Manifestations of violence in schools - Field study in The Middle Of Abdul Hamid Ibn Badisin Tamnarsset

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Abstract:
The present study aims to investigate the phenomenon of violence among students within educational institutions. A questionnaire prepared for this purpose was administered to a sample of 300 second- and third-year students at the Abdelhamid Ibn Badis institution in the city of Tamanrasset. First-year students were excluded as they were newly enrolled in the institution, and fourth-year students were excluded as they belong to exam classes. The researcher used the *School Violence Manifestations Questionnaire* by Fatima Kamel Mohamed, consisting of (37) items distributed across (5) dimensions: verbal violence, physical violence, psychological violence, violence against property, and sexual harassment. The responses were categorized into three alternatives: Always (3), Sometimes (2), Never (1). The results of the study revealed that middle school students are exposed to violence in all its material and moral forms, with verbal violence being the most widespread. It was also concluded that there are no significant differences between the sexes in the degree of exposure to violence.

Keywords: Violence, Educational Institution, Adolescent.

Introduction

In general, the phenomenon of violence across different contexts is among the issues that most attract the attention of governmental authorities on the one hand and the nuclear family on the other. Recently, Western countries have faced not only an increase in the quantity of violent acts but also a development in the methods students employ in carrying out violent behaviors, such as murder and armed attacks against fellow students and teachers alike.

The concept of violence carries multiple meanings. It may refer to the use of pressure or force in an unlawful or illegitimate manner that influences the conduct of an individual. Violence may also mean coercion, and it is classified into two types: individual and collective. It takes several forms, such as verbal, physical, or sexual violence (**Moulay, 2016, p.88**).

Since the school is an inseparable part of society and cannot be isolated from it, it has also been affected by such incidents and has begun to suffer from violence among its students at unprecedented levels. Violence is no longer confined to one school or one region, but has spread dangerously like an epidemic. Whereas in the past, classroom violence was limited to disobedience to the teacher or, at most, breaking a windowpane, acts of school violence have recently escalated and taken on different forms and manifestations, such as assaults on teachers, students attending school armed with knives, the consumption of alcohol and drugs within the institution, as well as sexual harassment and rape.

School violence is one of the most serious behavioral problems affecting educational institutions of all kinds and at all levels. It is not limited to one educational stage, system, or community, but varies in scale and type according to numerous factors. For this reason, the phenomenon of violence increasingly concerns those responsible for education and government authorities, not merely because of the frequency of violent acts but also because of the methods used by students to carry out unacceptable behavior within their schools—against their peers on one side, and their teachers on the other.

This situation expresses a clear contradiction within the school environment. The school, which is supposed to shape the student's behavior and prepare them morally, psychologically, and socially, has instead become a setting where violence and other deviant behaviors are learned. Consequently, a new school culture has gradually emerged one that tolerates some forms of violence and, at times, even encourages it. In light of the spread of this phenomenon, the school is now experiencing a real crisis (**Kamal, 2016, p.13**).

The phenomenon of school violence reflects a crisis of values within the educational system and society as a whole. Learners need to understand their environment before they can understand themselves, and in order to comprehend this environment, it is necessary to internalize the values, social norms, and behaviors that form the identity structure of that environment (**Boujemaa, 2013, p.11**).

Faced with this complex reality, which concerns an age group that society has invested heavily in and pinned great hopes upon, this study seeks to shed light on the phenomenon of school violence at the secondary school level through a field study focusing on an important group adolescent who are victims of this violence.

2. Problem of the Study

The phenomenon of violence has become a global issue experienced by almost all contemporary societies, whether developing or developed, Eastern or Western, regardless of their political systems, ideologies, or orientations. Violence, in its origins, actions, reactions, and consequences, spreads rapidly across societies, cultures, and groups, to the extent that it has become an inseparable part of the culture of the modern world. Thus, the concept of the "culture of violence" has firmly established its place within the culture of contemporary global society (**Tahani & Azza, 2014, p.45**).

The problem of violence in schools or educational institutions is one of the most significant educational challenges faced by modern schools at all levels and in varying degrees—in fulfilling their mission and achieving their goals. Everyone who belongs to the educational community, whether directly or indirectly, can observe the existence of this problem in almost every classroom and at every educational stage. The problem tends to worsen during middle school, which coincides with adolescence a period marked by physical, cognitive, sexual, and emotional changes. These changes are often reflected in behavior through rebellion and disobedience toward parental, school, and societal authority. At this stage, feelings of dissatisfaction increase, accompanied by rising levels of anxiety, depression, aggressiveness, violence, misbehavior, smoking, and drug abuse. This may be linked to the adolescent's search for self-identity. Consequently, violence becomes one of the most common behavioral patterns during this stage.

