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A sociological reading of the reasons for the growth of the phenomenon of school violence

قراءة سوسيولوجية لأسباب تنامي ظاهرة العنف المدرسي

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Abstract:

Violence is one of the most prevalent practices in human societies, whether Arab or Western. Sociologists have focused on the phenomenon, most notably the French scholar Pierre Bourdieu, who addressed the study of symbolic violence in educational institutions, not to mention the efforts of others and their premonitions, which we cannot deny or mislead. The causes and motives of school violence practiced in the school environment are numerous and varied, and among its forms are verbal violence, physical violence, and symbolic violence, which are related to the social change occurring in light of globalization and technology. Through this research paper, we try to shed light on it through a sociological reading of the reasons for the growth of school violence.

Keywords: school violence, school, peer group.

1. INTRODUCTION

Violence is a form of aggression, but rather a direct transition to action and an embodiment of the exercise of force inflicted to harm and hurt others or towards oneself. It is a means that expresses aggressive tendencies, whether by beating, smashing, breaking, burning, damaging, sexual harassment, etc. It has many forms, including school violence, where this behavior takes the school as a stage for it, and its perpetrators are students, teachers, and even the administrative staff. Accordingly, the acceptance of school violence is the result of many factors, including the type of cultural consumption, the amount of time that the student spends watching violent behavior, whether on social media or with the naked eye in real life, and this in the absence of parental and school supervision, which pushes him to reproduce scenes of violence. This can be attributed to many of the reasons that drive him, which in turn contribute to establishing and supporting aggressive and violent behavior.

2. Definition of school violence

Ahmed Hussein Al-Sagheer defined it as "the aggressive behavior issued by some students, which involves a decrease in the level of insight and thinking directed against the school community, including

teachers, Administrators, Student, Equipment, furniture, school rules and traditions, which results in moral or material harm or injury (Al-Naeem, 2008, p. 8)

One of the most widespread and dangerous types of violence in the world is violence in the school environment. School violence is a complex issue that is not defined by physical violence, while most studies define it as direct acts of violence that occur between students or between students and teachers (Al-Masry and Tariq, 2014, p. 47).

3. The concept of violence

The term violence is one of the commonly used terms. It is a phenomenon to which all the characteristics of the social phenomenon apply. It is also a problem that means going beyond the norm and is characterized by relativity. Although many thinkers and researchers have addressed the concept of violence extensively, they have not agreed on a unified definition due to the association of the term violence with many aspects such as aggression, harm and abuse, all of which agree on the occurrence of the resulting result, which is the appearance of harm, either physical or psychological, or both. Violence in the language is: breach of the order and lack

of kindness towards it, and it is the opposite of kindness, and the most violent thing: taking it violently and violence is the discharge and blame, and it is the use of the illegal or non-compliant with the law, and in the Oxford Dictionary, violence is the practice of physical force to inflict harm on people or property, and it is considered the act or treatment that causes physical harm or interference in the freedom of others.

In the Lalande Dictionary, it is the illegal or unlawful use of force, and Remuth defines it as any dangerous interference in the freedom of others and attempts to deprive them of the freedom of thought, opinion and decision.

In the Dictionary of Social Sciences, violence is the use of pressure or force in an illegal or non-compliant manner that would affect the will of an individual (Ameema Mounir, 2005, p. 03)

Violence comes in the "Crime and Justice" Encyclopedia as a general definition that refers to all forms of behavior, whether real or related to the threat of destroying and destroying property or causing harm or death to an individual or the intention to do so.

Violence is the use of harm against others, and it leads to psychological harm and deprivation of some components of life Tareq and Ihab, 2014, pp. 10-14(

It is also a behavior that aims to cause destructive or unpleasant results or to control others through physical or verbal force, resulting in harming a person or destroying property and causing material or moral damage to a living being or a substitute for a living being, individuals or groups (Al-Akkour, 2007, p. 7). Researchers in the field of human and social sciences have been interested in defining the concept of violence, as this

term can refer to anything from the threat of force or its use to waste human dignity to extreme poverty and destitution. Each team has concluded by defining the concept from its side, whether from a psychological, legal, Islamic or social perspective

3-Factors leading to school violence

3-1 Family environment:

