and modifying their attitudes, attitudes, and emotions, in a way that motivates them to voluntarily and willingly carry out the required actions. While it does not deny the intelligence and rationality of humans, it relies primarily on their emotions and attitudes, and seeks to modify and coordinate them according to its requirements. It is concerned with advocacy, persuasion, and gaining trust, combating violence, rejecting hatred, fanaticism, and all negative aspects that pose a threat to school relations, and developing morale among its followers. This results in enabling them to participate in decision-making and facilitating their integration. It also takes into account the cultural specificities and social and moral values prevalent among people in its fields.

3. Political-administrative strategy: This strategy relies on the power emanating from the political authority and its trends, and their follow-up through the speeches and directives issued by them. Each of the aforementioned strategies may have specific topics more appropriate for its application than others, whether in terms of the nature of the work it addresses or the nature of the people it targets.

In general, those responsible for communication within the school institution must consider their various specificities when implementing these communication strategies, whether related to the administrative aspect or those related to the various human and social aspects, in order to ensure the success of this process, which will achieve its desired goals and objectives, namely combating all manifestations of symbolic violence within the institution. Roller also presented a comprehensive model of communication strategies in an organization. This model is based on the basic premise that it is difficult to use a single communication strategy in public relations, and that there is no optimal strategy. Rather, the most appropriate strategy can be used for each communication situation. Based on this, Roller developed his model, which he called the "situational model of communication strategies." This model allows for the use of a specific strategy in a given situation, or a combination of strategies in a single situation. The model defines communication strategies according to two main axes: (Al-Jamal and Khairat, 2005, p. 217)

The first axis relates to the nature of communication and the extent of audience participation in this process. The second axis refers to the nature of the content and meanings contained in

communication messages. Roller called these strategies the "communication network." Based on this, we have four communication strategies in an organization:

A - Information Strategy: According to this strategy, communication is one-way. At the same time, the communication content expresses the organization's vision and carries unified meanings and connotations. This strategy provides information to key audiences to help them form opinions and make decisions. Examples include administrative data and school publications (Turban, 2010).

The importance of this strategy lies in its informative nature. It transmits various information and news to all individuals within the school in an organized and pre-planned manner, facilitating communication between the administration and its members quickly and accurately. This type of strategy aims to reduce the distortion and misrepresentation of information and limit the spread of rumors that could threaten the educational and pedagogical environment within the school. It also attempts to build trust between teachers and administration on the one hand, and between students and administration on the other.

B - Persuasion Strategy: This strategy combines one-way communication with communication content that expresses the visions of both the organization and the public, conveying connotations that reflect the perspectives of both parties. It is used when school administration seeks to create a basis for strategic relationships with students and teachers. The administration also seeks to intentionally change students' knowledge, attitudes, and behaviors with the goal of reducing symbolic violence. (Turban, 2010)

This type of strategy typically uses a range of persuasive methods and means known as appeals. These latter take various forms, including emotional appeals, which rely primarily on methods of enticement, intimidation, or motivation, etc., or rational appeals based on logical arguments and evidence acceptable to the human mind.

C - Consensus-building strategy: Communication in this strategy is usually two-way, and its communication content expresses the educational institution's vision. This strategy is used to build strategic relationships between the administration and its external environment, typically represented by the official bodies supervising the school, the school family, and the parent-teacher association, or between the school administration, students, and teachers. This strategy is usually applied when there is a conflict of interest between parties, each of which depends on the other for its existence. It is generally directed at its active audience, whether internal or external.

D - Dialogue strategy: The dialogue strategy combines two-way communication with communication content that expresses the visions of both the administration and the school family, and carries connotations that reflect the perspectives of both parties. This strategy includes consulting them on administration policies and taking their opinions into consideration regarding methods of combating symbolic violence and the most important deterrent laws. They are included in the decision-making process, while simultaneously striving to encourage social responsibility for each individual within the educational institution. (Turban, 2010)

3- Communication tools within school administration used to combat symbolic violence: Communication tools and media within educational administration vary and differ, with each communication tool playing an important role in the coordination and communication process between the various elements and units of the administration, starting with the principal and extending to the various administrators. This is done with the aim of conveying orders, information, opinions, instructions, and decisions that will limit the spread of hate speech among staff within the school and

among all members of the school family. Among the most important tools used are: (Supervisory Board at the National Institute for the Training and Improvement of Education Users, 2005, p. 65)

