

**Violence in the School Environment:
Its Factors, Manifestations, and Consequences**

العنف في البيئة المدرسية: عوامله، تجلياته، عواقبه

Bettahar Karim ^{*1}, Issad Faiza Zerhouni ²

¹ Mostaganem university, karim.betahar.etu@univ-mosta.dz

laboratory of Dialogue of Civilizations, Cultural

Diversity and Philosophy of Peace

² Mostaganem university, zerhounifaiza@yahoo.fr

Received: 01/10/2023

Accepted: 22./11/2024

Published:18/12/2024

Abstract:

This study addresses the phenomenon of school violence, which has significantly increased in recent times, sparking extensive debate among those concerned with educational matters. Considering that school is the second environment, after the family, where a child completes their psychological and social development.

The transformation of violence in Algerian schools from an isolated phenomenon into a complex social problem has become a real challenge for the educational system. It is influenced by various factors, including familial, psychological, physical, educational, media-related, and political factors, as well as peer group dynamics. What is even more concerning is that it manifests in various forms, such as physical, verbal, psychological, and symbolic violence, alongside sexual violence. This has resulted in significant negative impacts on schools in general and educational stakeholders in particular.

Keywords: : Violence; school; school violence.

* Bettahar Karim

1. INTRODUCTION

Throughout the course of human history, societies have been confronted with the most unimaginable forms of violence. This alarming reality transcends social boundaries and encompasses a multitude of societal structures and practices. Particularly in our modern era, characterized by technological advancements and the emergence of what is commonly referred to as the "**technological society**," violence has assumed various forms and found its way into numerous aspects of human life. The rapid development of modern technology, particularly in the realm of media and communication, has played a significant role in the proliferation and intensification of violence. This unprecedented accessibility and connectivity have facilitated the dissemination of violent content, making it a prominent feature of contemporary society. Virtually no institution or sphere of human activity remains untouched by the impact of violence, be it social, educational, athletic, cultural, political, or otherwise.

In recent decades, Algerian society has witnessed a series of violent manifestations that have affected various institutions. Among these institutions, the educational system, which plays a crucial role in the development of individuals and encompasses teaching, educational, and social functions, has not been immune to such challenges. It has become increasingly vulnerable to a range of events, aggressive behaviors, and authoritarian practices. According to Negadi Moskam, the former Inspector General of the Ministry of National Education, who disclosed the information in the local Al-Shorouk newspaper (2017), approximately 40,000 cases of violence are reported annually across different educational institutions in Algeria. Furthermore, between 2000 and 2014 alone, approximately 260,000 cases of violence were documented. These figures underscore the gravity of the situation and emphasize the urgent need to address the issue of violence within Algerian educational institutions. (Al- Shoroq, 2017).

Violence in the School Environment: Its Factors, Manifestations, and Consequences

The phenomenon of violence within the school context enforced itself as an established reality. Its manifestations became clear and numerous, same as its effects and outcome, prompting researchers and experts from every field and research orientation to raise the alarm, especially since internal educational relations are very tense due to negative interactions between active members of the academic community.

Based on this problematic proposal, which is based on theoretical and statistical facts, it leads us to primary questions, including: What are the contributing factors to the prevalence of violence within schools? What are the prominent manifestations of it in Algerian schools? Then, what are its consequences and effects?

The study aims to generally shed light on violence in Algerian schools, which has significantly escalated in recent times. Specifically, it aims to uncover the factors contributing to its spread, while monitoring its various manifestations, in addition to the effects it leaves behind. This is our earnest endeavor to contribute, even if relatively, to investigate the dimensions and circumstances of this serious phenomenon.

2. Study Concepts

2.1 The concept of violence

✓ the linguistic definition:

The word “violence in the Arabic language is derived from the triangular root (O’nf), so it is said that he is violent (Anif): and he has violence (anafah), He is violent .” (Al- Qarrala, 2015).

According to the lexicon of Lisan al-Arab by Ibn Manzour, violence can be defined as the act of forcefully and harshly dealing with a matter, lacking kindness and gentleness towards it. It encompasses actions that are contrary to gentleness and involves exerting force and aggression, both towards and against the matter at hand. Ibn Manzoor further explains

that violence is characterized by being forceful, harsh, and lacking gentleness, particularly when the individual fails to approach the matter with kindness and instead handles it forcefully. (Manzour, 1968, p. 257).

