

Violence against children in Algeria schools -An Analytical study

العنف ضد الأطفال في المدارس الجزائرية - دراسة تحليلية

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Abstract:

The aim of this study is to highlight the strong link between Algerian society and its culture. It is a society that evolves through its culture and its beliefs, customs, traditions and values. It takes root in socialization. The process of upbringing itself is essentially a process of learning and formation, as "Malik Ben Nabi" points out in his book "The Birth of Society".

He pointed out that society is not merely a group of individuals, but is the participation of these individuals in one direction, in order to perform a particular function of purpose, through which the individual learns by interacting with his social environment family habits, and ways of life and behavior patterns, that is, the process of impregnation of the individual The culture of society, which is influenced at the same time by the society to which the individual belongs, the subculture that limits the attitudes of his family, its philosophy in life and its experience The current sociological anthropological research tells us the need to broaden the circle of attention and study of various social issues without paying attention to the censorship imposed on them, which makes us wait in thinking about addressing the issue of violence, as a general phenomenon that may differ in terms of modernity, and its frequency manifested manifestations from one community to another .

And from time to time. Appears on the level of all social systems. Violence is a behavior that sometimes appears in response to the factors and circumstances related to the situation in which it occurs, and is the result of what can be called social or cultural violence .The study found that school violence affects boys and girls of all ages and social climates, and that violence already has devastating consequences in the long and short term, including injuries and injuries. disabilities. This is in addition to the emotional and psychological effects that last a lifetime and sometimes to death, as well as the economic and other costs to society enshrined in the system of values and perceptions on which social life is organized.

Keywords: society ; violence ;children ;school violence; socialization

الملخص:

نهدف من خلال هذه الدراسة، إبراز مدى الارتباط الشديد للمجتمع الجزائري بثقافته، فهو مجتمع يتطور عبر ثقافته وما تحمله من اعتقادات وعادات و تقاليد وقيم. ترسخ بالتنشئة الاجتماعية. ذلك أنّ عملية التنشئة نفسها هي في الأساس عملية تعلّم وتكوين، كما يشير في ذلك "مالك بن نبي" في كتابه "ميلاد مجتمع". حيث أشار فيما معناه إلى أن المجتمع ليس مجرد مجموعة من الأفراد وإنما هو اشتراك هؤلاء الأفراد في اتجاه واحد، من أجل القيام بوظيفة معينة ذات غاية، يتعلّم من خلالها الفرد بتفاعله مع بيئته الاجتماعية عادات أسرته، وأسلوب حياته وأنماط سلوكه، أي أنها عملية تشرب الفرد ثقافة المجتمع حيث تتأثر في الوقت نفسه بالمجتمع الذي ينتمي إليه الفرد، وبالثقافة الفرعية التي تحد اتجاهات أسرته.

وفلسفتها في الحياة وخبراتها، بالإضافة إلى المكانة الاجتماعية التي يتميز بها. ويطالعنا راهن البحث السوسيو أنثروبولوجي على ضرورة توسيع دائرة الاهتمام، و الدراسة لمختلف القضايا الاجتماعية دون الاكتراث بجانب الرقابة المفروض عليها، والذي يجعلنا نثريث عند التفكير في معالجة موضوع العنف، كظاهرة عامة قد

حيث حدثتها، وتكرارها تجلي مظاهره من مجتمع لآخر. و من فترة زمنية لأخرى. تظهر على مستوى الأنساق الاجتماعية كلها. إنّ العنف هو السلوك الذي يظهر أحياناً كاستجابة للعوامل والظروف المتعلقة بالوضعية التي يتم فيها، وهو نتيجة لما يمكن تسميته بالعنف الاجتماعي أو الثقافي الذي تكرسه منظومة القيم و التصورات التي تنتظم عليها الحياة الاجتماعية. حيث وجدت الدراسة أن العنف المدرسي يؤثر على الأولاد والبنات من جميع الأعمار والبيئات الاجتماعية. و العنف له نتائج مدمرة بالفعل، سواء أكانت طويلة المدى أو قصيرة المدى، بما في ذلك الإصابات والعاهات. هذا إلى جانب الآثار العاطفية والنفسية التي تستمر مدى الحياة، وفي أحيان أخرى تفضي إلى الموت، وكذلك الأعباء الاقتصادية وغيرها التي يتكبدها المجتمع. الكلمات المفتاحية: المجتمع؛ العنف؛ الأطفال؛ العنف المدرسي؛ التنشئة الاجتماعية.

