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ISSN	ISSN	الترتيب	عنوان المجلد
2589-7799			Journal for ReAttach Therapy and Developmental Diversities



# Journal for ReAttach Therapy and Developmental Diversities



HOME EDITORIAL TEAM CURRENT ISSUE SUBMISSIONS AHEAD OF POINT AHEAD OF PRINT ARCHIVE JOURNAL ARCHIVE

ADVERTISING IN JRTDD ANNOUNCEMENTS ABOUT THE JOURNAL

## JRTDD Info

- ▶ Home
- ▶ About this journal
- ▶ Why to publish in JRTDD?
- ▶ Links
- ▶ Contact

## ReAttach Method

- ▶ What is ReAttach?
- ▶ ReAttach PhD thesis

## Indexing/Abstracting

- ▶ Indexing and abstracting

## JRTDD policies

- ▶ Editorial and Publishing Policies
- ▶ Publication Ethics
- ▶ JRTDD Guidelines for Reviewers
- ▶ The role of a reviewer
- ▶ Copyright, Usage, and Disclaimer
- ▶ Complaints procedure
- ▶ Definition of Open Access
- ▶ Predatory journals and references

## JRTDD online

- ▶ Current issue
- ▶ Submissions
- ▶ Ahead of print
- ▶ Ahead of print Archive



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# Journal for ReAttach Therapy and Developmental Diversities



## CERTIFICATE OF PUBLICATION

Certificate of publication for the article titled:

**School Violence, Its Causes, Methods Of Treatment And Prevention**

Authored by:

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Regards,

**Dr. Mohammad Nazmul Hasan Maziz**

**Editor-in-Chief**

The screenshot shows a web browser window with the URL <https://jrtdd.com/index.php/journal/article/view/3619>. The page header features the journal title "Journal for ReAttach Therapy and Developmental Diversities" and a logo for "10 YEARS". Navigation links include HOME, EDITORIAL TEAM, CURRENT ISSUE, SUBMISSIONS, AHEAD OF POINT, AHEAD OF PRINT ARCHIVE, JOURNAL ARCHIVE, ADVERTISING IN JRTDD, ANNOUNCEMENTS, and ABOUT THE JOURNAL. An "OPEN ACCESS PLATINUM" badge is also present.

The main content area displays the article title "School Violence, Its Causes, Methods Of Treatment And Prevention" by Dr. Boukennous Aicha. A "PDF" button is available. The article's DOI is <https://doi.org/10.53555/jrtdd.v8i1.3619>. Keywords listed are Violence, School Violence, Verbal Violence, and Physical Violence.

The abstract text reads: "School violence is considered one of the most important phenomena that threaten the entity of the school, which is considered the second institution for socialization after the family, where learners receive various educational experiences that help them adapt in various areas of life. The school also provides them with appropriate opportunities to grow, physically, mentally, emotionally and socially. School violence may take many and varied forms, including: verbal, physical, symbolic, and others. As these practices in the school environment may prevent the performance of its assigned functions. School violence is due to several factors that may be personal factors related to the student himself, or family factors, school factors, cultural factors, and others."

A "How to Cite" section provides the citation: "Dr. Boukennous Aicha. (2025). School Violence, Its Causes, Methods Of Treatment And Prevention. *Journal for ReAttach Therapy and Developmental Diversities*, 8(1), 176-180. <https://doi.org/10.53555/jrtdd.v8i1.3619>". Buttons for "More Citation Formats" and "Download Citation" are provided.

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## School Violence, Its Causes, Methods Of Treatment And Prevention

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### Abstract

School violence is considered one of the most important phenomena that threaten the entity of the school, which is considered the second institution for socialization after the family, where learners receive various educational experiences that help them adapt in various areas of life.

The school also provides them with appropriate opportunities to grow: physically, mentally, emotionally and socially. School violence may take many and varied forms, including: verbal, physical, symbolic, and others. As these practices in the school environment may prevent the performance of its assigned functions.

School violence is due to several factors that may be personal factors related to the student himself, or family factors, school factors, cultural factors, and others.

