

Violence in the school environment from the point of view of teachers of physical and sport's education in the light of some variables.

Boussag Badreddine.

I.S.T.A.P.S University of Msila, badredinne.boussag@univ-msila.dz

ARTICLE INFORMATION

Original Research Paper

Received: 01/01/2021

Accepted: 12/04/2021

Published: 01/06/2021

Keywords:

School violence,
Professor of physical and Sport's Education, middle stage Education.

Abstract

The study aims at identifying violence in the school environment from the point of view of physical and sport's education professors in the light of some variables (seniority in teaching, qualification, age) , and the study sample is made up of (40) teachers in the middle school, selected randomly, and the researcher followed the analytical descriptive approach because it is most appropriate in such studies. Concerning the study tools, the researcher used the standard of school violence consisting of (31) words distributed in three areas : Verbal violence, physical violence and material violence, and used the standard of the three-way likert scale. In his treatment, the researcher relied on the SPSS statistical package program, and the results of the study showed : the level of school violence in the middle school from the point of view of teachers of physical and sport's education is moderate, and there are no statistically significant differences among the sample in the view of teachers with regard to school violence according to the study variables (seniority in teaching, qualification, age).

Corresponding author:

Boussag Badreddine,

e-mail:

badredinne.boussag@univ-msila.dz

I. Introduction

Violence represents a human phenomenon known to man since he was created by God Almighty in a conflict that took place between the two sons of Adam, peace be upon him, where Cain killed his brother Abel with envy and jealousy. And he was not accepted by the other. He said, I will kill you. He said that God does not accept from the righteous. "Surah Al-Ma'idah, verse (27). (Munira, 2019, p. 149)

Violence is considered as one of the most important topics that occupied the interest of psychoanalytic researchers and directed their activities in many and varied fields to learn about the relationship that exists between it and other topics, and the mutual effects between them. From knowledge and information gained in the scientific application. (al-Salam, Lamia, & abdl-Qader, 2018, p. 103)

The phenomenon of violence in general and school violence in particular is one of the phenomena that deserves the attention of educators, because it is a thorny and intertwined phenomenon. Violence in school circles is one of the important problems that the modern school faces in carrying out its mission and achieving its goals, as everyone who belongs to the educational family can from near or far. That he senses the existence of this problem in almost every academic department, and in every educational stage, and we find it exacerbated in the middle stage, which coincides with the fact that pupils are in adolescence, with the physical, cognitive, sexual and emotional changes they carry and the impact of these changes on his behavior is reflected in the form of rebellion and disobedience to authority. The mother, school, and society, as at this stage, the sense of satisfaction decreases, anxiety and depression increase, and the rates of violence and rioting increase, and therefore violence is the most common behavioral pattern at this stage. (Fatima, 2018, p. 413)

Violence in its general sense means the use of means and methods that target harms the physical, psychological or moral safety of others, which hinders the course of their work. Hence, violence in the school environment was the most dangerous form among the forms of violence as it combines two aspects, the societal face and the institutional aspect, which is violence practiced by members of society within a framework My institutions, which is the school at all levels and their roles in the educational and educational system. (Aqeela, 2018, p. 752)

The entry of violence into the educational environment constitutes a danger to the burdens of the advancement of society, as well as a hindrance to the

Violence in the school environment from the point of view Of teachers of physical and sport's education In the light of some variables.

educational work expected from the school, in light of the consequences it has on many aspects of the personality of learners, and despite the fact that contemporary societies adopt modern theories that prevent the use of Violence and in light of the development in the education sector in the use of technology, education and computers, curriculum development and teacher training, but this has not been reflected in the practices of students in the classroom, violence continues and is practiced by learners between each other or even between teachers and students. (Najwa, 2019, p. 505)

School violence in the middle education stage has become known to increase in its incidence rates and in its various forms within educational institutions, and it has become one of the most complex problems, and the most serious of them is a worrying phenomenon, and it is increasing day by day, and in recent years the phenomenon of violence has clearly spread, where a study carried out by the interests of the Ministry of National Education on the spread of the phenomenon of violence in the school environment from 2000 to 2007 revealed the count of more than 300 thousand cases of violence among students, most of them in the middle stage, and it was found that there is an increase in psychological and moral violence at high rates in the middle stage. It reached 60%. (Halima, 2016, p. 64)