Violence in this period is associated with several causes, including problems related to the school environment, its surroundings, and even its geographical location for example, schools situated near large public gatherings, or those lacking proper security in front of their premises. This has led to violent acts being carried out in public, behaviors which students may then carry into the school itself. Hence, the problem of violence in our educational institutions has become a widespread behavioral phenomenon among middle school students, especially inside classrooms. This creates an atmosphere of chaos, confusion, and emotional tension, which negatively affects both teachers and students reducing teachers' performance on the one hand, and lowering students' academic achievement on the other. In such cases, students with aggressive or violent behavior are in urgent need of supervision, monitoring, and guidance by an adult within the school most suitably, the school guidance counselor, who is best qualified for this role due to their training, specialization, and close relationship with students within the institution.

With the growing prevalence of this phenomenon in society, there has been a pressing need to intensify efforts to study it, analyze its different dimensions, and attempt to identify the factors leading to its spread. Violence is considered a serious problem affecting both the individual and society alike, and it can be regarded as a multifaceted psychosocial phenomenon. Although it has psychological roots, it also contains a wide social dimension. Every society allows its members to express certain behaviors, but it punishes those who engage in such behavior once it exceeds the limits accepted by society.

The current study focuses on the problem of violence among middle school students, and the research problem is formulated in the following questions:
- To what extent is the phenomenon of violence prevalent in middle schools?
- To what extent do differences exist between males and females in the degree of violence?

2. Objectives of the Study
The present study aims to identify the nature of violent behavior in middle schools in its various dimensions, as well as to determine whether there are differences between genders in the different manifestations of violence prevalent within middle schools.

3. Significance of the Study
The growing interest in the problem of violence among students in general, and in middle school in particular, is due to researchers' recognition of the serious negative effects of violence within the educational institution on the individual and on society as a whole psychologically, socially, economically, and even politically. This necessitates confronting it. Accordingly, the significance of the current study lies in its focus on examining violence during one of the most important life stages, namely adolescence, which is a transitional stage often described as a critical period.

The importance of this study also stems from its engagement with one of the key research topics, both at the theoretical and practical levels. On the theoretical level, numerous frameworks and intellectual schools have attempted to explain violence. By shedding light on some of these theoretical frameworks and the concepts used, the present study may offer valuable theoretical insights in this field. On the practical level, there are studies and research that have revealed violence to be associated with psychological variables, others that have

examined its different forms, and still others that have investigated the extent of its prevalence across educational settings and within society as a whole.

3. Definition of Terms
3.1 Definition of Violence
According to Sayed Owais (2002), violence is defined as aggressive behavior arising from feelings of hostility, which may be directed against nature, against individuals, from individuals toward organized groups, or from one organized group toward another (**Iman, 2008, p.93**).
Operationally:
The degree obtained by a middle school student on the questionnaire used in the study, which measures violence across five dimensions: verbal violence, psychological violence, physical violence, violence against property, and sexual harassment.

4. Theoretical Framework
4.1 Definition of Violence
Linguistically, the word "violence" (ʿunf) derives from the verb *ʿanufa bihi wa ʿalayhi*, meaning to seize with severity and harshness, and to reproach; hence, the person is "violent."
(**Al-Muʿjam Al-Wasīt, Vol. 2, p.631**)
Contemporary educational, social, and psychological literature has offered multiple and differing definitions that attempt to explain the concept of violence from various perspectives. These differences arise from the diversity of general and subcultural reference frameworks within society. Below is a presentation of some of the most significant definitions:

- **Magdi (1990):** Defines violence, in a general sense, as the threat of using force or its actual use to inflict harm or damage upon individuals and to destroy property. He also presents a definition of violence within the structural determinants of fundamentalist groups, describing it as: *processes that express the characteristics distinguishing the socio-economic structure of society, which result from the absence of social justice, weak national integration within society, and other factors that trigger overt behavioral violence involving the use of force and its threat in protest against prevailing conditions and in pursuit of change* (**Tahani & Azza, 2014, p.19**).

- **Sociologists:** Define violence as behavior aimed by its perpetrator at deliberately harming others.

- **Psychology:** Uses the concept of violence to denote the response of an individual to frustration, disappointment, or deprivation by attacking the source of frustration or a substitute for it. This is confirmed by Tremblay (Termblay), who cited Bandura's definition of violence as: *any behavior carried out with intention and purpose by an individual in situations of frustration resulting from obstacles that prevent the satisfaction of drives or fulfillment of desires. The individual then experiences anger and imbalance, leading to a violent response that causes harm to others* (**L. Berkowitz, 1993, p.30**).

- **Buss (as cited by Mokhtar):** Offers one of the most comprehensive definitions, considering violence as: *any behavior exhibited by an individual verbal, physical, or material; explicit or implicit; direct or indirect; active or passive that results in physical, material, or psychological harm either to the individual themselves or to others* (**Mokhtar Wafiq, 1999, p.15).**

Thus, from reviewing these definitions, we find that some focus on the psychological dimension, others on the physical, and others on the verbal aspect. Overall, we may conclude

that violence is a physical or verbal behavior intended to harm or damage whether resulting from conflict or as a means to achieve a specific purpose or goal. Therefore, violence must necessarily involve both intention and will in inflicting deliberate harm on a particular person.