✓ **Conceptual definition :**

The concept of violence has multiple and different connotations, as it is challenging to provide a comprehensive definition, given the different directions and interests of researchers, but the most prominent of these definitions are:

According to researcher Mahmoud Saeed Al-Khouli, violence is characterized as behavior that is marked by cruelty, aggression, oppression, and coercion. It is typically associated with actions that deviate from the principles of civilization and societal norms. Such behavior involves the explicit and primitive utilization of aggressive motives and energies, such as physically harming or killing individuals, causing damage to property, and employing force to coerce others. Violence can manifest both on an individual level and within collective contexts. (Al-khouli, 2008, p. 60).

✓ **The sociological definition:**

Violence covers an extensive range of human behavior. As Badawi argues “ The illegal or unlawful use of force that is liable to influence the will of an individual ”. (Badawi, 1986, p. 441).

According to Mr. Abd al-Rahman al-Jundi, violence is described as barbaric and uncivilized behavior that carries criminal implications. It goes against social, religious, and legal norms and values created by humans. Moreover, it has detrimental effects and consequences on society. (Al- Qarrala, 2015, p. 18)

2.2 The school:

Definitions of schools vary based on different theoretical perspectives and research

Violence in the School Environment: Its Factors, Manifestations, and Consequences

methodologies; however, there is a certain level of consensus among scholars. In broad terms, most contemporary researchers acknowledge that schools are social systems distinguished by the intricate and extensive nature of organized human interactions, fulfilling various fundamental functions within the social framework.

According to Ferdinand Buisson the school “is defined as a vital social institution that facilitates communication between the family and the state, with the objective of educating and integrating generations into the fabric of society ”. (Watfa & Al-shehab, 2003)

Thus, the school is a social and educational establishment established by society to nurture individuals and equip them with cognitive, psychological, physical, and behavioral skills.

2.3 School violence:

Abd al-Rahman al-Issawi defines school violence “as actions that occur within the school environment and infringe upon the rights of others. It encompasses behaviors such as disobedience, rebellion, insults, chaos, theft, and physical aggression”. (Al-Issawi, 2007, p. 30).

Another definition characterizes school violence “as aggressive behavior exhibited by a student or a group of students towards another student or teacher, resulting in physical, material, or psychological harm. It encompasses both physical and verbal forms of violence”. (Taha, 2007, p. 262).

From these definitions, we can conclude that school violence encompasses a range of events, actions, and practices that have the potential to cause harm and damage to others within the school setting. This harm can manifest in physical, material, moral, or symbolic forms.

3. the factors causing school violence

Since violence is a complex phenomenon, its origins are attributable to several interrelated circumstances, which explains the presence of several theoretical perspectives that attempted to provide diverse explanations for the causes of violence. This is unavoidable if we want to touch on the reality of the phenomena of school violence, and we have classed these aspects as follows:

3.1 Family-related Factors:

The family is widely acknowledged as the primary unit within the society where individuals are raised and shaped, acquiring the values, standards, customs, and traditions of their society, which in turn influence their social behavior. However, the modern era has witnessed a shift in the family's structure and functions, leading to a decline in its traditional roles and the evasion of its responsibilities. Consequently, this has had an impact on the process of social control. (Zerhouni, 2019, p. 13). As a result, individuals may resort to violence as a means of resolving conflicts within the school environment. The primary contributing factors to such behavior can be attributed to various aspects of family upbringing. This includes harsh parental care, excessive indulgence, neglect, and differential treatment among children, among others.

Additionally, economic factors, such as poverty or low income, inadequate housing conditions, family lifestyle patterns, as well as family disintegration characterized by intense conflicts among family members or spouses, often lead to the utilization of various forms of violence. Moreover, the absence of one or both parents due to work, immigration, or the death of a parent, along with the cultural and educational background of the family, further contribute to this dynamic. (Al-khouli, 2008, p. 79).

It is worth noting that the multiplicity and diversity of family social norms and values, coupled with weak social control mechanisms and the inability to adapt to societal changes,

Violence in the School Environment: Its Factors, Manifestations, and Consequences

have also fostered an environment conducive to the occurrence of violence.

3.2 Individual psychological factors:

Numerous studies have highlighted the significant correlation between the perpetration of violence and various psychological aspects of an individual. It has been observed that individuals may resort to violent behavior to attain their desires and objectives or to seek revenge, while feelings of inadequacy, such as physical deformities or disabilities, can also contribute to aggressive tendencies. Additionally, frustrations arising from academic underachievement and heightened intolerance, coupled with social isolation imposed by parents, teachers, or the school environment, as well as psychological pressures stemming from family issues, impact an individual's psychological well-being. Consequently, resorting to violence can serve as a means of self-expression and a way to assert one's presence and masculinity to others. (Salam, 2012, p. 54).