In recent years, Algeria has gone beyond the risk stage in terms of violence within the school environment, as studies have confirmed that the number of cases of violence in 2012 was 1007 cases of violence, of which 550 occurred in the intermediate stage. (Sabrinah, 2016, p. 261)

If the reality of schools states that there is an increase in violent behavior practiced by pupils, then the intermediate education stage is the stage that most witnesses this trend of violence, and perhaps its reference in this is that intermediate education institutions in which pupils study in their teens, the latter which is itself a problem because it is One of the changing and critical stages in the course of the individual's development is the acceleration of the dynamics of growth, a phase characterized by turmoil and tensions, as the teenage student is exposed to psychological pressures from the family and school.

Through the researcher's practice of the teaching profession in the intermediate education stage and his observation of the violence practiced by the pupils inside the school environment with confirmation by most of the teachers in other schools to the researcher that there are some students who are characterized by the practice of violence in various forms, including verbal abuse with their peers or teachers, and the harmful physical in their

play or The physical environment of the school in general, which is all of the things that threaten the educational process as a whole and leave negative effects. We point out here that students who perform unacceptable behavior cause disciplinary problems in the classroom as well as negatively affect them and others.

The researcher Bastian conducted a survey questionnaire on a group of professors who teach in intermediate education, it was found that school violence is caused by students, teachers, the family, and the media. , And the study (Nhemhima), which found that school violence has relationships with behaviors of learned helplessness, number of family members and monthly income. (Murad, Youssef, & Badr El Din, 2020, p. 316)

And the study of (Najwa Amairouche) indicates that the media are the most important causes of school violence, family reasons, psychological causes and school causes.

In this regard, the researcher finds, from the above, **there are some questions that must be answered :**

What is the level of school violence in the averages from the viewpoint of physical education and sport's teachers ?

- Are there statistically significant differences between members of the study sample in the teachers 'view of the direction of school violence according to the seniority variable in teaching (less than 5 years, 5-10 years, more than 10 years)?
- Are there statistically significant differences between the members of the study sample in the professors 'view of the direction of school violence according to the educational qualification variable (Licence, Mster)?
- Are there statistically significant differences between the study sample members in the teachers 'view of the school violence trend according to the age variable (less than 30 years old, from 31 to 37 years old, more than 38 years old)?

II. Method and Materials

Study Approach :

In this study the researcher used the descriptive method as it is the appropriate approach for this study.

Research community :

The researcher approved this study and decided that the research community should be dedicated to the 325 professors of physical education and sports of the M'Sila State averages.

The research sample :

The sample of this research consists of professors of physical education and sports teachers for the first, second, third and fourth years of intermediate education in the state of M'sila. The number of research individuals reached 40 professors appointed by the Ministry of National Education, who were chosen in a simple random manner from a number of averages belonging to different educational districts at the state level. In the end, the number of the aforementioned professors is counted to be the strength of the current research, and it exceeded 12% of the original research community.

Study tool :

School Violence Scale : it is for researchers Imad Hussein Al-Morshedy and Ali Taqi Abbas Nassar in an article published in the Journal of the College of Basic Education for Educational and Human Sciences at the University of Babylon. The article was titled: "School violence among middle-school students from the point of view of their teachers," and that in 2018 it was relied upon in The design of the research tool, in which it is taken into consideration the characteristics of the individuals of the research sample, as well as the available capabilities and means.

Description of the School Violence Scale : the school violence scale consists of 31 phrases distributed into three main areas, including the field of verbal violence, which are phrases (from 1 to 11), and another eleven phrases that reflect the field of physical violence, which are phrases (from 12 to 22), and nine other phrases that reflect the field of violence. Material, which is the statements (from 23 to 31), and the form of responses on the scale of school violence was designed on the basis of the LIKERT method. Three grades always.. it has (3 degrees) -sometimes.. it has (02 degrees) - never.. it has (01 Degree).

