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Awakening against the scourge of violence and suicide in the Tunisian school context. Study conducted among Tunisian teachers to find out the causes of school violence and the control measures, practices and opinions of practices of exchanges and thoughts on suicide

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Titre

Prise de conscience contre le fléau de la violence et du suicide dans le contexte scolaire tunisien. Etude menée auprès d'enseignants tunisiens pour connaître les causes des violences scolaires et les mesures de contrôle, les pratiques et les avis des pratiques d'échanges et de réflexions sur le suicide

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Abstract

In this study, we are interested in the phenomenon of violence that has become very prevalent in the Tunisian population, particularly the school violence experienced by the use of violence between students, students and teachers or students and administrative officials and even by suicidal acts leading to death caused by the same victim. In the context of school, our interest is for teachers, who alone, in a learning situation, in front of the student who can express his or her aggressiveness in action or self-deprecation, especially in the context

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of self-discipline since Tunisian educational institutions to examine their educational roles in the prevention and fight against this scourge.

- *Through a questionnaire on the causes and origins of school violence and subsequently asking teachers how to reduce it, we used the SPSS 25 software where we categorized and coded the variables for a study. statistics revealing a complexity of causes (from society, from school, from elsewhere)*
- *Through a questionnaire on measures to combat violence, we found individual, social and general aspects in the teachers' responses where education and awareness had mobilized.*
- *We questioned the teachers and noted that they do not practice exchanges and reflections on suicide prevention.*

Keywords: School violence, suicide, causes, struggle, education, non-violence.

Résumé

Dans cet article nous nous intéressons au phénomène de la violence devenu très prégnant dans la population tunisienne, particulièrement la violence scolaire connue par l'usage de la violence entre élèves, entre élèves et enseignants ou entre élèves et responsables administratifs et même par des actes suicidaires conduisant à la mort provoquée par la victime elle-même. Dans le contexte scolaire, notre intérêt se porte aux enseignants, qui seuls, en situation d'apprentissage, font face à l'élève pouvant exprimer son agressivité en action ou en dévalorisation de soi, surtout dans le contexte d'autodiscipline installée depuis dans les institutions scolaires tunisiennes pour examiner leurs rôles éducatifs dans la prévention et la lutte contre ce fléau.

- *à travers un questionnaire relatif aux mesures de lutte contre la violence, nous avons relevé des aspects individuels, sociaux et généraux dans les réponses des enseignants où l'éducation et la sensibilisation ont été les plus mobilisées.*
- *à travers un questionnaire relatif aux mesures de lutte contre la violence, nous avons relevé des aspects individuels, sociaux et généraux dans les réponses des enseignants où l'éducation et la sensibilisation ont été les plus mobilisées.*
- *Nous avons questionné les enseignants à propos des pratiques d'échanges et réflexions sur le suicide ainsi que sur leurs avis et nous avons relevé qu'ils ne pratiquent pas des échanges et réflexions sur la prévention contre le suicide.*

Mots-clés : Éducation, violence scolaire, suicide, causes, lutte, non-violence.

ملخص

نهتم في هذا المقال بظاهرة العنف التي أصبحت ذات أهمية كبيرة في أوساط الشعب التونسي، سيما العنف المدرسي المعروف بين الطلاب، وبين الطلاب والمعلمين أو بين الطلاب والمسؤولين الإداريين وحتى من خلال الأعمال الانتحارية حتى الموت من طرف الضحية نفسها. في الإطار المدرسي، ينصب اهتمامنا على المعلمين، الذين يواجهون وحدهم، في موقف التعلم، الطالب الذي قد يعبر عن عدوانيته في العمل أو في الاستنكار الذاتي، خاصة فيما يخص الانضباط. ونبحت في دور المؤسسات التربوية التونسية للوقاية من هذه الآفة ومكافحتها.

- من خلال استبيان يتعلق بأسباب وأصول العنف في المدرسة ومن ثمة سؤال المعلمين عن كيفية الحد منه، استخدمنا SPSS 25 برنامج حيث قمنا بتصنيف وترميز المتغيرات لدراسة إحصائية كشفت عن تعقيد الأسباب (المجتمع، المدرسة، أسباب أخرى)
 - ثم من خلال استبيان يتعلق بتدابير مكافحة العنف، لاحظنا الجوانب الفردية والاجتماعية والعامة في ردود المعلمين حيث تم تعبئة التعليم والوعي.
 - كما استجوبنا المعلمين حول ممارسات التبادل والتفكير في الانتحار بالإضافة إلى آرائهم ولاحظنا أنهم لا يمارسون التبادلات والتفكير في منع الانتحار.
- الكلمات المفتاحية: التعليم، العنف المدرسي، الانتحار، الأسباب، الوقاية، الأ العنف.

1. Introduction, problematic issue, objectives and tools of the research survey

1.1. Introduction

School violence has known by the use of violence between pupils, pupils and teachers or between pupils and administrative officials of the institution. Bonicel (2013) pointed out that the school is a human community crossed / affected by a violence of two categories; the first is internal to each individual, to social groups and to the institution itself, the second external and chronic. These two types of violence paralyze the collective life of social groups within the institutions, on the one hand and between institutions and the environment on the other. According to this same author,

history and anthropology teach us that violence has channeled into language and civilized into common rules and laws. Psychoanalysis has made it possible to understand the mechanisms of violence namely, love, hatred, the illusion of power and the pleasure principle. In the school space, (in a context of self-discipline or self-management installed either in educational institutions, or in the case of distance education introduced by the use of TICE), the student expresses his aggressiveness, uncontrolled:

- In actions such as beatings, insults, the desire to impose his law on his peers, etc.
- Or self-deprecation, through strategies of failure that are expressed through dangerous games and can lead to addictive pathologies, terrorism (such as games of armed wars) or suicide (such as the game of blue fish)

Under current school conditions, in addition to parents and peers, the only person facing the student in a learning situation is the teacher whose training strengthens his / her role in identifying and manipulating violence to turn it into a lever for action and change. This justifies the choice of teachers to investigate this scourge. We present in Part 1, the framework of school violence and suicide then in Part 2, we will analyze the results of the survey to propose the means of prevention and fight against school violence and the suicidal act.