Introduction:

Society culture constitutes not only the quality and depth of an individual's personality, but also extends to the formation of the other aspects of the social personality through the various mechanisms and techniques used in the individual's education. This process continues throughout the life of the individual in society, otherwise there would be deviations in the roles of community educational institutions, especially with regard to raising children and ensuring the proper growth of the personality of the child in the family, school and society as a whole. Violence against children is one of the most dangerous phenomena of social deviation in Algerian school environment, which has an impact on the personality of the child and on the value system on which social life is based.

Violence against children in the school environment represents the most extreme cases of deviation in society. This violence that is often issued at the beginning from the part of adult individuals living with the child and are being responsible for his or her upbringing, care, and who are ultimately affect the child socialization. Considering the negative effects and consequences that violence would have on the child's growth path and that continues to school, it becomes clear that violence and its resulting destructive consequences go against everything that society expects from these individuals in terms of the proper status of socialization that leads to the satisfaction of the basic needs of the child and allows him or her to achieve social integration in a positive way in the wider society.

Therefore, reform speech is a bet on responding to society's needs and requirements. When the school, with what it represents of knowledge, skills, and values, is not at a level and in harmony with society, or when it becomes unable to perform these roles assigned to it, the crisis emerges.

Thus, the educational discourse, in its choices and general educational directions, emphasizes the interactive relationship between the school and society in light of the fact that the school is supposed to an effective engine of social progress and a significant factor of integrated human development.

This discourse also stresses that the school is a real field that provides multiple opportunities for consolidating ethical values, values of citizenship, and human rights, and thus calls for activating and reinforcing the value system in the school environment. In addition, contemporary educational discourse advocate the need to review the educational curricula based on the pedagogic approach of "the adoption of education on values and the development of educational competencies and education process in light of value choices and trends representing milestones in the discourse; these are values of the Islamic faith, of civilizational identity and its moral and cultural values, and values of citizenship and human rights with their national principles" (Hawiti, 2004. 36).

1/ Context of the study:

The daily experience of various manifestations and forms of violence has become firmly imposed as sociological research topics and problems that need rigor investigation. Scientific research that investigates this phenomenon from an academic scientific research perspective aims at contributing to the alleviation or working to eliminate such deviations that would otherwise undermine society in all its institutions, especially these with social educational roles. Furthermore, the aggravation of school violence phenomenon and its exacerbated widespread in the Algerian educational institutions necessitates the need to examine it as a social

phenomenon with its dimensions and risks on society from a sociological perspective.

2/ Aims and questions of the study:

The attempt is made in the present study to investigate school violence phenomenon that has further exacerbated in Algerian schools in recent years and to examine its effects and provide practical recommendation to address it and reduce its negative impact on society. the purpose behind this is to contribute to effectively enriching the knowledge base in the field as well as to open new prospects for future research in an attempt to consolidate the culture of sociological and socio-cultural research into the depth of the Algerian scholastic reality.

In light of the above, the present study tries to answer the following question:

- ❖ **What are the factors influencing the growing phenomenon of violence against children in the Algerian school?**

3/ Terms of the study.:

The concept of the child:

The concept of children refers to both males and females under the adulthood age that 19 years old. In the present study, these children who are subjected to violence in the school environment are not required to be the sons or daughters of the individual perpetrator of violence. The kinship however, can be a relationship between descents, siblings, nephews, or grandchildren (El-Sayed, 1994: 35).

The concept of violence:

Researchers agree on defining violence as an act that involves the person's use or threat of force against another person or several persons in

order to cause harm, whether physically or morally, directly or indirectly, and materially or morally against others. Violence also means the use of illegal, unjustified force and inconsistent with the laws against others in order to cause psychological or physical harm to them. This act expresses a deviation from society or a lack of adaptation to social integration. It also expresses psychological disorder, as well as disorder in the individual personality and social composition (**Hawiti, 2004.42**).

In its linguistic definition, violence refers to the use of force, as well as intimidation. **Ibn Manzoor** defines it in the tongue of the Arabs as "fear of something, and lack of compassion, which is against compassion. Doing violence to something is to take it, and the offense is bashing and blame.