Validate the study tool:

To calculate the validity of the study instrument, two methods are used to verify the measurement instrument that actually measures what it was designed for, including:

The validity of the arbitrators:

The researcher presented the questionnaire form to a group of arbitrators consisting of (07) members and experts in the fields of physical education and sports from the faculty members of the Institute of Sciences and Techniques of Physical and Sports Activities.

Internal consistency validity :

The validity of the questionnaire was calculated by calculating the Pearson correlation coefficient between each dimension with the total score of the

questionnaire : The following table shows the correlation between the total score of the scale and its sub-dimensions :

Table No. (01): The correlation between the total score of the violence questionnaire in the school environment from the teachers 'point of view is set.

| dimensions of the scale | the correlation coefficients | statistically significant |
|-------------------------|------------------------------|---------------------------|
| Verbal violence | .913** | .000 |
| Physical violence | .893** | .000 |
| Material violence | .888** | .000 |

The data shown in the above table indicate that all the values of the correlation coefficients for the dimensions of the scale of violence in the school environment from the point of view of teachers of physical education and sports are all statistically significant when significant (.000), with their values respectively (0,91 / 0,89 / 0,88). This confirms the extent of consistency and the strength of the internal consistency of the scale as an indicator of the validity of training in measuring violence in the school environment from the viewpoint of teachers of physical education and sports.

Stability of the scale :

The reliability of the violence scale was confirmed in the school environment from the viewpoint of the physical education and sports teachers

By the method of calculating the Cronbach alpha coefficient for internal consistency: The Cronbach alpha coefficient was calculated for this scale and we obtained the following result:

Table No. (02): The Cronbach alpha coefficient for the scale of violence in the school environment from the viewpoint of teachers of physical education and sports and its sub-dimensions.

| Dimensions of the scale and the overall score | Cronbach alpha coefficient | The number of phrases |
|-----------------------------------------------|----------------------------|-----------------------|
| Varbal violence | 0.785 | 11 |
| Physical violence | 0.821 | 11 |
| Material violence | 0.795 | 09 |
| The total score of the scale | 0.883 | 31 |

It is evident from the above table that all the coefficients of the Cronbach alpha for the dimensions of the questionnaire for violence in the school environment from the viewpoint of the teachers of physical education and sports were high, reaching (0.78 / 0.82 / 0.79) respectively, while the Alpha Cronbach coefficient for the questionnaire for violence in the middle reached From the point of view of teachers of physical education and sports, violence in the school environment, from the point of view of teachers of physical education and sports (0.88). This means that the questionnaire has a

strong stability factor, which makes it suitable for application in the basic study.

Study design and statistical treatment:

The researcher used the following statistical methods: Cronbach's alpha test, Pearson correlation coefficient, arithmetic means and standard deviations, T-test (test), F-test for the analysis of one-way variance (One Way Anova).

III. Results

The level of school violence is average, according to teachers of physical education and sport's, average.

To address the first hypothesis, the researcher used the arithmetic averages and standard deviations of the total score for each field and the total score of the scale and the results of Table below show that, and in order to interpret the results, the researcher relied on the following three-fold Likert scale: (1 - 1.66 low, 1.67 - 2.33 medium score) 2.34-3 high).

Table (03): arithmetic averages and standard deviations of the total score for each field and the total score of the scale.

| The scale | Arithmetic mean | Standard deviation | The score |
|---------------------------------------------|-----------------|--------------------|-----------|
| Overall score in field of verbal violence | 1.69 | 0.29 | Medium |
| Overall score in field of physical violence | 1.84 | 0.24 | Medium |
| Overall score in field of material violence | 1.72 | 0.24 | Medium |
| Total score of scale | 1.75 | 0.23 | Medium |

Where the degree of the field of verbal violence among the respondents came with an arithmetic mean of 1.69, the degree of the field of physical violence among the respondents with an arithmetic mean of 1.84, and the degree of the field of physical violence among the respondents with an arithmetic mean of 1.72, and the score of the three domains (verbal / physical / material) was medium, as it reached The total score of the scale among the sample members with an arithmetic mean of 1.75, and the total score of the scale from the viewpoint of the sample members was medium.

