

Arbitration of the value system to reduce school violence:

A case study of Algerian schools

Dr. Fatima Zahra Drim, *Adrar University* (Fatima.drim@univ-adrar.edu.dz)

تاريخ النشر: 2025/06/11

تاريخ القبول: 2025/05/18

تاريخ الارسال: 2024/11/29

Abstract :

Our study is an account of the reality of violence within the education system in primary schools in Algeria, a phenomenon that is disturbing Algerian society in its many forms and types. So, violence in schools is a serious phenomenon that causes threats and assaults and beatings on the pupil.

The study calls for the establishment of a value system based on the moral education of the emerging generations, and each of the parties to the educational process (administrative, teacher, learner).

Keywords: value education, educational system, school violence.

Résumé:

L'étude est une lecture de la réalité de la violence à l'école primaire, un phénomène qui s'est répandu dans la société algérienne avec ses multiples formes et types de préoccupations pour les parents et leurs enfants, ce qui représente un risque tel que coups, harcèlement, vol et menaces.

Dans l'étude, l'appel à la mise en place d'un nouveau cadre moral consiste à mettre

en place un arsenal fondé sur la valeur, basé sur l'éducation morale des générations émergentes et impliquant chacune des parties impliquées dans le processus éducatif (administratif, enseignant, apprenant).

Mots-clés: **Valeur éducation, Système éducatif, Violence scolaire**

I. Introduction

The school is considered the first educational institution that takes upon itself the responsibility of raising the young generation and raising their educational and teaching level in line with what is known within the school environment or through official instructions and the internal regulations of the educational system. It represents the rules of school life that include the interactions that occur within the school and in its immediate surroundings with the aim of comprehensive development in all its dimensions, whether value-based or symbolic, for the parties that embrace them, especially since some behaviors that are contrary to educational values and any moral defect or legal breach or violent actions targeting the learner, teacher and administrator, through which the rights and freedoms of these parties are attacked.

So that this violent reality that most schools in the country have reached reflects a value crisis within the educational system and within society as a whole, from this standpoint the study seeks to restore consideration to the value system that establishes a balanced behavioral system and produces a new school culture.

To delve deeper into the subject, the study is divided into the following research parts:

- 1- The foundations of the establishment of the educational system in Algeria.
- 2- School violence from a value perspective.
- 3- Some forms of violence in Algerian schools.

II. The problem of the study:

The school is considered a productive institution in which multiple parties interact according to rules, each party seeks to achieve a successful educational system, but this educational environment is permeated with violations and behaviors that contradict the rules of school life, which affects

the prevailing internal climate that is supposed to be safe for students to practice their educational activities without infringement of their rights.

Recently, the dimensions of the phenomenon of school violence have escalated through media and official coverage and interest from research centers and seminars, thereby creating a state of interest within society, as several incidents of violence were recorded within the school environment, manifested in stabbing with knives and assault, some of which reached the point of death.

The basic role of the school had to be formed in working to maintain internal and external stability, through value education that makes it an effective tool for achieving democracy, justice, respect for others and rejection of violence, and accordingly the study attempts to start from the following problem: What are the conditions and mechanisms for establishing a value system that helps reduce the phenomenon of violence in the school environment?

III. Study Concepts:

Value Education

Education is an organized process based on actions and instructions that aim to build a thought or behavior, and when compared to values that are considered harmful and should be taken care of, and a responsibility that everyone bears without exception, it is considered the biggest challenge we face to our ability to raise our children to be good and positive individuals in their selves, thoughts and feelings, and the necessity of preserving the youth from dissolving into what is called globalization and alienating themselves from belonging to their entity and society.¹

Educational System

It is the method or curriculum that each country follows according to its educational policy and its commitments towards the curriculum adopted in the application. It outlines requirements for its establishment and good progress and goals that it hopes to achieve in reality to reach quality in education.² The educational system as an entity keeps pace with

¹ Hamad Hassan Al-Amaira: Education in Jordan from the Ottoman Era until 1977, 1st ed., Dar Al-Masirah for Publishing, Distribution and Printing, 1999, p. 43.

² Nawaf Ahmed Samara, Abdul Salam Musa Al-Adili: Concepts and Terminology of Educational Sciences, Dar Al-Masirah, Amman, 2008, p. 27.

developments at the national and international levels in order to reform and systematically support the various pedagogical methods and programs for teaching.