Mahmoud Abdel Rahman believes that there is a strong factor between parental upbringing and psychological disorders in children, meaning that it is a factor that results from upbringing and in turn paves the way for children's disorders, which he called personal values or deviant personal convictions that the individual forms by himself during his life under the care of his parents and in the shadow of their upbringing and in the context of their teaching him how to respond in different situations. These personal values, if they are normal or correct, help children and adolescents to get along with each other and behave in normal ways. However, if they are abnormal, deviant, or antisocial, they are a factor in psychological and behavioral disorders that appear in violent aggressive behavior that may be directed toward the self or community institutions, among which the school is considered (Qurayshi Miloud, 2003, p. 16

The economic factor in the family is also an important factor because of its impact on the atmosphere of most Algerian families as a result of social change and recent economic transformations and the emergence of privatization of institutions and the increase in unemployment and its spread among young people and the housing crisis. All of these factors had an indirect impact on the behavior of children through their impact on parents and their feeling of inability to provide

the ever-increasing needs of their children, especially adolescents. In this context, Abdel Rahman Wafi confirms that the causes of social deviation such as poverty, crowding in the home and lack of amenities lead to the emergence of crises such as aggressive tendencies among children as a result of their feeling of frustration and lack of ability to express their needs and prove themselves in a positive way (Qurayshi and Miloud, 2003, p. 19)

3-2 Group of friends

The group of friends is considered one of the primary groups that have an impact on the personality of the individual after the family. What strengthens the impact of this group on the individual is the similarity and homogeneity between its members in terms of age, goals and trends.

All of this leads to strengthening its impact on shaping the individual's behavior. Some researchers have found that the group of friends may be an alternative to the family at times, especially for deviants and criminals. Most studies and research that dealt with the subject of friends and their relationship to deviance have indicated that most deviants and prisoners, as well as those in correctional institutions, had relationships with deviant friends.

The causes of violence attributed to friends can be summarized as follows:

- *The tendency to control others.
- *The feeling of failure to keep up with friends.
- *Repeated escaping from school "dropping out of school."
- *Feeling rejected by friends.
- *School bullying.
- *Neglect and provocation by teachers.
- *Drug abuse.
- *Moral decadence.

3-3Media: The media has a prominent

role in the growth of the phenomenon of violence among adolescents, as media programs, especially television, provide them with content or a sample of wrong behaviors, such as violence that the adolescent watches just for entertainment and excitement, which is reproduced in reality by the adolescent, which turns into a painful reality due to the strong and effective negative influence of the media to embody violence in its various behavioral patterns. It is no secret to us that adolescents have the ability to imitate and emulate what they watch on television.

4- Reasons for the growth of school violence

Ahmed Hussein Al-Sagheer (1998) defined student violence as the aggressive behavior issued by some students, which involves a decrease in the level of insight and thinking and is directed against the school community, including teachers, administrators, students, equipment, furniture, school rules and traditions, which results in moral or material harm and damage. Magdy Ahmed Mahmoud (1996) defined student violence as the energy that accumulates within a person and is not released except by the influence of external stimuli, which are the stimuli of violence. This energy appears in the form of behavior that includes forms of sabotage, insults and beatings between students or between students and teachers.

-There are many factors and reasons, including:

* Individual factors: related to the violent individual and refer to his psychological and emotional characteristics that push him to violence, meaning that violent behavior among students may be due to their psychological and emotional structure and personality characteristics,

and among these characteristics are impulsiveness and fear, as impulsive children have a predisposition to aggressive behavior.

However, aggressive behavior in childhood forms the basis that leads to the emergence of aggression in adolescence and adulthood. The child puts in his mind that violence is part of the lifestyle. Many studies have shown that psychological characteristics in students such as impulsivity, hyperactivity, cognitive deficiencies, violence within the family, the emergence of aggressive behavior in childhood, lack of social problem-solving skills, the presence of problems in academic achievement, and lack of social skills are linked to their violent behavior (Hussein, 2007, pp. 265-266

Violence in adolescents may be linked to the desire to assert oneself in the face of peers who want to break one's will, weaken one's strength and humiliate one. There is another reason for violence in schools, which is students' drug use, which in turn contributes to the emergence of violence and aggression among students inside or outside school. This indicates that there is a link between drug use and school violence, as rates of violence and murder are linked to drug use among students, and thus all of these individual factors contribute to the occurrence of violence among students. (Hussein, 2007, p. 269)