In Latin, violence means force and is derived from the Latin word "vie" meaning "to do violence", which in its concrete physical form and its history had been associated with the concept of violence by the force of nature or gods. Moreover, the act of committing violence also expresses brutality, strength and the ability to use physical force, referring to severity and cruelty. Thus, violence is linguistically related to everything that results in the effect of extreme force and intensity and brutality. It is also linked to the characteristic of aggression and expresses the utmost severity and transgression, whether through speech, talking or reference, or even through actions and behaviors from the part of one individual against another individual or from the part of a group against another group.

Thus, in terms of the concept, the linguistic definitions of the term "violence" are consistent in linking to physical harm such as beating or moral harm such as humiliation, contempt, etc. In addition, Raymond **Bodon** defines violence as "Everyone's war against everyone", and divides it into

two types: systematized strategic violence and chaotic un-systematized violence. It emerges in the cases of absence of oversight or awareness of individuals and groups and is sometimes issued by the authority itself to serve its interests.

On the other hand, **P. Bourdieu** traces violence to the human instinct as a decidedness that is due to the failure to satisfy the individual's needs, such as housing or academic failure, as well as demographic growth and other social phenomena that lead the individual to violence.

Other researchers however view violence from Freud perspective arguing that it is a behavior expressed by the instinct of death and destruction resulting from the tendency of the human being that is responsible for the threat and aggression and that makes him or her strongly desire to defend his ideas and tendencies, and imposes them on others even if it required the use of force.

In light of the above, violence can be defined in the present study as intense and coercive behavior that has the potential to harm others at both the physical and psychological levels. Thus, violence involves the behaviors of beatings, threats, reprimands, slurs, yelling, spitting, intimidation, and pray for evil. This definition excludes these behaviors with educational and disciplinary purposes.

4/ Methodology of the study:

The present study employs the descriptive analytic approach that is commensurate to the nature of the phenomenon under investigation in order to identify the nature, dimensions, and effects of the phenomenon. In light of the nature of this sociological study that requires analysis and interpretation, the adopted approach has been employed to identify the nature, dimensions, and effects of the phenomenon.

In order to examine the phenomenon of violence, there is a need for basic sociological explanatory concepts based on socialization methods that would help analyze and thinking about the modalities for addressing the phenomenon of violence in school, these are: "the school is a social institution because it is a social system" devoted to "the education and upbringing of future citizens". Education would be done through teaching and qualification and upbringing by means of socialization of individuals. In other words, the purpose behind this is to provide the learner with knowledge and skills without which he or she neither can understand the world nor interact with or influence it, and socialization would take place through the preparation of the individual to exercise his or her social roles by helping that individual acquire how to live in the community while respecting the common social norms, and to value the values of justice, freedom and responsibility.

5- Forms and patterns of violence:

There may come in the perceptions of some people that the main reason for "conflict" is "scarcity", and that the elimination of scarcity eliminates violence and its negative effects, otherwise as long as scarcity remains, violence remains.(**Sarter as cited in Raymond, 1973: 102**) perceived that that man has been and still violent through time until the problem of scarcity is solved. Thus, if the case is so, each individual then would choose a form of violence, and if one chose nonviolence, he or she would be out of history or would not care about his or her destiny and future. This case would be manifested in the forms of wars, terrorism or colonialism, which are complex forms of the violence practiced by certain entity on its level. This, in turn, highlights the importance of scientific treatment of this

phenomenon in the daily life of the individuals and at the level of social institutions such as the family and school.

The phenomenon of violence is considered unusual and morbid condition if it affects others, and if becomes a form of physical contact in a repetitive and severe manner, and thus intersects somewhat with Durkheim's position on crime, which he considers "normale" due to the hypothesis that society does not completely eliminate crime because of its inability to do this, but rather would take exaggerated rates or averages.



In the attempt to identify different forms and a typology of violence and aggression, reference should be made to the works of specialized researchers, including **(Galtung .1990.12)** who developed a multidimensional typology of violence and confined it to the following five dimensions:

1. The type of violence (i.e. physical, biological or psychological).
2. the existence of a negative or positive approach to violence.
3. The presence or absence of a target or an aim behind such violence.
4. Is violence intentional or instinctive?
5. Is violence externalized or internalized?