School violence

Is the illegal use of force or threat that harms others, which is meant in this research as the different forms and patterns practiced by students, teachers or employees within the school campus, which can be physical, verbal or psychological, or against the students' private property, or in the form of sexual harassment.¹

IV. Discussion:

The foundations of the establishment of the educational system in Algeria

Algeria faced several challenges for many years of colonialism in various fields. The school inherited from French colonialism on the eve of independence difficult circumstances and numerous problems from the beginning, which did not allow it to take a position in light of the new

¹ Khalil Wadih Shakur: Violence and Crime, Arab House of Sciences, Beirut, Lebanon, 1997, p. 31.

situation and its requirements, and develop in a manner that serves the harmony with the goals and needs of society.

The reforms in that period focused on the Algerianization of the school, trying to develop and reform the educational system through criticism directed at the existing educational system and the orientations of the political class.

Perhaps this appears clearly in the linguistic issue and the dialectic of belonging to the cultural and civilizational authenticity and keeping pace with scientific development.

And considering that the school is one of the most important institutions of civil society that represents the effective force capable of building minds and raising generations, which imposes on society and the relevant authorities to surround it with care and enhance its efforts, this was the reason that made Algeria to adopt it and realize it immediately after independence. The inherited educational system at that time was a Western system about our specificities, language and culture, originally established to

serve the colonial purpose, and remained linked to the circumstances that created it.¹

The problem is that the call to change and adapt this system was not translated into actions, procedures and practical decisions, which kept the reform effort oscillating between words and actions, between political decisions and administrative procedures, between intentions and practices.

Algeria, in an attempt to pave the way for establishing a national system to replace the inherited system, went through three stages of reform²:

The adoption and guidance stage: In this stage, the school did not witness any change in programs or organization, but rather the focus was on establishing the Arabic language in the educational curricula, and paying attention to teaching history and the Islamic religion.

The stage of partial reform and necessary correction: The educational institution was distinguished in this primary stage by preserving the

¹ Taher Zerhouni, Education in Algeria before and after independence, National Institution for Printing Arts, Algeria, 1994, p. 23.

² Abdelkader Fadil: The School in Algeria, Jasour Publishing and Distribution, Algeria, 2009, p. 33.

components of the inherited school with French characteristics and introducing new elements that distinguish the national system.

The Arabization policy was implemented for the primary sections, especially the subjects of history and geography, with the help of teachers from Arab countries¹.

The stage of comprehensive change and building the national educational system: The process of comprehensive change was based on the foundations of development according to the requirements of the era and the economic, cultural and political conditions prevailing at this stage, in accordance with the reform texts that focus on free education, the generalization of the Arabic language in all educational stages, strengthening the secondary education system and diversifying the study paths on which specializations are organized, along with developing guidance methods and ways of dealing with knowledge and linking them to the values of Algerian society. The real change that the nation seeks is the change that stems from its values and

¹ Ouardia Ait Amar Meziane, from pedagogy by objectives to the approach by skills (migration of skills), synergies china, n9, 2014, p146.

orientations and seeks to bring about positive reform in the components of the educational system.¹

The real reform is that which is concerned with scrutinizing the formulation of the major goals and developing a practical vision to embody them and raise the level of workers in the educational system, redesigning the construction of curricula and selecting content according to the capabilities of learners and the developments of the era and updating the means, methods and systems.²

School Violence from a Value Perspective

Talking about education is talking about the human being as an entity that feels and is aware of this necessity in confirmation of the social system under whose roof he lives, and also tries to struggle in the form of groups in order to maintain his survival and continuity, this continuity for which the human

¹ Mohamed El Hadi Ben Sakni: Program of the School Legislation and Organization Unit for fourth-year students at the Higher School of Teachers for Arts and Humanities, Constantine, 2011, p. 8.

² Xavier Roegiers, the APC in the Algerian educational system, 2003, p. 53

being makes sacrifices that are not right in their positive state unless supported by a balanced value system¹.

This makes education and teaching the most honorable of industries that the human being tries to adopt and professionalize, such that this industry is linked to the principle of virtue and the defense of values and morals, because this standard is derived from Islamic thought and from the tolerant Shariaa that calls for restoring the individual's reputation from an early age and building him on the correct facts and good morals and being very keen on the sound upbringing of the standard of values in the child within his family and in the bosom of his society to make him a positive person that distances him from the evil spirit and diverts him from violent behavior².

Thus, this moral education has the ability to confront the challenges of the era, in that it regulates the behavior of the student on the one hand and the employees in the education sector on the other hand, thus forming a moral

¹ Muhammad al-Ghazali: Landmarks of Truth in Our Modern Islamic Struggle, 1st ed., Nahdet, Egypt, 2011, p. 113.