**Keywords:** Violence, School Violence, Verbal Violence, Physical Violence.

### 1) Definition of violence:

- **Language:** Ibn Manzur's Lisan al-Arab defines violence as: "Violence, violation of the matter and lack of kindness towards it, which is the opposite of kindness." (Ibn Manzur, 2003, p. 397)

- **Technically:** The United Nations General Assembly defined violence as an intentional physical or moral assault by a party that has material or moral authority over another party, and this party may be an individual or a group, which causes material, psychological or moral damage to the individual or group. (Raja Makki and Sami Ajam, 2008, p. 51)

The World Health Organization defines violence as "the intentional use of physical force or power, whether threatened or actual, against oneself or against another person or against a group or society, that results in or has a high likelihood of resulting in injury, death, psychological injury, mal development or deprivation." This definition is linked to the quality of intentionality, i.e. intent when the act is associated with itself, regardless of the result it causes. (WHO, 2002)

As for Miller, he indicates that school violence includes behaviors such as physical violence, psychological harm, threats, intimidation, and causing chaos in classrooms. (Miller, 2008, P16)

According to Badawi (1986), school violence refers to the use of pressure or cruelty in an illegitimate and illegal manner that affects the will of the individual and subjugates him. (Khattar and Bushdoub, 2016, p. 192)

Bandura (1986) defines violence as "behavior that aims to cause undesirable destructive results and to control others through physical or verbal force." This behavior also results in harming a person or destroying property. It is a behavior, not an emotion, need, or motive. (Umaima Mounir, 2005, pp. 4-5)

Through the previous definitions, it can be said that violence is a behavior that aims to cause undesirable destructive results and to control others through physical or verbal force. This wrong behavior also results in harming a person physically, psychologically, destroying their property, and causing them harm.

### 2) Forms of school violence:

Violence may appear in several forms, including:

**1. Verbal violence:** It refers to speech that aims to infringe on the rights of others, by harming them through rough and obscene words and speech.

Verbal violence usually precedes physical violence, and the intention is to reveal the capabilities and potential of others before committing physical violence against them. (Khawla Ahmed Yahya, 2000, p. 121)

**2. Physical violence:** It is the use of physical force, and is represented in attacking a living being by using body parts, such as teeth, hands, head, legs, or using a sharp instrument, or weapon, which causes pain and harm to this being. The violence of this behavior may reach the point of killing others or harming oneself. (Ziadah Ahmed Rashid, 2007)

**3. Symbolic violence:** It is the practice of behaviors and movements that include violence, including not looking at others when speaking, indicating that one is not interested in them, not returning a greeting, and it is one of the most common types of violence in our daily lives. (Hafifi Ratiba, 2015, p. 145)

**4. Psychological violence:** It refers to any harmful behavior directed directly or indirectly to affect the psychological aspects of others, such as humiliating or neglecting them. Psychological violence takes many forms, such as comparing them to animals or stupidity.

**5. Sexual violence:** It is an assault expressed by clear, direct or implicit positive behaviors issued by a person who exercises his influence to satisfy a sexual desire from a person who refuses to respond to this desire. Sexual exploitation means exposing the genitals, sexual touching or fondling, exposing an individual to sexual images or pornographic films with the intent to exploit him. (Tareq and Al-Masry, 2014)

**6. Violence directed towards property:** It refers to vandalizing, destroying and damaging the property of others, such as breaking, burning, stealing and seizing this property. (Ziad Ahmed Rashid, 2007)

### 3) Causes of school violence:

The phenomenon of school violence is a phenomenon like other phenomena of human behavior, as it is not due to one reason, but to several reasons, including individual, family, cultural, and school factors.

**1- Individual factors:** which are related to the student himself, and among the subjective factors we mention the following:

- Increasing feelings of frustration.
- Low self-confidence.
- The nature of puberty and adolescence.
- Psychological and emotional disorders and weak response to social standards.
- The desire for independence from adults and freedom from the oppressive authority that prevents them from achieving their desires.
- Inability to confront the problems that the individual suffers from. (Taha Abdel Azim Hussein, 2007)

**2- Family factors:** The family is considered the first social institution in which the individual grows up, and deals with its members. Psychological studies have confirmed that the character of any individual is formed first by the family in which he grows up.