Furthermore, it is crucial to acknowledge that adolescence represents a challenging stage in an individual's life, characterized by significant cognitive, physiological, emotional, and psychological transformations that directly influence behavior and overall functioning. These changes coincide with the middle and high school years.

3.3 physical health-related factors:

External factors have a significant impact on people's behavior and behaviors. A person who is in good health and has a strong morphological structure typically likes authority and leadership, and may attack, fight, and argue inside the school. (Salam, 2012, p. 139). In simple terms, the perception of some individuals possessing physical power, particularly adolescents, pushes them to use excessive force or act in a way about J, imposing A himself as M or defending it by unlawful force, and these practices may be absent from individuals who do not possess these specifications.

3.4 Political factors:

Violence should not be solely attributed to family, psychological, and school factors, as political elements also exert a significant influence on its prevalence. The incidents of violence observed among young individuals, particularly within educational settings, can be viewed as a microcosm of the conflicts and political clashes prevalent within power hierarchies. Moreover, the absence of justice, the proliferation of nepotism, and corruption, contribute to a sense of discontent, anger, and dissatisfaction, often resulting in acts of violence within the educational environment. (Salam, 2012, p. 59).

It is evident that political factors hold sway over the emergence of violence in society, including schools. For instance, the constitution may lack comprehensive legislation and laws aimed at protecting law-abiding citizens, failing to impose penalties on offenders and instigators, and inadequately addressing social issues such as bribery, social status, and administrative bureaucracy. In such circumstances, the law of the jungle prevails, where the weak are marginalized, and the survival of the fittest becomes the norm. Consequently, individuals may resort to various methods and means to attain what they perceive as their rightful due, often disregarding peace and security.

3.5 Media-related factors:

Presently, the media plays a significant role in shaping individual values, exerting cultural, intellectual, and behavioral influence. Consequently, the media's portrayal of violence through films, plays, and visual content serves as a crucial source and factor in perpetuating a culture of violence, affecting individuals at large and the educated specifically.

In line with this notion, various social and media studies, such as the Pandora study conducted by Bandura, have provided evidence confirming that children tend to imitate behavioral patterns witnessed on television. Additionally, Gerbner's theory of cultural cultivation asserts that consistent exposure to television over time leads children to perceive

Violence in the School Environment: Its Factors, Manifestations, and Consequences

the world as dangerous and insecure. (Bin Yahia). Moreover, Huesman's research across different countries on the impact of cinema and television violence on children demonstrates a correlation between the intensity of violence observed and the aggressive behavior displayed by children who are frequent consumers of violent media (Ouzi, 2014, p. 42).

3.6 School-related factors:

School variables are among the most important contributors to the spread of school violence. In its capacity as a pioneering social institution in raising and educating generations, the school was a source of resistance. It became a source of its production and dissemination. Perhaps the most significant of these factors were included in Dr. Ahmed Heweti's (Hawiti, 2006, p. 207) study, and it was put forth as follows:

- ✓ **Factors related to the school itself:** by which we refer to the failure to take into account the ideal place in building the school, the appropriate method in its design, and the lack of availability The necessary sanitary facilities, in addition to the size of the school, which is not commensurate with the number of students, as there are many schools overcrowded with students within the classrooms.
- ✓ **Factors related to teachers (instructors):** Teachers also bear responsibility for the pervasive violence within schools due to their abnormal practices and attitudes towards students, fellow teachers, and educational and administrative staff. Furthermore, the lack of competence and inadequate training, particularly in light of curriculum reforms and the implementation of competency-based approaches, exacerbate the situation. Additionally, the significant shortage of teachers necessitates their replacement by others, leading to a disruption in the disciplinary system and the proliferation of chaos among students.
- ✓ **Factors related to the students:** Due to the diverse backgrounds and origins of educate

students, who come from various regions and families with varying living and educational standards, it is inevitable to encounter differences in their social upbringing. This can result in challenges in adaptation and consensus among them, leading to conflicts. These conflicts may escalate and give rise to various forms of aggressive behavior within the educational institution. Feelings of injustice or discrimination, low academic achievement, social isolation, introversion, and association with negative peer groups are among the prominent causes of such behavior.