(Galtung .1988: 302) further divides violence into two major patterns: personal direct violence that takes place within the existence of violent actor;

and structural or indirect violence where the violent actor does not exist. The later (i.e. structural violence) is defined as social injustice as it is inherent to social construction and emerges as an unequal power, and thus is manifested as a state of indifference in opportunities, which is due in its origins to the racist society characterized by exploitation and inequality.

Moreover, Galtung argues that structural violence gives rise to violence practiced at the individual level, as well as violence issued by the family and political, economic and cultural systems. These structural systems make some individuals victims who are disadvantaged and deprived of the social benefits and at the same time more vulnerable to suffering than others.

In parallel, **Pierre Bourdieu** employs the term violence by giving it a symbolic character or "Violence symbolique" in his words to refer to the pedagogic distinction of what is objectively the imposition or coercion of the power of control of a culture of control as well.

Bourdieu believes that school, family and modern means of communication are bodies of symbolic violence and that the educational process is, in itself, a symbolic violence; since it includes a culture that expresses the material and symbolic interests of the dominant group, a proposition that contradicts the traditional definitions of the educational system that transfers intergenerational cultural heritage.

The problem gets more complicated in light of the fact that the studies conducted on the phenomenon of violence provided insignificant results and sometimes contradictory, especially those related to different cultures, although they have based on instinct, which is supposed to be generalized and common among members of the same species.

Violence against children with disabilities is among the patterns of violence issued against children, regardless the type of their motor or mental disabilities. The problem is that the child disability can be the reason behind violence on the contrary to what society shows through its civil organizations, which overreact to show empathy and psycho-social caring for this category.

Furthermore, the family deviant behaviors against children are due to many factors including, low social level, housing overcrowding, child development disorders, the child's expose to disability or impairment, and the decline and withdraw of family interaction with the child.

6/ Sociological significance of school violence against children:

School violence is one of the major concerns that have emerged in modern society. There are many ways and forms of violence within the school, both at the level of children's behaviors and individuals. School violence may take the form of verbal violence or violent acts and behaviors. The former (i.e. verbal violence) may emerge in the swearing or insults and shouting and complaining in front of others. The later, on the other hand, (i.e. **violent behavior.**) can include tearing clothes, wringing, wrangling with hands, etc.



From this perspective, violence is viewed as one of the problems facing the family, which is characterized by apparent contradiction, although it is supposed to be based on love, affection and compassion.

Domestic or family violence is related to strong and unequal relationships. Although the form and functions of the family have witnessed critical changes (Sheta, 1999: 26), the relations between its members are still governed by the traditional structure of power that is based on man superiority and his social and economic control, and on the other hand, the subordination and marginalization of woman, as well as identifying the unacceptable and acceptable patterns of her behavior that she has to obey. In such context, the non-compliance of woman would represent a sufficient excuse and pretext to inflict punishment upon and the practice of violence against her (Jado, 2005: 4). Nevertheless, economic deprivation and the disparity of the social system would inevitably lead to increased domestic violence, murder and suicide in some societies.

School violence involves multiple parties including, the teacher, the student, the administration, the educational counselor, and the family and relatives.

Each of these may be the perpetrator and the victim at the same time given that the civil code considers violence against the other as a violation of human rights in the sense of crime against society. Violence can be against the teacher from the part of the students or against the parents from the part of the children or vice versa.

Violence against children takes many forms including, physical abuse or exploitation in acts that are inappropriate to them and not commensurate with their physical and mental abilities or their use for acts of crime, theft, fraud, acts of violence and aggression, which would, in turn, create among the children the perception of injustice and hatred of society, and grow inside them the spirit of revenge from others (**Jado, 2005: 5**).

The results of many studies conducted on prevention of child Abuse revealed that a large number of families abused their children, due to the interruption of dialogue between parents, and the child is the common denominator of these families. Abuse, in this respect, means the attempts to impose obedience to children by various means and methods of intimidation, such as depriving them of things they love, corporal punishment, etc., which eventually have negative impact on the child and turn into aggressive behaviors within the school.

These deviant behaviors of the family result in making many children escape from the bad family environment to join groups or gangs that embrace them for purposes of subordination in the school setting by means of providing these children with what they need and miss in their families.

The use of violence as a means of education and discipline within the family leads children to disobedience that takes the form of deviation, escape, practice of vice, theft, fraud, joining bad companions and drug abuse. In

addition, violence would result in the development of a unstable troubled personality that is psychologically and mentally fragile.