- There are statistically significant differences between members of the study sample in the teachers 'view of the direction of school violence according to the seniority variable in teaching (less than 5 years, from 5-10 years, more than 10 years).

To treat this hypothesis, a single test of variance was used, as shown in the following table:

Table No. (04): shows the results of the One-Way ANOVA analysis to find out the significance of the differences between the mean scores of the responses of the study sample on the axes and the total score of the violence questionnaire in the school environment according to the variable of seniority in teaching.

| Sources of variance | | Sum of squares | Degree of freedom | Mean of squares | Value (F) | statistical significance | Decision |
|----------------------|----------------|----------------|-------------------|-----------------|-----------|--------------------------|------------------|
| Verbel violence | between groups | 0.15 | 2 | 0.076 | 0.84 | 0.43 | Not significance |
| | within groups | 3.31 | 37 | 0.089 | | | |
| | Total | 3.46 | 39 | | | | |
| Physical violence | between groups | 0.016 | 2 | 0.008 | 0.13 | 0.87 | Not significance |
| | within groups | 2.23 | 37 | 0.060 | | | |
| | Total | 2.25 | 39 | | | | |
| Material violence | between groups | 0.015 | 2 | 0.008 | 0.11 | 0.89 | Not significance |
| | within groups | 2.38 | 37 | 0.064 | | | |
| | Total | 2.39 | 39 | | | | |
| total score of scale | between groups | 0.042 | 2 | 0.021 | 0.36 | 0.69 | Not significance |
| | within groups | 2.14 | 37 | 0.058 | | | |
| | Total | 2.18 | 39 | | | | |

Through the above table No. (04), we note that the value of the difference test (F) "One-Way ANOVA" was respectively reached for the dimensions of the questionnaire of violence in the school environment from the viewpoint of the teachers of physical education and sports in the intermediate education stage. (Verbal Violence / Physical Violence / Material Violence) and the total score of the questionnaire according to the variable of seniority in teaching (0,84 / 0,13 / 0,11 / 0,36) and these values were not statistically significant at the statistical significance (0,43 / 0,87 / 0,89 / 0,69), and thus it can be said that: `` There are no statistically significant differences between the members of the study sample in the teachers' view of the direction of school violence according to the variable of seniority in teaching (less than 5 years, from 5-10 years More than 10 years). Therefore, we conclude that the difference research hypothesis is not fulfilled.

- There are statistically significant differences between members of the study sample in the teachers 'view of the direction of school violence according to the educational qualification variable (licence, Master)?

And to verify the validity of this hypothesis, the researcher used the (T) test to indicate the differences between the averages, and the following table illustrates the results reached:

Violence in the school environment from the point of view Of teachers of physical and sport's education In the light of some variables.

Table No. (05): Results of a T-test for comparing the average scores of the sample in violence in the school environment from the viewpoint of the teachers of Physical Education and Sports according to the educational qualification variable.

| Variable | educational qualification | Sample | Mean | Standard deviation | Value (t) | Degree of freedom | statistical significance | Decision |
|----------------------|---------------------------|--------|------|--------------------|-----------|-------------------|--------------------------|------------------|
| Verbel Violence | Licence | 17 | 1.73 | 0.37 | 0.73 | 38 | 0.47 | Not significance |
| | Master | 23 | 1.66 | 0.23 | | | | |
| Physical Violence | Licence | 17 | 1.89 | 0.28 | 1.07 | 38 | 0.28 | Not significance |
| | Master | 23 | 1.81 | 0.20 | | | | |
| Material Violence | Licence | 17 | 1.79 | 0.26 | 1.53 | 38 | 0.13 | Not significance |
| | Master | 23 | 1.67 | 0.23 | | | | |
| total score of scale | Licence | 17 | 1.80 | 0.28 | 1.18 | 38 | 0.24 | Not significance |
| | Master | 23 | 1.71 | 0.19 | | | | |