² Hind Bouchalghem, "The Problem of Establishing the Educational Project and Reforming the Educational System in Algeria," Intellectual Excellence Journal for Social and Human Sciences, Volume 3, Issue 5, January 2021. p. 22

immunity that prevents the spread and infiltration of the phenomenon of school violence into education circles.¹

The value system is primarily concerned with shaping values and morals among individuals and seeks to adapt the individual to a specific value system that reflects the philosophy of life or a belief or perception of the world, and its role is manifested in eradicating evil from man and caring for him by starting from himself and nature, which is what Kant expressed as the duty by virtue of which behavior is directed to what could be a comprehensive, comprehensive law that everyone is obligated to.

Therefore, we find that Kant defines duty as the necessity of achieving the action out of respect for the law, and thus the three elements overlap in making the duty: conscience, respect, and law. Accordingly, it can be said that the origin of change and reduction of the phenomenon of school violence stems from the self of each party to the educational process, from

¹ Ahmed Lashehab, "Analysis of the Policy of Reforming the Educational System in Algeria," Journal of Political and Administrative Research, Volume 3, Issue 4, 2014, p. 257.

the employees of the educational academy, to the administrators of the educational institution, faculty members and students.¹

Some forms of violence in Algerian schools

The phenomenon of violence took different forms, including moral and material, thus causing a functional imbalance at the level of various social systems, because the school is among the most important institutions of social upbringing that carry out the formal education process, taking into account the values of the culture of the society that hosts it and internal and external developments as a determinant of its educational function.

It is therefore among the educational media that work to form productive personalities, but this did not prevent the emergence of behaviors that reflect social values that completely contradict the goals and functions, including the phenomenon of violence, especially after the spread of its coverage in the media and newspapers, so it became the preoccupation of the social reality that was affected by its repercussions on the youth².

¹ Frank Kelsch: Infomedia, translated by Hossam El-Din Zakaria, Alam Al-Ma'arif, Kuwait, 2000, p. 66.

² Hawiti Ahmed, School Violence, an article published in a collective book entitled Violence and Society. Publications of the University of Biskra, Algeria, 2004, p 55.

School violence has taken a clear place as a behavior alien to the educational institution and as an anti-social behavior that often conflicts with the values of society and the general official laws in it.

Violence may be physical or moral, such as causing psychological or moral harm to others, and violence directed towards an external subject that may be an individual or groups, or it may be towards public or private property.¹

School violence also varies from violence within the school environment, which is often practiced by the party that feels stronger than the victim, such as practicing bullying, pressure and animosity between employees and between them due to differences of opinion or for some interest, and it may be between students among themselves or violence between teachers and students through bullying practices or deliberate destruction of property²...

In addition to violence outside the school, this type is carried out by members (individuals or groups, external parties) who do not belong to the educational institution; they may be the guardians of students in the event of

¹ Amran Kamel, The Impact of School Violence on Students' Personalities. An article published in a collective book entitled Violence and Society. Publications of the University of Biskra, Algeria, 2004, p. 36.

² Nour El Hayat El Kabir, School Violence, a Phenomenon That Disturbs Algerian Society, 2015, at the link <http://p.dw.com/p/1FRMZ> accessed 02/12/2023.

their violation of the internal regulations of the school and the administration or teachers with various types of violence. The spread of the phenomenon of violence in Algerian schools has taken on broad dimensions and forms, especially recently, by exceeding the danger points.

After it was represented by verbal violence, such as insults, cursing and harassment, it has reached what is more dangerous than rape, harassment, fighting with bladed weapons, and violent beating and wounding, as some schools have recorded cases of murder and fatal attacks, so the issue has turned from a matter of violence to a criminal case in various states of the country.

The security authorities have stated that the extension of the phenomenon from the street to the educational school campus poses a threat to the social fabric and the educational system in light of the absence of care and weak internal and external oversight¹.

A rate of 73% of cases of violence were recorded during the years 2015/2016 in educational institutions across the country, resulting in a

¹ Drim, Fatima Zahra. The role of new media in developing the sports practice of the students in primary stage. El-tahadi, 2020, vol. 12, no 1, p. 180-189.

number of victims, which confirms that violence is spreading widely, as in each school there is 1% of violence among students, most of whom are in their teens and are trying to imitate young people in the street, and thus transfer the same practices.¹

V. Conclusion and recommendations

School violence is a global phenomenon that affects all educational levels, represented by two basic types: physical violence and moral violence.

However, the latter is the most widespread, and is embodied in the violation of the system by students, and marginalization by teachers towards students. As for physical violence, it is represented in the beating practiced by teachers on students, as well as between students.