- ✓ **Factors related to the school administration:** It is widely acknowledged that the school administration plays a crucial role in the success of the educational process. Its ability to establish positive and effective relationships with all educational stakeholders and fulfill its professional and moral responsibilities are essential. However, it is observed that a significant portion of school violence can be attributed to the shortcomings of the school administration. These shortcomings include poor efficiency, inadequate communication, a focus on appeasing others rather than addressing core issues, reliance on force and excessive control measures, and a lack of disciplined and assertive educational, psychological, and social guidance and supervision for students, particularly in cases requiring immediate intervention.
- ✓ **Pedagogical factors:** They are brought about by » the educational policy and methods implemented at the school, as well as the intended goal. The educational policy is the all-powerful school system (Contraignant) in relation to the time, program, or system of tools utilized. In terms of educational approaches, it translates into the teacher's relationship with the students (Al- Qarrala, 2015, p. 44).

In addition to the aforementioned factors, there are several other factors worth mentioning. These include the inadequacy of teacher training and professional development in fostering a formative approach, the absence of diverse scientific, cultural, and recreational

Violence in the School Environment: Its Factors, Manifestations, and Consequences

activities within the educational institution, the imbalance in curriculum content with certain subjects prioritized at the expense of others that fail to address the demands of contemporary society or consider its unique characteristics. Furthermore, the lack of pedagogical committees to effectively monitor and support students, particularly those who display undisciplined behavior, is another contributing factor.

- ✓ **Organizational factors:** including the lack of disciplinary committees in the event of violations and the lack of contact between parent-student associations and school administration, the lack of clear legislation governing the work of educational institutions, There are few texts that address concerns of dispute among educational institution actors (teachers, students, and administration).
- ✓ **Security factors:** the absence of security guards in the educational institution, their insufficiency in comparison to the size of the institution, and the number of students enrolled.

3.7 Peer group factor:

The peer group is a significant and influential factor in shaping the child's personality, alongside the family and school. Abdul Aziz Al-Nughemshi emphasizes the importance of the peer group as a valuable resource for adolescents, from whom they learn and adopt thoughts and behaviors. The individual's interaction with their friends leads to a fluctuation in their self-perception, where they may seek approval or conform to group norms, and at times engage in symbolic forms of violence in their interactions. Al-Qahtani's study supports this notion, stating that friends are the primary source of deviant culture, with 73% of juvenile delinquent acts involving the participation of others. (Al- Qarrala, 2015, p. 36).

Consequently, the peer group to which a student belongs plays a crucial role in shaping their identity, influencing their feelings, ideas, and beliefs. This influence is evident in

various aspects such as hairstyles, fashion choices, thought patterns, and other trends that have gained popularity, with violence being one of the prominent manifestations.

4. the Manifestations of Violence in Algerian Schools

Within the school the school's premises there are numerous forms of violence and its manifestations, whether directed against educational parties or against the institution's property. We attempted to collect the most notable of these manifestations:

4.1 Physical violence:

It constitutes one of the most widespread forms of violence, as well as one of the most hazardous to the health of educational actors in general "Hitting by hand, beating with a sharp object, suffocation, shoving, violently grasping, pulling hair, spitting, and other behaviors. All of these kinds have negative health consequences that, if escalated, can lead to death or serious illness". (Al-khouli, 2008, p. 94).

These abnormal behaviors and activities It completely opposes the school's beliefs and standards, as well as its aims, and has no validity. It demonstrates without a doubt that the school situation has deteriorated. Where is the oldest student in the institution's yard who stabbed his teacher from behind with a white weapon? She was admitted to the intensive care unit and only just made it out alive.

4.2 Verbal violence:

Verbal violence poses a significant threat to the psychological well-being of the victim, and it manifests in various forms such as insulting, cursing, humiliation, mocking, threats, remarks, the use of harsh language, and escalating verbal altercations. (Farshan, 2009, p. 69).

According to Abu Samra Muhammad describes verbal violence as a vocal response that carries harmful stimuli and degrades the status of others. (Abu samra, 2009, p. 149).

these examples represent only a fraction of the verbal violence experienced within

Violence in the School Environment: Its Factors, Manifestations, and Consequences

educational settings. Teachers, in particular, endure defamation, humiliation, and provocation both inside the classroom and on the school premises. It is important to note that these overt manifestations of verbal violence are just the tip of the iceberg, with much more underlying and hidden instances existing within the educational context.

4.3 Psychological violence:

It is a sort of violence that cannot be readily tracked since it is not tangible, as physical violence is. It can take the shape of concealed and camouflaged words or gestures, such as extortion, which can isolate a guy, humiliate him, give him a sense of inferiority, and so on. (Ouzi, 2014, p. 11).