4.2 Theories Explaining Violence

Numerous theories have sought to identify the causes of violence in general, and youth violence in particular. These theories can be summarized as follows:

4.2.1 The Biological Theory

The biological theory suggests that violence is rooted in biological factors inherent in the individual's constitution. Proponents of this theory argue that criminals differ physically from ordinary individuals, and that certain hormones influence the drive toward violence particularly the increase of male hormones. They emphasize that the male hormone (androgen) is the direct cause of high levels of violence among men. This hormone peaks during the daytime, which increases youths' anger and emotional reactivity, while its secretion decreases at night (**Louis Kamel, 1970, p.90**).

4.2.2 The Physiological Theory

Studies conducted by physiologists indicate that the part of the brain known as the limbic system is responsible for violent behavior. This theory highlights a link between violence and certain brain centers. Violent behavior in epileptic patients is one of the distinguishing traits of this group, making them more prone to violent outbursts than ordinary individuals. One study examining Egyptian murderers in prisons and psychiatric hospitals revealed that most of them showed abnormal brain wave patterns, supporting the physiological basis of violence (Ahmed Okasha, 1992, p.193). Similarly, Konrad Lorenz attributed violent energy to processes formed within the central nervous system (**Azza Hijazi, 1976, p.277**).

4.2.3 Psychoanalytic Theory

Drawing on Freud's clinical and theoretical work, psychoanalysis identifies two fundamental instincts: the life instinct and the death instinct. The life instinct generates sensory energy responsible for positive bonds with others, emotional relationships, and closeness. In contrast, the death instinct seeks destruction; when directed inward, it leads to self-annihilation, and when directed outward, it manifests as violence. Freud prioritized the death instinct, considering aggression an expression of the drive toward destruction. Thus, individuals who fight others and tend toward destruction are, in essence, driven by a death wish that life instincts have only partially restrained.

This perspective was developed by Freud's disciple **Melanie Klein**, who studied violence, its dynamics, and its interaction with the love drive. Klein argued that if the death instinct remained unchecked, it threatened the individual with internal self-destruction, producing feelings of persecution. To cope, individuals employ defensive mechanisms, such as **projection**, where the self denies its own violence and attributes it to an external object symbolizing evil. This serves a dual purpose: discharging aggression while affirming one's own innocence. Such projection can be observed in religious and political fanaticism (**Mustafa Hijazi, 1974, p.192**).

Freud also linked violence to feelings of guilt not after committing a crime, but before it suggesting that the roots of violent behavior lie in its motives rather than its consequences.

For Freud, violent behavior stems either from the ego's inability to reconcile instinctual drives with the demands and values of society, or from the failure of sublimation the process of channeling aggressive, physical, and sexual impulses into morally, spiritually, or socially acceptable activities. A weak superego, in Freud's view, also allows primitive impulses to run unchecked, leading to violence and criminal behavior (**Abd al-Rahman al-Issawi, 2001, p.44**).

Modern psychoanalysis attributes violence and crime to internal conflicts and emotional problems. **John Bowlby (1980)**, influenced by psychoanalytic theory, believed that juvenile delinquency often originates in the early years of life, with maternal deprivation being one of the most prominent psychological explanations for delinquent behavior in children. **Karen Horney** argued that aggression arises from anxiety during childhood, particularly when the child lacks love and affection. Children deprived of tenderness and compassion in their early years tend to develop feelings of aggression and hatred toward their parents and others (**Tahani Mohamed & Azza Mohamed, 2014, p.22**).

4.2.4 Frustration Aggression Theory

Dollard and Miller studied frustration and its relation to the emergence of violence or aggression in humans, considering violence or aggression as an innate response to frustration. The intensity of aggression increases the more frustration is experienced and repeated. When an individual is prevented from achieving a necessary goal, they feel frustrated, and aggression becomes the reaction toward the source of frustration, either directly or indirectly (**Fromm, 1983, p.66**). On this basis, the desire for violent behavior varies according to the degree of frustration experienced by the individual. Ahmed Okasha (1992, p.190) further supported this theory, stating that although frustration does not always lead to violence, every act of violence is preceded by a frustrating situation. The theory emerged from a series of studies on child development during psychological and emotional growth, which concluded that aggressive behavior follows the child's feeling of being unable to obtain what they want.

4.2.5 Social Learning Theory

This theory focuses on the psychosocial context of human behavior and on the variables that lead individuals to use violence as a means of expressing themselves and confronting the obstacles that hinder self-fulfillment. Among the most significant obstacles are the perception of sharp class differences that prevent goal achievement, leading the individual to react with destruction and sabotage (**Sayed Abdel Aal, 1977, p.135**).

Albert Bandura, in his social learning theory (learning through observation), conducted experiments using an experimental design with three groups of children. The first group watched real-life models of violent behavior directed toward a plastic doll, the second group observed a young man verbally and physically punishing the doll, and the third group (control group) did not observe any aggressive models. The children's verbal and motor behaviors were then observed in a playroom, through a one-way mirror, for a fixed period of time. The results showed that exposure to different forms of violence led children to display higher levels of aggressive behavior toward toys in the observation room, such as attacking the doll, compared with children in the control group who had not been exposed to violent models (**Gerson, 1985**).