School violence may be due primarily to family factors, represented by the pattern of social upbringing, family disintegration, which push him to practice this form of behavior that is contrary to the societal culture. To reduce the phenomenon of school violence, we propose a set of solutions

¹ DOS SANTOS ALVES, Edérson et Drim, Fatima Zahra. Confronting cybercrime in the era of new information and communications technology (NTIC). International Journal of Social Communication, 2024, vol. 11, no 1, p. 26-34.

represented by the moral or value solution as the highest solution for raising and controlling these hostile behaviors that disrupt the social fabric.

As well as the legal solution that stipulates the creation of an article in the law that stipulates very strict penalties against those who practice violence, in addition to recruiting the largest possible number of guidance counselors and psychologists at the level of the various educational stages, not to mention conducting a dialogue between teachers and parents when developing any plan to confront school violence.

Based on the analytical reading of the reality of the phenomenon and observing its spread in recent years, and based on what the media included and transmitted of images and crimes of violence in the educational system, the researcher proposed a set of recommendations that help reduce the severity of the phenomenon in order to ensure the smooth running of the functions and objectives of the educational institution:

-Paying attention to value education in the first place in the school environment, because it seeks to adapt the individual to a sound value system that reflects a sound intellectual perception and proper behavioral practice.

-Seeking to provide security and tranquility within the family as it represents the building block of society, and the first educational institution from which a person is launched, in an effort to ensure the necessity of a comprehensive and integrated approach to address this phenomenon from its origin and in its narrow scope before it becomes rampant and difficult to control, in addition to involving parents in addressing recorded cases of violence, whether at the level of diagnosing the case, or at the level of proposing solutions.

-Combating the factors causing violence through humans at the level of all other social upbringing institutions (mosques, cultural centers and Quranic schools...) in order to spread the culture of peace and learn the principles of human rights and freedoms.

-Recruiting the largest possible number of guidance and counseling consultants, psychological and social specialists at all educational levels with the aim of diagnosing, treating and following up on cases of violence, and providing guidance and instructions on the necessity of maintaining the internal stability of the school.

-Conducting training courses for teachers in educational psychology and developmental psychology, aiming to provide them with the correct way to deal with students, understand their different behaviors and follow the best method in teaching.

VI. References:

1. Abdelkader Fadil: The School in Algeria, Jasour Publishing and Distribution, Algeria, 2009.
2. Ahmed Lashehab, "Analysis of the Policy of Reforming the Educational System in Algeria," Journal of Political and Administrative Research, Volume 3, Issue 4, 2014.
3. Amran Kamel, The Impact of School Violence on Students' Personalities. An article published in a collective book entitled Violence and Society. Publications of the University of Biskra, Algeria, 2004.
4. DOS SANTOS ALVES, Edérson et Drim, Fatima Zahra. Confronting cybercrime in the era of new information and communications technology (NTIC). International Journal of Social Communication, 2024, vol. 11, no 1.
5. Drim, Fatima Zahra. The role of new media in developing the sports practice of the students in primary stage. El-tahadi, 2020, vol. 12, no 1.
6. Frank Kelsch: Infomedia, translated by Hossam El-Din Zakaria, Alam Al-Ma'arif, Kuwait, 2000.

7. Hamad Hassan Al-Amaira: Education in Jordan from the Ottoman Era until 1977, 1st ed., Dar Al-Masirah for Publishing, Distribution and Printing, 1999.
8. Hawiti Ahmed, School Violence, an article published in a collective book entitled Violence and Society. Publications of the University of Biskra, Algeria, 2004.
9. Hind Bouchalghem, "The Problem of Establishing the Educational Project and Reforming the Educational System in Algeria," Intellectual Excellence Journal for Social and Human Sciences, Volume 3, Issue 5, January 2021.
10. Khalil Wadih Shakur: Violence and Crime, Arab House of Sciences, Beirut, Lebanon, 1997.
11. Mohamed El Hadi Ben Sakni: Program of the School Legislation and Organization Unit for fourth-year students at the Higher School of Teachers for Arts and Humanities, Constantine, 2011.
12. Nawaf Ahmed Samara, Abdul Salam Musa Al-Adili: Concepts and Terminology of Educational Sciences, Dar Al-Masirah, Amman, 2008.
13. Nour El Hayat El Kabir, School Violence, a Phenomenon That Disturbs Algerian Society, 2015, at the link <http://p.dw.com/p/1FRMZ>
14. Ouardia Ait Amar Meziane, from pedagogy by objectives to the approach by skills (migration of skills), synergies china, n9, 2014.
15. Taher Zerhouni, Education in Algeria before and after independence, National Institution for Printing Arts, Algeria, 1994.

16. Xavier Roegiers, the APC in the Algerian educational system,2003.
Muhammad al-Ghazali: Landmarks of Truth in Our Modern Islamic
Struggle, 1st ed., Nahdet, Egypt, 2011.