In this respect, the results of clinical studies emphasize that the child who is constantly subjected to violence becomes insensitive to the events he or she is experiencing, leading to the avoidance of others who have not been subject to fears established for this child. Adding to that child who was subjected to violence when he was young, practices violence when he is older; with his family and children as well as with others. This indicates that aggression has been strengthened and has become a feature of his behavior and personality.

Aggressive behaviors of the children are due to aggressive motives and desires that were mainly directed towards parents. When an individual fails to reconcile his or her innate needs with the values and norms of society, this individual resorts to violence and aggression as a means of expressing his failure. Other researchers, however, argue that violence stems from the deterioration of social values in the non-normative society as well as to the struggle of generations. It is also originated from anxiety, tension, and social, economic and emotional insecurity and instability. Therefore, aggression is a way of venting out of tension instead of going to the original cause and trying to treat it.

Violence, then, is not only the result of the deterioration of values in society, but also a consequence of the socialization process practiced by society on its members. The results of the studies have revealed that there is a positive correlation between the phenomenon of violence among young people and the widespread of unemployment, economic and social suffering,

and the reduction of social control and accountability within the family (Moussa, 2009: 361).

Violence also drives children to avoid social sphere or to commit suicide. Over time, their sense of oppression increases because of the social environment in which the values of tolerance, affection and love are deteriorated, and the values of domination, tyranny and mistrust are prevailed in a way that makes the children incapable of social and emotional adjustment and lose control of themselves. As a results, these children consider behavioral deviation in response to any threat in light of the emotional abuse they suffer from because of neglect and marginalization that extend to social rejection.

Child neglect at school includes various forms of abuse such as deprivation of education, inadequate nutrition related to body safety, and poor health and medical care, resulting in physical and psychological harm of the child.

In light of the above, the results of many studies are consistent in dividing the motives of social violence into psychological subjective motives, economic motives, and social motives (Sarhan, 1997: 23).

The psychological subjective motives or self-motivation refer to motives stemming from the individual himself as a result of external conditions such as neglect, abuse and violence and other conditions this individual has been subjected to since childhood and that led to the accumulation of psychological conflicts and issues that are manifested eventually in the form of compensation by resorting to violence within the family. Economic motives, on the other hand, are manifested in the parents' use of violence to dispel the burden of disappointment and poverty.

Social motives that include the customs and traditions accustomed by particular community in which man cannot lead his family without violence. This form of motives is directly proportional to the culture of the society, especially the family culture; the more educated and conscious the society, the smaller the role of these motives, noting that there are some individuals in these communities do not believe in these customs and traditions but are driven by social violence. These environments that lack harmony and emotional harmony are often referred to as breeding ground for violence. The causes of violence, then, can be categorized into those related to parental characteristics, to the child, and to the environment and family factors.

7/ Prevention and treatment:

Violence -as a social phenomenon – has psychological, social, and medical effects and consequences. The efforts of researchers and those interested in this subject should be intensified to develop prevention and treatment methods, taking into account the nature of the family and social environments of the individual in order to reduce the aggravation of the phenomenon and to protect the victims from domestic violence. There are several ways to prevent and treat violence that can be summarized as follows **(Sulaiman, 1994: 18):**

1. Reorienting care programs towards vulnerable groups that are most likely to engage in violence, to identify the triggers of violence and to try to extinguish them.
2. The study of violence cases extensively in order to investigate the organic, psychological and social aspects that need to be treated.

3. Positive health dialogue to provide all groups with the opportunity to express themselves in an organized and safe manner that reduces the chances of resorting to violence.
4. The provision of social skills training. Since people with tendency towards violence were proved to have many problems in communication and social interaction, often putting them in severe confrontations with others, which, in turn, provokes violence. Therefore, social skills training programs on communication skills, frustration and other skills would reduce the aggressive tendencies of these people.

8/ Values and social control:

There is no consensus on defining values among social researchers. Some researchers give wide generalized definitions, thus increasing the ambiguity and lack of identification, and others give them accurate definitions. For instance, Cratch defines values as "the beliefs of what is desirable or good (such as freedom of speech) and what is undesirable or bad (such as dishonesty), which is a very broad definition that cannot provide a precise and specific concept of value. In contrast, there are more precise and specific definitions of the concept of value from the point of view of its authors. Harry Goshon, for example, defines value as an idea or a cultural criterion on which things or deeds are compared and get accepted or rejected as being desirable or undesirable, right or wrong.