- Bulletins
- Scheduled meetings inside or outside the institution
- Interviews
- Memoranda and reports
- Bulletin board
- Complaints and suggestions box
- School magazine or wall
- Various educational committees
- Various educational committees

4- Objectives of communication in school administration: There are a number of objectives that communication seeks to achieve in school administration, including: (Katfi, 2009, p. 48)

- Conveying instructions, directives, and the principal's perspectives to teachers to enable them to perform their basic duties and avoid anything that might fuel conflict, especially those categorized as symbolic violence.
- Providing future teachers with new experiences, skills, and concepts, as well as the advancement of global technology, increasing social interaction among teachers, and strengthening the human dimension among them.
- Creating a degree of job satisfaction and harmony, eliminating various pressures and conflicts.
- Improving administrative workflow to facilitate interaction among employees and directing efforts toward the desired goal.
- Providing the principal and supervisor with accurate information and data, which aids in making sound decisions.

5-The role of effective communication in the success of school administration's work to reduce symbolic violence in schools:

1-Raising awareness among all: Through effective communication, the administration can raise awareness of the importance of reducing symbolic violence and emphasize the role of each individual in achieving this goal.

2- Establishing open channels of communication: The administration must provide open communication channels with students and parents to report and respond effectively to cases of symbolic violence.

3-Dialogue and Participation: Effective communication can encourage everyone's involvement in finding a solution to the problem of symbolic violence through dialogue and interaction.

4-Implementing policies and laws: The administration must clearly communicate the policies and procedures adopted to combat symbolic violence and ensure their implementation.

5-Guidance and Awareness: The administration can use communication to provide guidance and awareness to students about the harms of symbolic violence and how to behave appropriately.

Conclusion

Finally, it can be emphasized that effective communication strategies are not merely tools for exchanging information in the school administrative environment; they are a fundamental pillar for building a safe, supportive, and stimulating environment for growth and learning. Adopting a culture of open dialogue and transparency, developing communication skills among administrative and educational staff, promoting a culture of mutual respect, and optimally utilizing technology to support

positive communication are critical steps toward reducing manifestations of symbolic violence and fostering a psychologically and socially healthy school environment. Investing in conscious and thoughtful communication strategies is not a luxury; it is an urgent necessity to ensure the rights of all members of the school community in an environment free from symbolic violence, insult, marginalization, and belittlement, by prioritizing positive and constructive communication.

From this study, we can offer some recommendations:

- Establish and activate formal and informal communication channels that allow all members of the school community (administration, teachers, students, parents) to freely and safely express their opinions, concerns, and suggestions.
- Provide mechanisms to monitor and evaluate the effectiveness of communication strategies and modify them when necessary.
- Train administrative leaders and teachers in active listening and empathy skills, which helps them understand and appreciate the perspectives of others and reduces the likelihood of negative interpretations of actions or words.
- Explain the reasons for administrative decisions and share them with stakeholders in a clear and understandable manner, which reduces rumors and misinterpretations that could lead to a sense of symbolic violence.
- Establish clear and accessible mechanisms for submitting grievances and complaints related to any form of abuse or discrimination, and ensure that such complaints are handled seriously, fairly, and confidentially.
- Organizing regular workshops and training courses for administration and teachers that focus on developing effective communication skills, including nonviolent communication.
- Encouraging administrative leaders to adopt positive and supportive communication models that reflect respect and appreciation for all members of the school community, and to serve as role models for ethical and professional communication.