Bandura and Houston further emphasized that children acquire violent behavior patterns by observing the violent behavior of adults, meaning that children learn violent acts by imitating adults (**Berkowitz, 1982, p.31**). Moreover, peer groups strongly influence the acquisition of violent behavior either by presenting aggressive models for children to imitate or by reinforcing such behaviors once they occur.

4.2.6 Phenomenological Theory

This theory has gained significant value in recent studies of violence because it approaches the subject from a modern perspective rich in insights. It starts from examining the individual's subjective experience in interactions and relationships with others. Violence is considered a catastrophe for relationships, harming the self at the same time as it harms the other. Violence is thus a particular way of entering into a relationship with others. Einar, one of the pioneers of this school, argued that self-assertion occurs in a state of "magical omnipotence" through the denial of the other by means of violence. Violence unfolds in a physical act preceded by transformations within the aggressor and in their relationship with the other. Hence, violence is not sudden, as some may believe; rather, it arises within the framework of a relational rupture. It is the outcome of slow internal transformations that erode feelings of love and solidarity, replacing them with unrestrained violence (**Mustafa Hijazi, 1973, p.200**).

4.2.7 Theory of Increased Violence During Adolescence

Elliott & Tolan point out that violence increases significantly during the second decade of life, i.e., adolescence, before decreasing again in the early twenties. Some youth with violent tendencies begin to display such behavior in childhood, but the rate of violence peaks during adolescence. More than half of young people show aggressive behavior from mid- to late adolescence. This stage is accompanied by physical and sensory changes due to growth and puberty, which affect adolescents' relationships and interactions with others. Consequently, this stage brings increased independence from parents and a need to form personal identity, skills, values, and rivalries that prepare them for integration into adult society (**Tahani & Azza, 2014, p.25**).

Likewise, the standards of success and acceptance among adults change, where independence requires the young person to learn how to negotiate family rules and parental supervision. This process generates conflict and alienation from parents. At the same time, the network of social relationships among adolescents expands, as peer relationships gain greater importance than those with parents. As a result of these changes, young people experience significant pressures and feelings of resistance, anger, frustration, and failure. Consequently, the adolescent may resort to violent behavior as a way of expressing independence, attracting attention, and gaining the respect of peers of the same age group. Violence may also serve as compensation for lack of abilities and as a reaction to missed opportunities in society.

3.4 Factors Leading to Violence

Violent behavior emerges as a method of problem-solving at an early stage of the student's life. These responses may be related to physiological, familial, cultural, and environmental factors, and they occur in various settings at home, at school, and in the street. Many factors may contribute to making students violent.

The nature of the family may drive a child toward aggressive behavior. It has been found that a child who receives little affection and feels rejected by the family tends to engage in aggressive behaviors. Moreover, there is a positive correlation between emotionally cold, unfulfilling parental relationships and children's hostile behavior (**Al-Rashoud, 2000, p.55**). A mother who interacts little with her child may influence the child's aggressiveness. Mokhtar also argued that parental separation, constant quarrels between parents, or the illness of one parent all contribute to the emergence of aggression in children. Families lacking adequate housing, food, clothing, and healthcare tend to produce children with more aggressive tendencies.

As for the role of the school in aggressive student behavior, Abu Abed found that some of the factors increasing school aggression include teachers not keeping promises made to students, showing favoritism toward certain students while neglecting others, expressing anger and rage toward students, the absence of consistent classroom rules, excessive disciplinary orders, and strict instructions all of which may increase aggressiveness. Teachers' use of harsh punishment in dealing with students can also intensify violent behavior. Assigning students tasks that exceed their abilities or do not align with their interests and preferences, as well as failure to complete assignments either at home or at school, can lead to frustration that fuels aggression. Moreover, the lack of appropriate educational measures, guidance, and counselling or excessive leniency toward disruptive students may encourage persistence in such behaviors, influencing other students to imitate them (**Abu Abed, 2004, p.99**).

Aggressive children often fail to develop adequate social skills, as they suffer from deficiencies in communication abilities, which contributes to the growth and persistence of aggression. Additionally, aggressive children tend to have lower intelligence compared to non-aggressive peers. This explains why students who struggle academically do not receive sufficient social encouragement, given their weak academic performance, leading to frustration and the emergence of various problematic behaviors. Some of these students may become aggressive in their attempts to provoke participation, expressing protest against assigned tasks, rebelling against the authority of the teacher, harassing high-achieving classmates, and defying acceptable classroom behavior patterns. The aggressive student is often burdened by a deep sense of inferiority, which forms the foundation of their personal behavior. This feeling of inferiority manifests in a tendency toward aggression. Studies have also found a link between aggression and selfishness among students, with aggressive students being more selfish than their non-aggressive peers (**Al-Dahri, 2005, p.35**).