Through this, we notice that the student's family plays a very important role in shaping his behavior. The student who did not receive adequate care from his parents is more likely to create problems. (Ali Abdul Qader Al-Qaraleh, 2011)

Dr. Atta Allah Fouad Al-Khalidi (2008) summarized the family factors as follows:

- Family disintegration.
- Excessive pampering by parents.
- Excessive cruelty by parents.
- Failure to follow up on children and neglect them.
- Economic pressures.
- Emotional deprivation.
- Lack of a safe family environment. (Atta Allah Fouad Al-Khalidi, 2008)

**3- School factors:** The school is considered a basic social institution created by society due to the abundance of cumulative cognitive heritage and its complexity to raise its children and educate them intentionally. (Ali Abdul Qader Al-Qaraleh, 2011)

#### **Among the school factors leading to school violence, we can mention:**

- Overcrowding of classrooms and the resulting problems in the teaching process.
- Students' sense of injustice.
- Accompanying bad friends.
- Frequent absences of teachers, which leads students to break discipline in the classroom, chaos and rebellion inside the school.
- Drug abuse. (Ahmed Hawity, 2004)

**4- Cultural factors:** The school is considered the social institution that everyone agreed to establish with the aim of preserving culture and transmitting it from one generation to another. Since one of the school's roles is to transmit the culture of society to generations, it was necessary to take into account purifying this culture from violence, and removing any factors that would incite or instill values and trends that lead to violent behavior. (Tareq and Al-Masry, 2014)

#### 4) Forms and manifestations of school violence:

Violent behaviors within schools take many forms and manifestations, including:

- Using obscene words, cursing and swearing against faculty members.
  - Sarcasm and mockery by teachers or those representing authority in the school over students.
  - Disrupting the course of lessons and obstructing teachers from performing their duties.
  - Refusal to submit to the orders of the school authority.
  - Destroying school furniture, including walls, tables, windows, etc.
  - Assaulting colleagues and comrades at school.
- (Al-Nairab Abdullah Mahmoud, 2008, p. 59)

#### 5) Theories explaining school violence:

The following will present some theories explaining school violence:

**1. Psychoanalytic theory:** Supporters of psychoanalysis, led by Freud, believe that violence and aggression are instinctive behaviors that aim to discharge the aggressive energy present within the individual, meaning that violence is an instinctive response to satisfy the instinct of aggression represented in assaulting and harming others or insulting oneself, and there must be external effects that stimulate the aggressive energy to express itself. (Taha Abdel-Azim Hussein, 2014, p. 170)

**2. Behavioral theory:** This theory explains violence as a cause and that the environment is the main determinant in shaping the individual's behavior through the experiences he is exposed to through social upbringing, as Watson, the pioneer of the behavioral school, mentions the environment as having an effective impact in shaping behavior, ignoring genetic factors and their role in shaping and developing personality.

Skinner argued that the individual, as an organic being, acquires the outcome of behavior as a result of heredity and environment, and that learning is the essence of the developmental process, and that the individual's behavior is learned through interaction with others. Violence is a conditional behavior in response to a stimulus, and with repeated pairing, the behavior acquires the characteristic of conditioning and becomes an automatic characteristic, and the law of effect has a positive effect on what is known as reinforcement and punishment. (Taha Abdel-Azim Hussein, 2014, p. 305)

**3. Social learning theory:** The proponents of this theory believe that aggressive behavior is acquired and learned by the child from different sources, the most important of which is the role model, as Bandura points out the importance of the role model or model for the child in learning social behavior, as aggression is no different from other learned responses, and aggression can be taught through observation or imitation. (Najat Ahmed Al-Zlitni, 2014, p. 180)

**4. Cognitive Theory:** The proponents of this theory believe that an individual's behavior stems from his awareness of social situations, and the role of cognitive factors in the occurrence of behavior. Automatic thoughts are the cognitive system of situations in which a person tends to interpret the world with what he has, which affects the individual's response in the social situation. Through social perception, social reasoning, and social memory, social information is processed, and the latter is the individual's response through his interpretation of the stimuli to which he is exposed that provoke aggression or violence. (Moataz Sayed Abdullah, 2005, p. 81)

**5. Frustration and aggression theory:** This theory interpreted aggressive behavior as generating a motive and it becomes necessary for the membership to work on reducing this motive. Among the pioneers of this theory are Miller, Seaser, and Dollard, as their interest focuses on the social aspects of human behavior. Aggression is one of the most famous responses that are affected by a frustrating situation, and includes physical and verbal aggression, as aggression is often towards the source of frustration, and this occurs with the aim of removing the source or overcoming it or as an emotional reaction to the distress and tension accompanying frustration (Al-Najdawi and Kafarin, 2015)