Because of its tremendous moral consequence, this violence is the most unpleasant, annoying, and harassing sort for people.

4.4 Symbolic violence:

Verbal violence is recognized as one of the most perilous and pervasive forms of violence within the school environment. It inflicts deep psychological harm upon the victim, as highlighted by sociologist Pierre Bourdieu in his writings. Bourdieu refers to this type of violence as "soft" or "hidden" violence, which remains unrecognized and unknown to both its perpetrators and victims. It manifests through value systems, emotional practices, and cultural dynamics. (Bourdieu, 1994, p. 8).

Expanding on Bourdieu's observations, it becomes evident that educational relationships in Algerian schools also involve arbitrary practices that imply control, dominance, discrimination, neglect, and contempt. These practices disregard the status, feelings, and ideas of the oppressed and marginalized groups. Various means, including meanings, symbols, images, and gestures, are employed as tools of control and oppression. What is particularly troubling is that these practices find social acceptance, even among

those who are subjected to abuse and live under the weight of oppression, pressure, and conflict, as they have become deeply ingrained within their belief systems.

4.5 Sexual violence:

Sexual violence within school settings has become a concerning issue, with numerous incidents coming to light. Such acts often involve blackmail or intimidation, which has detrimental effects on the psychological and physical well-being of the victims and can also impact the aggressor. Mary Khoury defines sexual violence as “intentional sexual behavior or desires expressed through various forms, including auditory, visual, symbolic, and even physical contact, aimed at gratifying unwanted sexual pleasure” (Essad, 2014, p. 133).

Sexual harassment takes various forms, including touching, kissing, and sexual innuendos using the senses or any body parts, as well as explicit language or the display of explicit images and indecent videos. (Al-Awawdeh, 2009, p. 44)

4.6 Physical violence:

Violence within schools can also manifest in acts aimed at damaging the property of individuals, groups, and institutions. This includes acts of vandalism, destruction, theft, and arson. Such behaviors seek to cause harm and disrupt the functioning of educational institutions (Ziada, 2011, p. 20).

It is worth noting that most of our educational institutions suffer from vandalism and destruction, as well as theft of public property and equipment, such as breaking chairs, tables, and whiteboards, vandalizing restrooms, defacing walls with writings and drawings, and even personal belongings of individuals within the institution are not spared, including vandalizing cars, stealing and damaging backpacks, and personal tools, among other things.

5. The effects of violent behavior At school

It is commonly understood that no social event occurs without ramifications, and this is especially true when it comes to a major problem such as school violence, which has had

Violence in the School Environment: Its Factors, Manifestations, and Consequences

numerous harmful consequences, whether connected to individuals or institutions. A and society as a whole, and possibly the most noticeable of these consequences are.

5.1 On educational agents

As a result, the phenomena of violence in the school environment is the outcome of undesirable practices and behaviors among its members, which are students, teachers, and administrative personnel. Its implications will primarily affect these actors. This has several subjective impacts on several levels, the most important of which are listed in the table below:

Table 1. The effects of school violence on educational agents

Physical effects	psychological effects	physical effects	Learning and educational effects	social effects
bruises Wounds and fractures distortion risk of killing	Exhaustion and anxiety Excessive agitation confusion Constant fear Psychological stress	vandalism crushing destruction Stealing	Poor motivation Inaction and boredom Excessive absenteeism and lateness No control over class management Poor academic achievement	Isolation and introversion Loss of confidence Weak interaction Contact fluctuation Absence from social activities

Source: (Al-aqoun, 2016-2017, p. 218)

5.2 On the school and society in general

an increase in violence It is not at all helpful in the educational environment in accomplishing the broad goals intended from the educational process, which has left the school and the society behind it facing a variety of difficulties and effects, such as:

- ✓ Too much school dropouts
- ✓ Negative educational and social interaction .
- ✓ Deviation from the objectives of the educational process.
- ✓ Increasing acts of violence inside schools due to tense educational relations.
- ✓ Transmission of violence from schools to other institutions of society.
- ✓ The spread of social ills such as drug abuse, rising crime rates, increasing suicide rates, and unemployment.
- ✓ Annual financial losses due to the destruction and damage of school property, such as tables, whiteboards, facilities, and more. (Al- Arfawi, 2019, pp. 88-89).