4.4 Causes of the Phenomenon of School Violence
1.   The growing prevalence of school violence in all societies has become a genuine problem with negative repercussions for both the individual and society. The link between schools and violence is evident due to their strong influence on the child's personality on the one hand, and their impact on the surrounding environment on the other. As educational and social institutions, schools may fail to fulfill their true function for multiple reasons some related to the child himself, others to school subjects, and others to the school system in general (**Aref, 1981, p.45**). These causes can be detailed as follows:
4.4.1 School Authoritarianism:
Authoritarianism by school administrations and teachers creates a generation unable to solve its own problems, which may develop into frustration and mental health issues that in turn

give rise to violent behavior. When the school fulfills its educational role by presenting rules, regulations, and systems, these must remain within reasonable limits. If the school goes beyond these limits by imposing excessively strict rules and adopting rigid approaches inconsistent with normal expectations, this inevitably leads students to dislike and avoid school, then drop out, which is often the first step toward deviant behaviors.

4.4.2 Lack of Consideration for Individual Differences:

Schools often focus on high-achieving students while neglecting those who face learning difficulties or who are disengaged. According to the theory of motivation, frustration is the main driver of violence, as it allows individuals who feel incapable to prove themselves. Violence often arises from competition and jealousy. Moreover, students who are constantly punished by teachers look for someone to take out their anger on (**Al-Tamees, 1993, p.225**).

4.4.3 Academic Failure:

Academic failure may be reflected in students' behaviors and attitudes. It can result from multiple causes, including intellectual ability, lack of attention to individual differences, lack of interest, and poor compatibility with school curricula. These issues negatively impact the student's personality and may push them toward violent behavior, school dropout, or reactive responses against society. Sometimes this violence is even directed toward the self, in the form of suicide (**Al-Urayni, 2003, p.336**).

4.4.4 School Practices:

The role of teachers, principals, and administrators in addressing violence is crucial. Teachers' harshness in classroom management or teaching methods may lead students toward deviance. Studies confirm that awareness of developmental stages and appropriate strategies in dealing with students, along with the fulfillment of educational and pedagogical roles, are strongly linked to levels of violence and aggression among students. Conversely, teachers' lack of awareness of students' needs and their inability to understand the psychology and characteristics of adolescence may exacerbate aggression (**Al-Urayni, 2003, p.336**).

5. Methodological Procedures of the Study

Through the current study, the researcher seeks to uncover the manifestations of school violence experienced by middle school students at the hands of their peers, as well as the psychological, social, and educational consequences for victims. These dimensions include: *low self-esteem, social isolation, and school absenteeism*. Accordingly, the descriptive method was chosen, as it best suits the nature of the topic. Tools and techniques consistent with the research problem were employed, drawing on methodological approaches inspired by the descriptive method.

5.1 Temporal and Spatial Boundaries

The study was conducted at Abdelhamid Ibn Badis Middle School in Tamanrasset during the 2017/2018 academic year, focusing on second- and third-year classes. First-year students were excluded as they had recently joined the school, and fourth-year classes were excluded as they are examination groups.

5.2 Study Sample

The sample consisted of second- and third-year students, totaling 300 students: 105 males and 195 females. All questionnaires were collected, since the process was carried out under the supervision of the head teacher, and all were valid; none were discarded.

5.3 Research Instruments
The study relied on the *School Violence Manifestations Questionnaire* developed by Fatima Kamel Mohamed. It consists of (37) items distributed across five dimensions:
- Dimension 1: Verbal violence
- Dimension 2: Physical violence
- Dimension 3: Psychological violence
- Dimension 4: Violence against property
- Dimension 5: Sexual harassment

Responses were determined according to a three-point Likert scale: Always (3), Sometimes (2), Never (1). The questionnaire was adopted in its original form, and its psychometric properties as presented in Fatima Kamel's dissertation were relied upon.

3.5 Psychometric Properties
3.5.1 Validity
The validity and reliability of the questionnaire were calculated by its author through expert validity (*content validity by judges*). The percentage reached **88.32%**. Correlation coefficients between each dimension of the questionnaire and the overall score were also calculated, and they were found to be significant and high at the **0.01** significance level, estimated at **94.6%**.

3.5.2 Reliability
The researcher who developed the questionnaire used the *test–retest method*, which measures the external consistency of the items by calculating the reliability coefficient based on stability across two applications of the scale. For this, the questionnaire was administered to a random sample of (30) male and female students, selected randomly from one secondary school. The test was then reapplied after **14 days** to the same sample. After processing the data, Pearson's correlation coefficient was calculated between the scores of the first and second applications. The reliability coefficient was found to be **0.86**, which is considered a good reliability level. It is generally preferred that the reliability coefficient exceed **0.70** to be deemed trustworthy.

6. Presentation and Discussion of Results
6.1 Presentation and Discussion of Data for the First Hypothesis
First Hypothesis:
Middle school students are exposed to multiple forms and manifestations of violence.

To identify the most prominent forms of violence to which middle school students are exposed by their peers within the school environment, frequencies, percentages, arithmetic means, standard deviations, and rankings of responses for each item in the *School Violence Manifestations Questionnaire* were calculated. The results were as follows:

Table (1). Percentages and Ranking of Violence Manifestations among the Study Sample.