It is evident from the above table that there is a great convergence between the arithmetic averages of the dimensions of the scale of violence in the school environment from the point of view of teachers of physical education and sports (verbal violence / physical violence / material violence) between the educational levels (licensure / Master), where the arithmetic averages of those with an educational level reached (licensure degrees in the three dimensions of the scale (1.73 / 1.89 / 1.79), while the arithmetic averages for those with an educational level (Master) in the three dimensions of the scale were (1.66 / 1.81 / 1.67), where the differences between them were slight and not statistically significant, and what confirms this is the test values. T-TEST), which amounted to (0.73 / 1.07 / 1.53), as it was not statistically significant at significance (0.47 / 0.28 / 0.13), respectively. As for the overall score of the scale, we also notice a great convergence between the average educational levels, as the average of those with The educational level for licensure is (1.80), while the average for those with a master's educational level reached (1.71). This is confirmed by the value of the T-TEST, which reached (1.18), as it was not statistically significant when it was (0.24).

From here it can be said that: "There are no statistically significant differences between the members of the study sample in the professors' view of the direction of school violence according to the scientific qualification variable (Licence, Master), and therefore we conclude that the research hypothesis has not been fulfilled.

-There are statistically significant differences between the study sample members in the teachers 'view of the trend of school violence according to

the age variable (less than 30 years old, from 31 to 37 Years old, over 38 years old).

To treat this hypothesis, a single test of variance was used, as shown in the following table:

Table No. (06): Shows the results of the One-Way ANOVA analysis to find out the significance of the differences between the mean scores of the study sample responses to the violence questionnaire in the school environment (dimensions and overall score) according to the age variable (less than 30 years old, from 31 to 37 Years old, over 38 years old)"

| Sources of variance | | Sum of squares | Degrees | Mean of squares | Value (F) | statistical significance | Decision |
|----------------------|----------------|----------------|---------|-----------------|-----------|--------------------------|------------------|
| Verbel violence | between groups | 0.12 | 2 | 0.06 | 0.70 | 0.49 | Not significance |
| | within groups | 3.33 | 37 | 0.09 | | | |
| | Total | 3.46 | 39 | | | | |
| Physical violence | between groups | 0.05 | 2 | 0.02 | 0.48 | 0.61 | Not significance |
| | within groups | 2.19 | 37 | 0.05 | | | |
| | Total | 2.25 | 39 | | | | |
| Material violence | between groups | 0.13 | 2 | 0.06 | 1.07 | 0.35 | Not significance |
| | within groups | 2.26 | 37 | 0.06 | | | |
| | Total | 2.39 | 39 | | | | |
| total score of scale | between groups | 0.09 | 2 | 0.04 | 0.81 | 0.45 | Not significance |
| | within groups | 2.09 | 37 | 0.05 | | | |
| | Total | 2.18 | 39 | | | | |

Through the above table No. (06), we note that the value of the difference test (F) "One-Way ANOVA" was respectively for the dimensions of the violence scale in the school environment from the viewpoint of the teachers of physical education and sports (verbal violence / Physical violence /material violence) and the total score of the scale according to the age variable (0.70 / 0.48 / 1.07 / 0.81) and these values were not statistically significant at significance (0.49 / 0.61 / 0.35 /0.45), and thus it can be said that: `` There are no significant differences A statistic among the members of the study sample according to the teachers 'point of view, the trend of school violence according to the age variable (less than 30 years old, from 31 to 37 years old, more than 38 years old). Therefore, we conclude that the difference research hypothesis is not fulfilled.

IV. Discussion

After presenting and analyzing the results, the researcher found that the hypothesis was fulfilled, as it became clear that the level of school violence from the viewpoint of the teachers of Physical Education and Sports was average, and this result is not in agreement with the study (Imad, 2016), whose results showed that School violence practice, was high.

Violence in the school environment from the point of view Of teachers of physical and sport's education In the light of some variables.

The researcher attributes this to the fact that the nature of the age stage in the intermediate education stage corresponds to the period of adolescence, which is one of the stages of growth, where it is characterized by aggression, self-affirmation and drawing features of a new identity, so he knows that the adolescent desires that others see him in the dress of manhood.