References:

- Retrieved 07 11, 2023, from <https://arblog.skolera.com/successful-school-management-guide>
- Silem, A., & Lamizet, B. (1997). Dictionary encyclopedia of the sciences of information and communication. France: Ellipses Marketing.
- warnie, V., Lecocq, X., & Desreumaux, A. (2009). strategy (Vol. 2). france: pearson edition.
- Christopher, P. (2011). Strategic Communication: Origins, Concepts, and Current Debates. California, united states of America: ABC -CLIO .LIC.-
- Gregory, P., & Lillin, J. m. (1994). Marketing publicity. Bordonne.
- Asma bin Turki. (2013). Administrative Effectiveness in the Institution: A Sociological Approach. Algeria: Dar Al-Fajr for Publishing and Distribution.
- Asmahan Jabali. (2012). Local Media Strategy in Preserving Local Culture in the Light of Globalization from 2008-2010: Radio El Oued as a Model. Master's Thesis (Unpublished). Algeria: Faculty of Political Science and Media, University of Algiers 3.
- Pierre Bourdieu. (1994). Symbolic Violence: A Study in the Foundations of Educational Sociology. Beirut: Cultural Center.
- Tayseer Al-Duwaik. (1998). Foundations of Educational and School Administration and Educational Supervision (Volume 2). Amman: Dar Al-Fikr for Printing, Publishing, and Distribution.

- Hayat Bousbaïat. (n.d.). Symbolic Violence in Algerian Society.
- Rasem Muhammad Al-Jamal and Muawad Ayyad Khairat. (2005). Public Relations Management: A Strategic Approach. Cairo, Egypt: Egyptian Lebanese House for Publishing and Distribution.
- Tareq Haba and Abdel Qader Haddad. (2020). School Administration and its Means of Success. Algerian Schools: Challenges and Problems. El Oued: El Oued University.
- Abdel Hamid El Maghrabi (1998). Strategic Management to Confront the Challenges of the Twenty-First Century. Cairo: Nile Arab Publishing Group.
- Abdel Rahman Thabet and Gamal El Din Mohamed El Morsi (2003). Strategic Management: Concepts and Applied Models. Alexandria, Egypt: University House.
- Abdel Samad El Aghbari (2000). School Administration - The Contemporary Planning and Organizational Dimension. Beirut: Dar Al Nahda Al Arabiya.
- Abdel Moumen Faraj El Faqi (1994). Contemporary School Administration. Benghazi: Qaryounis University Publications.
- Azouz Ktefi (2009). Communication in Algerian School Administration and its Relationship to Job Satisfaction among Middle School Teachers in Some Middle Schools in M'Sila Province - A Field Study. Master's Thesis. Algeria: Faculty of Arts and Humanities, University of Batna.
- Faraj Mabrouk Omar Amer (2017). School Principal and School Administration. Cairo: Hamithra Publishing and Translation House.
- Farhan Hassan Barbakh. (2012). Change Management and Its Applications in School Administration. Amman: Osama Publishing and Distribution House.
- Majed Tarban. (26 November 2010). Building Communication Strategies. Retrieved 02 November 2023, from <https://majed1975.wordpress.com>
- Mohsen Abdel Sattar Azab. (2009). Succession of Principals and Its Impact on the Effectiveness of School Administration. Beirut, Lebanon: Modern Library.
- Mohammed Ismail Diab. (2001). School Administration. Alexandria: Dar Al-Jamiah Al-Jadida Publishing House.
- Mohammed Barham Al-Mashaali. (2007). Encyclopedia of Political and Economic Terms. Cairo: Dar Al-Ahmadi Publishing House.
- Nabil Mahmoud Al-Salihi. (2011). School Administration Strategies in Light of Contemporary Trends. Jordan: Al-Janadriyah Publishing and Distribution House.
- Naima Rahmani, and Zainab Dahmi. (2014). The Internet and Symbolic Violence. Journal of Humanities and Society.
- Supervisory Board of the National Institute for the Training and Improvement of Education Personnel. (2005). Management and Management Leadership. El Harrach, Algeria.
- (2005)..Authored by the Supervisory Board of the National Institute for the Training and Improvement of Education Personnel, Management and Management Leadership. El Harrach, Algeria.
- Walida Haddadi. (2020). Media and Women's Issues. Academic Book Center.
- Yasser Fathi Al-Hindawi. (2012). School Administration and Classroom Management, Theoretical Foundations, Contemporary Issues. Cairo: Dar Al-Kutub Al-Masryia.
- Yasmina Ben Ammar, and Najib Bakhous. (2021). Manifestations of Symbolic Violence in the Virtual Environment: A Semiological Approach to Images of Symbolic Violence on Algerian Facebook Pages. Ansana Journal of Research and Studies, pp. 254-270.