Dimension	Mean	Standard Deviation	Degree	Rank
Verbal Violence	2.43	0.865	High	1st

Violence Against Property	2.32	0.820	High	2nd
Psychological Violence	2.20	0.718	Moderate	3rd
Physical Violence	1.96	0.706	Moderate	4th
Sexual Harassment	1.90	0.700	Moderate	5th
Overall Mean	1.98	0.705	Moderate	

From the statistical data presented in the table, it is clear that high school students are exposed to multiple forms and manifestations of violence from their peers, with an arithmetic mean of **1.98**. This mean falls within the second category of the measurement scale range (1.90–2.43), which indicates a *moderate level*. This demonstrates that violence in its various forms is moderately widespread among students.

The results also show that all five dimensions of violence were situated mostly within the *moderate level*, except for verbal violence, which appeared at the *high level*. The five dimensions were ranked in descending order according to their means: verbal violence came first, followed by violence against property, then psychological violence, physical violence, and finally sexual harassment.

Thus, based on the results, it appears that the dominant form of violence within this educational institution is **verbal violence**. It is the most common type of violence in middle schools. Verbal communication often becomes the first and fastest reaction among students. Moreover, there exist certain "codes" of verbal warfare within schools that may even be difficult for adults to decipher.

The widespread prevalence of verbal violence compared to other forms can be attributed to several factors. Among these are:

•	the ease with which nicknames, insults, and curses can be exchanged, which students are exposed to daily and often learn from their environment—whether from the street or even at home;

•	verbal violence being an immediate, spontaneous reaction of a victim attempting to defend themselves quickly;

•	the covert nature of verbal violence, which makes it difficult to prove except through eyewitnesses;

•	the fact that school administrations in most cases impose sanctions on *physical violence* while paying little attention to *verbal violence*, often underestimating its harm compared to physical forms;

•	the perception by perpetrators that verbal violence is less dangerous for them, as it involves less risk of punishment and is seen as less harmful to the victim.

Similarly, violence against property ranks high. Most schools experience widespread destruction of their facilities chairs, desks, and boards often damaged, and at the end of the school year, institutions frequently witness tire burnings, destruction of notebooks, and even burning of uniforms. Such phenomena explain the relatively high percentage of violence against property: *if one cannot verbalize aggression, the nearest alternative is to destroy what is around them*.

The presence of the remaining types of violence (psychological, physical, and sexual harassment) at *moderate levels* indicates that they are present within schools but are less pronounced compared to verbal violence.

These findings align with **Social Learning Theory**, which emphasizes the psychosocial context of human behavior and the variables leading individuals to use violence. According to

this theory, obstacles and sharp class disparities that hinder goal achievement push individuals toward violence. Moreover, peer groups play a significant role in reinforcing violent behavior either by modeling it for others to imitate or by reinforcing it once it occurs.

The results of this study are consistent with the findings of several previous studies, such as those of **Mizab Nasser et al. (2014)**, **Samiha Nasr (2004)**, and **Kamal Boutoura (2016)**. However, the results differed from those of **Blatier (1999)**, who concluded that the behaviors most perceived by students as violent were quarrels, pushing, and conflicts.

6.2 Presentation and Discussion of Data for the Second Hypothesis
Second Hypothesis:

There are no statistically significant differences at the (0.05) significance level in the forms of violence to which middle school students are exposed that can be attributed to the gender variable.

To examine the significance of the differences in forms of violence experienced by members of the study sample according to gender, the **t-test for two independent samples** was applied. The results are presented in the table below:

Table (2). Significance of Differences in the Degree of Verbal Violence According to the Gender Variable.

Dimension	Gender	N	Mean	Standard Deviation	t-value	Statistical Significance
Verbal Violence	Male	105	1.88	0.764	0.47	Significant
	Female	195	1.92	0.699		

The arithmetic mean of the male sample was (1.88) with a standard deviation of (0.764), while the arithmetic mean of the female sample was (1.92) with a standard deviation of (0.699). It was found that the calculated (t) value was smaller than the tabulated (t) value at the significance level (0.05) and degree of freedom 298. This indicates that there are no differences between males and females in the degree of exposure to verbal violence.

Thus, the sample members suffer from the prevalence of verbal violence within the high school environment regardless of their gender. This behavior was not limited to one gender over another. This may be attributed to the fact that verbal violence is a type of violence that is easily learned and transmitted among adolescents. It has even become a special language for many of them, as many of the words and expressions they use in their daily interactions take on a violent character. Family social upbringing also plays an important role in the spread of many behaviors among adolescents. This confirms the view of interactionist theory, as its proponents believe that violence is the product of a learning process and that social upbringing in the early stages of a child's life through interaction with parents, relatives, and friends, and by observing the world and the surrounding environment makes violence appear to them as a necessary tool for survival and success.

Therefore, individuals learn violence in the same way they learn any other behavior. Harshness, severity, intentional or unintentional insults, and the use of offensive or abusive language towards children are all behaviors that can affect the child's psyche and later

behaviors. Consequently, violence moves from the family to the school and to the street. Schools today, across all educational levels, have become a stage for various obscene expressions. On the other hand, community culture plays a fundamental role in the spread of violence. In Algerian society, the majority of Algerians use certain expressions that carry verbal violence in one way or another. Neither homes, institutions, nor schools of all levels have been spared from it. The phenomenon has spread in a strange way even between the genders, and not even the fairer sex has been spared.