Hertzler argues that values are "estimates of the meaning and importance of things, actions and relationships necessary to satisfy one's physiological and social needs." In parallel, FawziaDiab defines the value as "the judgment man produces on something guided by a set of principles and norms set by the society in which he lives, which determines desirable and undesirable behaviors."

Clackon states that value includes a constitution that regulates the pattern of actions and behaviors. The value in this sense sets the acts, methods of behavior, and objectives of acts at acceptable or unacceptable, desirable or undesirable, and approved or disapproved levels. In this sense, Clackon refers to evaluative behaviors of any kind and considers that this process is of human nature; as man always issues values judgments on people, things, and ideas in terms of their positive or negative or otherwise good or ugliness in referring that they have or do not have value. Value is a catalyst for action, the principle of perception, and the starting point of understanding, and hence it gives human behavior its meaning and denotation (**Moussa, 2009: 361**). The following treatment methods (**Hénaire, 2001.19**) can be effective in dealing with the problem of domestic violence::

1. Improving social integration to reduce violence by increasing the attachment of people to primary groups that satisfy their psychological and social needs and establish religious values and values of belonging.
2. Dealing with children in different stages of life with compassion makes them feel emotional and social stability. They feel the values of love, affection and altruism, and this is reflected positively with their behavior and behavior with their family members and then society.
3. Abstention of using violent or violent corporal punishment as educational means practiced by parents on children.

Medical and therapeutic authorities should inform the penal institutions, such as the police, of every case they treat for the harm or harm suffered by the child as a result of the ill-treatment of the parent, so that the police can

provide assistance and assistance to both the child and his or her family as required by national and international law.

9/ General Conclusion:

The most important thing that we learn from the field study, which dealt with the phenomenon of school violence in schools, is that the expulsion method prevails as a punishment method used by the teacher against the student. The quarrel between the teacher and the learner is the strongest cause of school violence at 88.77%. Symbolic violence topped the list of violence by 77.87 percent. Not long after, verbal violence is another strong reason for 77.88 percent. Is what draws the conclusions of the researcher "**Shikhi Rashid, 2010**".

10/ Study Recommendations:

Despite the differences between Algeria and other Arab countries in the intellectual premises, and in the nature of institutions dealing with children's issues, all countries recognize the importance of this issue and agree on the need to intensify efforts to confront all forms of violence and abuse against children. The majority of Arab countries are from the establishment of official and governmental bodies as a means to achieve their objectives in this area. However, most countries have opened up space for independent institutions and civil society institutions to work on child-specific policies in accordance with the principle of partnership in the implementation of social policies. Nevertheless, a number of recommendations could be useful in promoting efforts to reduce violence against children:

1. To deepen the relationship between child-oriented and family-oriented strategies, since the family is the child's first sponsor; and whenever the

family is protected from risks, the child is also protected from the risks, including violence.

2. To work to find images of coordination between the efforts of institutions that take into account the child directly and the institutions that indirectly sponsor, for example (the importance of coordination between the efforts of child care institutions and the national efforts to prevent drug and addiction, In the ministries of the labor force to protect children from hard labor and various manifestations of abuse.)
3. To provide positive incentives for successful experiences in the protection of children from violence and abuse in the Arab world and to highlight these experiences and discuss them through the various media.
4. Support budgets for child and motherhood programs, allocate funds to research centers and university laboratories, and comparative studies at the level of the Arab world, and the need to increase the financial resources allocated to the needs of strategies, action plans and programs for the prevention violence against children in Algeria and the country Arabic.
5. Support civil society and deepen its role in protecting children from violence and protecting the rights of children, mothers and the family in general.
6. Work on further dissemination and dissemination of training activities and codes on children's rights.

Conclusion:

In light of the above, it is necessary to create a state of self-confidence for the child by informing him of dignity and respect, so we do not insult him front of others even his brothers when he makes mistakes

because his psychological and intellectual reality are narrow and lead to error. Learning takes place out of errors. We must turn to his notice of his mistakes and his awareness (Etienne, 1999: 48). It should be noted here, "the need to cooperate and deal honestly with our children as provided by Islamic law, and refrain from playing the role of mockery and ridicule in order not to create a fragile distorted personality.

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