The researcher may attribute the average level of violence in the school environment to the good control of teachers and continuous follow-up of all cases of violence in the school environment by knowing its causes and providing solutions, and the good behavior of some teachers for adopting the dialogue approach, which is an educational educational method.

Through the results of the test results of the analysis of variance of the differences according to the seniority variable in teaching (less than 5 years, from 5 to 10 years, more than 10 years) in the teachers; point of view towards school violence, there are no differences. Statistical significance between the three groups, where the averages were close (0,84 / 0,13 / 0,11 / 0,36) and no significant differences appeared, and there is evidence of the convergence of the professors' views related to the three domains (verbal violence / physical violence / material violence).

These results confirm that there are no statistically significant differences in the professors' point of view towards school violence according to the seniority variable in teaching, and this negates the validity of the research hypothesis that stated to the contrary, and this result is consistent with the study (Abdullah 2008), whose results showed the absence of statistically significant differences according to the seniority variable in teaching.

The researcher attributes these results to the great convergence in the level of teachers despite their different educational experiences and seniority in teaching.

They notice and witness the violent behavior of students in the school environment, and their opinion on this is not affected by the seniority in teaching that they spent in the teaching profession.

Through the results of the differences according to the educational qualification variable (Licence, Master) in the teachers' view of the direction of school violence, the absence of statistically significant differences between the two groups, where the averages were close (73 / 1.07 / 1.53) did not show significant differences, and there is evidence of the convergence of the teachers' view towards school violence related to the three domains (verbal violence / physical violence / material violence).

These results confirm that there are no statistically significant differences in the professors' point of view towards school violence due to the scientific

qualification variable (licence's, master's) and this denies the validity of the research hypothesis that stated to the contrary, and this result is consistent with the study (Abdullah 2008) that Its results showed that there were no statistically significant differences according to the scientific qualification variable.

The researcher attributes these results to the fact that the professor views school violence as an existing phenomenon and has its causes from his point of view as an educator and guardian, and his surrounding social reality, and that the teachers agreed on the existence of violence in the school environment, and the academic degree and academic qualification of the teachers had no effect on their point of view. In violence.

Through the results of the test results of the analysis of variance of the differences according to the age variable (less than 30 years, from 31 to 37 years old, more than 38 years old) in the teachers' point of view, the trend of school violence, there are no statistically significant differences between the three groups, where the averages were very close (0.70 / 0.48 / 1.07 / 0.81) There were no significant differences, and there is evidence of the convergence of the professors 'views of the three domains (verbal violence / physical violence / material violence).

These results confirm that there are no statistically significant differences in the teachers 'point of view towards school violence, and this negates the validity of the research hypothesis that stated to the contrary, whose results showed that there are no statistically significant differences according to the age variable.

This result is consistent with the study (Obaid penalty), whose results showed that there were no statistically significant differences according to the age variable.

The researcher attributes these results to the fact that the professors 'opinions are neither affected nor changed according to age in this field, as a result of their good preparation and their analysis of problems and situations that are well characterized by violence.

V. Conclusion

The researchers in this study, after exerting effort in work, research and analysis, reached in that to achieve the first hypothesis and not to achieve the other hypotheses in the viewpoint of physical education teachers of school violence according to the study variables (seniority in teaching, academic qualification, age).

Also, this study showed confirmation of the first research hypothesis which stipulated the level of school violence in averages from the viewpoint of teachers of Physical Education and Sports average.

Also, this study showed that the second research hypothesis was not fulfilled, which stated that there are statistically significant differences between the members of the study sample in the teachers 'view of the direction of school violence according to the seniority variable in teaching (less than 5 years, from 5-10 years, more than 10 years). Years).

Also, this study showed that the third research hypothesis was not fulfilled, which stipulated that there are statistically significant differences between members of the study sample in the professors 'point of view towards school violence according to the scientific qualification variable (Licence, Master).

Also, this study showed that the fourth research hypothesis was not fulfilled, which stated whether there are statistically significant differences between members of the study sample in the teachers 'point of view towards school violence according to the age variable (less than 30 years old, from 31 to 37 years old, more than 38 years old).