Table (3): The significance of differences in the degree of exposure of the study sample to property-related violence between genders.

Dimension	Gender	Sample	Mean	Standard Deviation	t-value	Statistical Significance
Property-related violence	Males	105	2.30	0.694	0.47	Not significant
	Females	195	2.34	0.675		

Based on the statistical data shown in the table above, we find that the arithmetic mean for males was (2.30) with a standard deviation of (0.694), while the arithmetic mean for females was (2.34) with a standard deviation of (0.675). It was found that the calculated (t) value was (0.47), which is smaller than the tabulated (t) value, indicating that there are no statistically significant differences between males and females in the degree of exposure to property-related violence. This means that there is no difference between males and females in property-related violence at the secondary level through acts such as taking others' belongings and refusing to return them, sometimes even resorting to the use of force over a pen, a notebook, or similar items. Theft in such situations is considered common in middle schools and in most educational institutions, as it is one of the widespread behaviors among students in the secondary and tertiary stages in particular. At times, this may be driven by jealousy as a result of a teacher praising one student over another or because of high grades. Property-related violence also appears among students in the form of staining clothes as a joke at times, which may lead the other party to retaliate.

The result of this study came consistent with the findings of some other studies, such as the study of (**Blatier 1999**), which detailed the types of thefts occurring within high schools. It showed that 40% of thefts targeted school supplies, 37% targeted personal belongings (bags, jewelry, etc.), of which 10% were clothing, and 23% targeted money. The result of this study also agreed with the study of (**Sultan Al-Qahtani 2008**), whose findings revealed that patterns of physical bullying were more common among male students, such as kicking, hitting, and pushing, whereas among female students the theft or damage of money and personal property was more widespread. The findings of this study also coincided with those of (**Kamal2016**), which included a group of students from a number of high schools (**Kamal Boutoura, 2016, p. 303**).

Table (4): The significance of differences in the degree of exposure of the study sample to psychological violence between genders.

Dimension	Gender	Sample	Mean	Standard Deviation	t-value	Statistical Significance
Psychological violence	Males	105	1.58	0.582	5.99	Not significant
	Females	195	2.04	0.752		

From the above table, it is clear that the mean score of males was (1.58) with a standard deviation of (0.582), while the mean score of females was (2.04) with a standard deviation of (0.752). It was found that the calculated t-value reached (5.99), which is greater than the tabulated value at the significance level (0.05). This indicates that there are differences that are not statistically significant in the degree of exposure to psychological violence in favor of females.

Thus, from these statistical data, it is evident that students' exposure to psychological violence was higher among females than males. This result seems logical, since the girl or woman in general is characterized by a sensitive nature, unlike males; her psychological and emotional constitution cannot endure mockery or ridicule. For this reason, the female students in this study expressed their exposure to this form of violence. Moreover, females are less inclined to physical or bodily violence, which is why they resort to more cunning methods or indirect strategies such as slander and defamation.

Many studies have shown that aggressive females behave differently from males. It has been found that females use indirect (hidden) aggression, whereas males resort to direct violence. In this regard, Mohammed Al-Shahb stated that this difference in aggressive behavior between males and females reflects the different methods of social upbringing. These methods reinforce aggressive behavior in male children but, in contrast, limit it in females. Society is more tolerant of aggressive behaviors in boys, and therefore they develop explicit and direct ways of expressing aggression. In contrast, society is less tolerant of aggression in girls, which leads them to develop implicit and indirect forms of expression. In most cases, this expression does not exceed verbal forms, unlike males.

Several researchers have taken this direction, such as Al-Badri, who found that boys often engage in bullying with the aim of causing physical harm, whereas girls tend to practice indirect bullying to cause psychological harm. (**Olweus 1995**) similarly indicated that girls tend to engage in provocative behavior, gossip, rumors, and emotional manipulation in relationships. The same conclusion was reached by (**Kamal 2016**) in his study, which included groups of male and female secondary school students, confirming that females are more prone to psychological violence than males.

Table (5): The significance of differences in the degree of exposure to physical violence according to the gender variable (males – females).

Dimension	Gender	Sample	Mean	Standard Deviation	t-value	Statistical Significance
Physical violence	Males	105	2.00	0.694	4.16	Not significant
	Females	195	1.67	0.679		

From the table, it is clear that the arithmetic mean of the male sample's scores on the violence questionnaire was (2.00) with a standard deviation of (0.694), while the arithmetic mean of the female sample's scores was (1.67) with a standard deviation of (0.679). The calculated t-value was (4.16), which is higher than the tabulated t-value, indicating that there are differences that are not statistically significant in the degree of exposure to physical violence in favor of males.