Among the negative effects of school violence, many studies have shown that school violence has negative and dangerous effects on the student's life, the school environment, and even the family. Learners who are victims of violence suffer from adjustment problems, low self-esteem, suicidal thoughts, avoidance of school, lack of relationships, ostracism, lack of friends, lack of participation in social and school activities, in addition to feelings of psychological loneliness, general anxiety, depression, social anxiety, and low academic achievement. (Taha Abdel-Azim Hussein, 2007)

#### 6) Prevention and treatment of school violence:

To prevent and treat the phenomenon of violence in educational institutions, we must work to avoid the factors and causes mentioned above that were behind the phenomenon, and we can contribute to reducing and preventing violence on several levels, perhaps the most important of which will be at the family and school level.

**1. Family aspect:** Parents constitute an essential and necessary part of school violence prevention programs, and the role of parents in this regard is determined by their discussion of many topics with their children about discipline matters at

school and the security and safety measures taken by the school to prevent violence, as parents must know these matters and provide support and assistance to the school.

Parents must also take a number of responses towards their children, such as:

- Modeling positive and appropriate behaviors in front of children, as they must be role models for them and teach them proper methods of expressing emotions.
- Observing children's behavior carefully and monitoring the changes that occur in it, while teaching children the symptoms and signs that may warn of the occurrence of violence and make them victims of it, and how to get help.
- Parents' participation in violence prevention associations in the community.
- Parents should play a role in their children's educational process by visiting the school and monitoring their children's behavior at school.
- Parents should get to know their children's friends and families and build a network of social relationships with them to exchange information with other parents.
- Monitoring and supervising what the child reads and watches of television films and electronic games due to the violent and inappropriate content they may contain.
- Monitoring and supervising children's use of information technology.
- Building and strengthening behavioral rules and standards in the family and rewarding children's positive behavioral responses and satisfying their psychological needs.
- The necessity for parents to stop using drugs as role models for children in their behavior.
- Parents should provide social and emotional support and assistance to children. (Taha Abdel-Azim Hussein, 2007)

## 2. The school aspect:

- The teacher has an important role in protecting students from deviation and violence. A teacher whose behavior and personality are characterized by domination and control leads to the emergence of many behavioral disorders among students. The danger of the teacher's role is that he performs several roles. He is a substitute for the father, a leader, a supervisor and a guide. Therefore, he must succeed in performing his mission and prevent students from falling into violent behavior. He also represents a role model for his students and enjoys psychological health.
- As for the psychological counselor, he plays an important role in protecting students from behavioral and social deviations through the professional practice of the main processes in guidance and counseling. (Al-Nairab Abdullah Mahmoud, 2008, p. 53)
- It is necessary to build behavioral standards on how learners interact with each other inside the classroom by using the cooperative learning method and providing an atmosphere that encourages students to communicate with each other and with teachers, which eliminates ridicule and embarrassment among students.
- There are also programs that aim to train teachers to monitor students' behavior inside the classroom, and this is done through several points, including methods of parental interaction, and linking the family to the school and society.
- Training on how to manage the classroom in a good and organized manner and how to deal with aggressive learners with diverse backgrounds in terms of economic, social, cultural and religious levels. (Moataz Sayed Abdullah, 2005)

However, the educational institution alone cannot carry out the responsibility of education, as there are other means and institutions that can play an important educational role that complements the role of the school, and among the most important of these means we mention the print, audio and visual media, associations, clinics, libraries, cultural centers, theater and cinema, and others.

(Mohamed bin Hamouda, 2008)

## Conclusion:

From the above, it is clear that school violence has harmful and negative effects on the student's life, the school environment or even the family.

The school violence that the student has practiced may be due to several reasons, the most important of which are: emotional deprivation, feeling frustrated, using the method of punishment against the student, as well as incorrect social upbringing. In addition to the teacher's lack of interest in the student inside the classroom from a psychological point of view.

Violence also takes several forms and types, including verbal and physical, and there is violence against the student, against the teacher, and it also reaches the point of vandalism and destruction of the institution's property.

But there are means and methods that can be used to combat violence and reduce its spread in the school environment.

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