*Factors and reasons related to the school environment:

It may be expected that the work of most trainers will be directed towards helping teachers to improve the educational process in all its dimensions, but here it may remain an ideal expectation as long as studies confirm the weakness of administrative capabilities among school principals, and the failure to provide an

atmosphere conducive to proper behavior through involving students in decision-making and the authoritarian tendency in administrative methods, and the absence of harmony between the administration, teacher and student. This is also what is confirmed by the report prepared by the technical team of the School Guidance Center in Ghardaia as a model (2000-2001

The aforementioned factors in their relationship to school violence are not a foregone conclusion, but rather multiple manifestations of the upbringing of school violence, and if they indicate anything, they indicate the depth of violence and its extension in most aspects of educational work. For reference, the factors mentioned are only some aspects of the report of school violence from an educational perspective, although there are those who present other factors:

*The school building lacks appropriate health facilities, such as the way the institution is designed and the overcrowding of classes, the lack of necessary facilities, and the absence of services (Ajroud, 2006, p. 21)

*The lack of awareness of students' needs according to their different age groups and the weak ability to meet them in a timely manner.

*The lack of educational methods in dealing with students' problems and resorting to corporal punishment, which is psychologically and educationally unacceptable.

*Weak consideration of individual differences.

*The teacher's moodiness and personal characteristics that do not support the educational process (Al-Akkour, 2007, p. 10.)

4-1 Reasons related to society itself, which are

*The media represents a role model for students, as they always assume the role of heroes at this stage.

*The absence or lack of religious restraint, which affects moral awareness and reduces its influence.

*Weak legislation and laws.

*Having a lot of free time and not investing it positively (Al-Adwi, 2008, p. 57)

*The spread of violence and aggression among members of society negatively affects students' behavior.

*The spread of corrupt customs and traditions.

4-2 Reasons related to social upbringing

*The increase in the number of families living in one house "the extended family."

*Family members, young and old, living in one room.

*Marital disputes and conflict between spouses.

*Excessive domination towards children.

*Excessive neglect or overprotection towards children (Al-Adwi, 2008, p. 60)

*The absence of guidance and counseling from parents due to their preoccupation with the burdens of life and the parents' failure to direct the children's relationships to the group of friends and the nature of the educational upbringing in school (Al-Khawli, 2008, p. 78)

4-3 Reasons related to the student himself:

*The desire to obtain forbidden things.

*The inability to establish healthy social relationships.

*The feeling of failure or deprivation of affection.

*The high percentage of ego, as violence is an image of ego and selfishness in the individual, and the relationship between them is constant, so the more ego

increases, the more violence increases.

*The wide cultural openness (Al-Adwi, 2008, p. 61)

5-Forms and manifestations of school violence:

We can point to two main sources of school violence: The first comes from within the school and takes the form of violent behaviors between:

*The students themselves.

*Between the teachers themselves.

*Violence between teachers and students.

*Deliberate vandalism of property by the student.

The second source is outside the school and is carried out by a group of people who do not belong to the school or the families for the purpose of sabotage or disturbance, and violence by the students' parents or relatives who obstruct the school system, administration and teachers and includes different forms (Khareef, 2008, pp. 32-33)

In addition to gestures and signals, rioting, beating, cursing, bullying...etc., which victimize the teacher and then the students as a result of obstructing lessons, constant disorder and fear of aggression from the perpetrators

6. CONCLUSION

It can be said that school violence is one of the most dangerous problems of the current era because it affects the value system and contributes in a terrible way to the spread of the culture of violence and aggression as well as the rise of ideas that are against peace and respect for others within educational institutions, which negatively affects society. School violence is not a modern matter, but rather it is associated with school punishment, discipline and school control. Many Arab and non-Arab thinkers and scholars have addressed it since ancient times and addressed the

relationship between the teacher and the learner as well as the issue of beating and discipline. Among them we mention: Abdul Rahman Ibn Khaldun, Abu Hamid Al-Ghazali... etc. As for the West, we find: Jean-Jacques Rousseau, Montaigne and others. Hence, we must intervene quickly with a solution to control and curb such dangerous behaviors in society that affect the value and intellectual system of all segments of society.

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