Physical violence was found to be in favor of the male group. This result seems quite logical, given the muscular and biological constitution of males, as well as their boldness and ability to commit physical assault and demonstrate their skills in using it whether by attacking others or in self-defense. Moreover, social upbringing encourages males to engage in overt, especially physical, aggression, whereas such behavior is condemned in females. Males are also prepared for social roles that require physical strength, courage, risk-taking, and dominance more than females. Interactionists believe that the process of learning violence is strongly linked to the stage of social upbringing of the male role, which involves boys learning toughness, hardness, and self-reliance. Some fathers encourage their sons to act violently toward others in certain situations and demand that they not be victims of violence in others. Cultural environment also plays a decisive role in encouraging violence among males to a greater extent than females. Society expects boys to display more violence than girls, and adults reinforce and encourage such behavior, considering a boy's violence as a sign of masculinity. By contrast, girls' quarrels and aggression are mostly verbal, revolving around specific topics such as rumors, curses, or ridicule.

The results of this study were consistent with the findings of many studies, such as (**Al-Uswi 1984**), which found that males fight more than females. Similarly, the study of (**Al-Shahb 1992**) in Morocco found that the majority of students engaging in physical violence were males, whereas females tended to express their anger and aggression verbally rather than through material assault. The study of (**Qasim 1997**) also revealed differences between male and female samples in the factor of physical aggression in favor of males. The same conclusion was indicated by Rifaat's study (2001) in Egypt, which found that males were more violent than females and that male students outperformed females in physical violence. This result was also confirmed by (**Kamal 2016**) in his study on manifestations of violence among students in middle school.

Table (6): The significance of differences in the degree of exposure of the study sample to sexual harassment between genders.

Dimension	Gender	Sample	Mean	Standard Deviation	t-value	Statistical Significance
Sexual harassment	Males	105	1.98	0.672	3.59	Not significant
	Females	195	2.27	0.743		

From the data presented in the table, it is clear that the mean of the male sample was (1.98) with a standard deviation of (0.672), while the mean of the female sample was (2.27) with a standard deviation of (0.743). The calculated t-value was estimated at (3.59), which is higher than the tabulated t-value. This means that there are differences between males and females in exposure to sexual harassment in favor of females.

This indicates that sexual harassment differs according to gender, and this result may seem natural, since sexual harassment is the most common form of violence to which females are exposed in all societies. It has recently spread widely in Algeria, especially within universities. It can appear in the form of a male student harassing a female student at the secondary level and may develop into physical contact and touching, sometimes even reaching the degree of rape. This is due to the excess impulses experienced by adolescents during this period. Here, naturally, we must talk about the role of social upbringing of the adolescent, which either

contributes to or limits such phenomena. We may also refer here to the female body, which arouses desire, as it is surrounded by prohibitions that increase the male's urge to access that "sacred" body.

Some male students even perceive this as a form of intimacy and an expression of love rather than considering it harassment or sexual violence. It must also be noted that the discussion of this subject is still surrounded by ambiguity and secrecy. Such harassment may be practiced against a girl, while parents prefer to remain silent and not report it, since it is considered a shame for the family to defend her in order to reclaim her right, leading to the man being punished. Moreover, society always tends to place the blame on the girl.

This is consistent with what has been stated in the biological theory, which considers the male hormone (androgen) as the direct cause of violence, which occurs to a great extent among men. This hormone peaks during the day, which increases young men's anger and intensifies their emotional impulses, while its secretion decreases in the evening.

The results of this study are consistent with the findings of many other studies, such as (**Fineran 2002**), which revealed differences in sexual harassment according to gender and workplace relations. The study found that girls expressed dissatisfaction and that they were more exposed to threats or sexual assault than boys. The findings also agreed with the study of (**Desouza & Ribeiro 2005**) on sexual harassment in Brazilian secondary schools, which proved that male students sexually harassed their female classmates. Likewise, they agreed with the study of (**Kamal 2016**), which showed that female students are subjected to continuous harassment and molestation from male students in various forms.

7. General Conclusion:

From the first hypothesis, it became evident that secondary school students are exposed to different forms of violence, whether material or moral. However, verbal violence was the most practiced among them, through name-calling, threats, shouting, and insults.

From the second hypothesis, it was found that there is no difference between males and females in the degree of exposure to violence, as both genders are subjected to it in one form or another, except for some manifestations where there were relative differences, such as sexual harassment and psychological violence, which were in favor of females at this stage, while physical violence was in favor of males. Most of the forms of violence revealed by the study were linked to joking or annoying classmates rather than attempts at revenge or theft of school belongings, in addition to verbal violence, which was highly widespread, and violence against property.

Thus, it can be said that manifestations of school violence have not yet reached the stage of introducing firearms, but we should not deceive ourselves in some matters nor deny the existence of bladed weapons and drugs in our institutions. For this reason, efforts must be intensified, and all parts of society, especially the family and members of educational institutions, must work together to limit the spread of this phenomenon that is alien to our righteous religion.

In conclusion, the educational and learning process is primarily pedagogical in nature, and it is essentially a cooperative process, as previously mentioned. It obliges every individual to act

according to his or her position in society so that we can achieve our aspirations in the advancement of our community.

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