VI. References :

The Holy Quran

Article :

- Abdel-Wahab, G., & Khadija, A.-R. (2019). Physical Education and Sports Activity as a Mechanism to Reduce School Violence in Educational Spaces. *Scientific Journal of Science and Technology for Physical and Sports Activities (Mostaganem University), Volume 16, Issue 2 bis*, 18-30.
<https://www.asjp.cerist.dz/en/article/102984>
- al-Salam, Z. A., Lamia, B., & abdl-Qader, B. (2018). The Relationship of Competitive Sports Activity in Reducing the Aggression of Athletes with Special Needs. . *Scientific Journal of Science and Technology of Physical and Sports Activities (Mostaganem University), 15(1)* , 102-116.
<https://www.asjp.cerist.dz/en/article/40663>
- Aqeela, B. (2018). School Guidance Counselor and his Role in Addressing the Phenomenon of School Violence. *Journal of Human and Society Sciences, 27(7), Part 2* , 751-771.
<https://www.asjp.cerist.dz/en/article/64221>
- Fatiha, B. (2018). The teacher's role in curbing the phenomenon of violence in the school environment, as high school students perceive it to teachers. *Journal of Human Sciences, (Umm El-Bouaghi University), 5(1)* , 412-433.
<https://www.asjp.cerist.dz/en/article/58819>

- Halima, S. (2016). School Violence in Algeria (Its Causes, Ways to Treat It). *Al-Jami Journal of Psychological Studies and Educational Sciences*, 3 , 61-74. <https://www.asjp.cerist.dz/en/article/33809>
- Ibrahim, H., & Others, a. (2017). The relationship of professional pressure to self-esteem of teachers of physical and mathematical education In the average curation. *Scientific Journal of Science and Technology of Physical and Sports Activities*, (Mostaganem University), (4) , 235-258. <https://www.asjp.cerist.dz/en/article/33043>
- Khadija, B., & Nazyha, B.-M. (2012). i The preventive and therapeutic role of sport to reduce school violence among secondary school students. *Scientific Journal of Science and Technology for Physical and Sports Activities*, (Mostaganem University), 1(15) , 33-43. <https://www.asjp.cerist.dz/en/article/40659>
- Khaled, A.-S. (2009). The Causes of Student Violence Behavior directed against Teachers and Administrators in Public Secondary Schools in Jordan from the Viewpoint of Students, Teachers and Administrators. *The Jordanian Journal of Educational Sciences*, 2(5), Jordan , 137-157. <https://journals.yu.edu.jo/jjes/Issues/2009/Vol5No2/art3.pdf>
- Munira, H. (2019). The culture of non-violence in sports circles, reality and expectations . *Scientific Journal of Science and Technology for Physical and Sports Activities*, (Mostaganem University), 1(6) , 142-161. <https://www.asjp.cerist.dz/en/article/91961>
- Murad, K., Youssef, L., & Badr El Din, B. (2020). Attitudes of secondary education pupils towards sporting physical activity and their relationship to their aggressive behavior. *Scientific Journal of Science and Technology of Physical and Sports Activities*, (Mostaganem University), 17(1) , 314-331. <https://www.asjp.cerist.dz/en/article/115605>
- Najwa, A. (2019). The Causes of School Violence from the Viewpoint of School and Vocational Guidance Advisors. *Al-Maqar Magazine*, (Abdul Hamid Mehri University. Constantine 2) 23(48) , 503-529. <https://www.asjp.cerist.dz/en/article/99270>
- Nasser, B., Youssef, H. B., & Zahra, B. G. (2020). Psycho-social analysis of the phenomenon of spectator violence in football stadiums in Algeria. *Scientific Journal of Science and Technology of Physical and Sports Activities*, (Mostaganem University), 17(1) , 84 -96. <https://www.asjp.cerist.dz/en/article/115590>
- Sabrinah, B. (2016). School violence (its causes, ways to treat it) . *Maarif Magazine*, 11(20) , 259-290. <https://www.asjp.cerist.dz/en/article/53452>