Violence in the School Environment: Its Factors, Manifestations, and Consequences

6. Conclusion

In conclusion, we can infer that the rising rates of violence in the Algerian school environment have become a formidable challenge, not only for the education sector but for society as a whole. This is because the factors contributing to its spread are multiple and interconnected, with some of the most important being familial, social, educational, media-related, and political factors. Additionally, individual psychological and physical factors play a significant role. Various manifestations of violence can be observed, including physical, verbal, psychological, and symbolic violence, as well as sexual and material violence. The consequences of school violence are numerous and serious, whether they are directly related to educational stakeholders, such as physical, psychological, material, and educational consequences, or they are associated with the school and society at large. These consequences include a high rate of school dropouts, negative educational and social interactions, the proliferation of social ills, and annual financial losses, among other negative repercussions.

The worsening conditions in the school environment due to this violence make it imperative to pay increased attention to this complex phenomenon, especially by those who have the ability to influence and bring about change. The authorities responsible for the education system must undertake fundamental reforms that touch upon all components of the educational system, including the human, material, and pedagogical aspects. At the forefront of these reforms should be the formulation of new legislative laws that regulate school relationships and also protect those involved. This would provide an opportunity for experts in the field to enrich the curriculum, making it more flexible and effective in line with the requirements of the modern era while preserving the core values of national identity.

At the same time, sociologists and psychologists must organize more seminars and scientific conferences on the danger of violence, with the participation of social partners and various stakeholders, to mitigate its severity in collaboration with society and its institutions. Foremost among these institutions is the family institution, which we expect to have a greater responsibility in guiding its children, as it represents the first cell in the social control process.

**Violence in the School Environment:
Its Factors, Manifestations, and Consequences**

7. List of references

- Abu samra, M. (2009). Educational violence Strategies (Vol. one). Jourdan: Oussama Publishing House.
- Al- Arfawi, g. (2019). The effects of school violence. Breeder Magazine .
- Al- Qarrala, A. A. (2015). Confronting the phenomenon of violence in schools and universities (Vol. one). Jordan: Dar Alam Al Thaqfa.
- Al- Shoroq, J. (2017, 02). 40 thousand cases of school violence annually in Algeria. Retrieved 09 15, 2021, from <https://www.echoroukonline.com>
- Al-aqoun, S. (2016-2017). The school students. a field study in some high schools of Toqrat and Hassi Messaoud Ouargla(PhD thesis). Biskra: Faculty of Humanities and social Science university of Mohamed kheidar .
- Al-Awawdeh, A. S. (2009). Violence against women working in the health sector. Jordan: Al-Yazuri Scientific House for publication and distribution.
- Al-Issawi, A. R. (2007). Psychology of school violence and behaviaral problems . Egypt: Arab Renaissance House.
- Al-khouli, M. S. (2008). School violence couses and ways of confrontation. Cairo: Anglo-Egyptian.
- Badawi, A. Z. (1986). A glossary. Beirut: Liban Library.
- Bin Yahia, S. (n.d.). The media and the confrontation of violence in Algeria. Retrieved 01 06, 2023, from from Aranthropos: <https://www.aranthropos.com>
- Bourdieu, P. (1994). Symbolic Violence Research in the Orgins of Educational Sociology (Vol. one). (N. Jahel, Trans.) Baghdad: The Arab Cultural Center.

- Essad, L. (2014, 09). Forms of sexual harassment at the university- a cases study. Journal of Human and Society Science Issue .
- Farshan, L. (2009). The relationship of the psychosocial and school environment with the violent behavior of the third stage student(unpublished doctoral thesis). Algeria, Faculty of social and Human Science: University of Algeria.
- Hawiti, A. (2006). Causes and manifestations. Conditional Thought Journal .
- Manzour, I. (1968). Lisan Al Arab. Beirut: Dar Sader.
- Ouzi, A. (2014). The Psychology of violence. Rabat: Education Sciences Journal Publications.
- Salam, M. T. (2012). The culture of violence among secondary school students (Vol. one). Cairo: The Arab Group for Training and Publishing.
- Taha, A.-A. H. (2007). The psychology of family and school violence . Alexandria: New Universty House.
- Watfa, A. A., & Al-shehab, A. J. (2003). School Sociology(the structure of the school phenomenon and its social function) (Vol. one). Kuwait: University Foundation for Studies.
- Zerhouni, F. E. (2019, 01). The social family in light of social changes between stability and change. Blogging Journal .
- Ziada, A. R. (2011). school violence between theory and pratice (Vol. one). Al-warraq Foundation for publishing and Distribution.