1.2. Problematic questioning

This study focuses on the causes of violence in Tunisian school; we seek to understand the processes of implementation of school violence and the role of school education in suicide prevention by answering the following questions:

- Does violence come from society? Does it come from school? Does it come from elsewhere?
- In class or school, do you practice exchanges and reflections on suicide?

- Is the teacher in favor of discussing and thinking about suicide?

The main question is to identify the origins and causes of school violence in Tunisia, and to produce recommendations for prevention and control and then to identify whether Tunisian education offers recommendations for prevention and the fight against suicide.

1.3. Objectives of the study

- Provide a quantitative approach to numerical data regarding school violence, exchanges, and thoughts on suicide.
- Identify the causes of school violence among Tunisian teachers.
- Analyze the views of institutions at the global (UNESCO) and local (Tunisian Institute of Strategic Studies: ITES). Analyze the data to produce recommendations for the prevention of violence and suicide among schoolchildren
- Produce recommendations on the prevention and fight against school violence to accompany educational policy in a public context.

1.4. Survey tool

Development and structuring of a questionnaire, directed to teachers of preparatory and secondary education. This questionnaire has developed in collaboration with the Director of Research and has written for:

- Do not disturb the inquiry with special attention
- Be accessible using clear and understandable words and phrase structures
- In addition to the collection of individual data such as gender, age, institution of work, classes taught ..., the questions are showing in Tables 1 and 2 (Section 3.2). Answers had provided anonymously following an authorization approved by the Director of Research.

2. Violence and suicide at school

2.1. School violence; is it a concept or cultural and ideological object?

The World Health Organization (WHO, 2002, p.5) has defined violence as

the threat or intentional use of physical force or power against oneself, against others or against a group or community that causes or is likely to cause trauma, death, psychological damage, poor development or deprivation.

This definition is broader to identify the meaning of the concept of violence at school. We note that the dictionary of definitions (2011) defines violence at school, as the action or omission exercised among members of an educational community (whether between students, parents, teachers / staff or staff) and, that can take place in school facilities as well as in other areas directly related to the school. According to FAPEO (Federation of Parents' Associations of Official Education) and Van Honste (2013), school violence can be verbal (insults, rumors, mockery), physical (shots, racket, physical threats), towards objects (degradations, thefts) or even symbolic (on the part of the school as an institution). Pain (2002) defines violence as violent actions or attitudes, or perceived as violent, that is to say, using directly, or indirectly, force, constraint, or allowing them, or even actions or attitudes, open or diffuse, institutional malpractices. According to this author, violence is not a concept, but a cultural object, and more than others, an ideological object are. According to Feyfant (2011), "school violence" is associated with a lack of respect for school standards and the institution that imposes them, unarmed demonstrations, as may be the ruckus of last years. It can be endemic and almost permanently prevent communication in the classroom.

2.2. Suicide, concept; voluntary act or illness

Suicide: (from the Latin Sui caedere, to kill oneself). According to (Cauet 2014, p 11), it is "the act of voluntarily giving oneself death". Suicide implies that there is death caused by the victim him/herself. It is a voluntary act. Durkheim defined suicide in 1897, as

"..., any case of death that results directly or indirectly from a positive or negative act, performed by the victim herself and that she knew to have to produce this result".

Suicide or suicidal gesture is considered a symptom in the International Classifications of Mental Illnesses (CIM) (International Classification of Mental Disorders and Behavioral Disorders of the Technical Agency for Hospital Information (ATI, 2017) and, DSM (Diagnostic and Statistical Manual of Mental Disorders) (Guelfi et al, 2003). Suicide is thus a mental pathology. Suicide or self-killing has become a public health problem (Rim Ghachem et al., 2009). According to WHO³, suicide is a scourge, that is the second leading cause of death among 15 to 19 year olds, and more deaths than wars and homicides combined. According to the same organization, it is estimated that about 800,000 suicides a year in the world and 20 times the number of suicide attempts. In the review of national health programs targeting adolescents and youth⁴ (UNFPA⁵, 2017), mental health is defined by WHO as

"A state of well-being in which each person realizes their potential, copes with the normal difficulties of life, works successfully productively and can contribute to the community".

³https://www.who.int/mental_health/suicide-prevention/infographic/fr/

⁴tunisia.unfpa.org/sites/.../Rapport%20Revue%20des%20Prog%20Sant%C3%A9%20JA.pdf

⁵<https://tunisia.unfpa.org/fr/publications?page=0%2C1>

In this same journal, we note that suicide among adolescents and young people represents 26.9% of all suicides recorded in Tunisia in 2015 according to data collected from the nine forensic services in Tunisia. Its incidence according to the age groups is respectively 02 for 105 young people from 10 to 14 years old, 3.81 for 105 young people aged 15 to 19 and, 5.32 for 105 young people aged 20 to 24 whereas the national incidence of suicide is 2.27 for 105 inhabitants. These data are quite similar to those recorded in 2014 by the Tunisian social observatory: 25.6% of suicides have been observed among 16-25 year olds, the highest rate of suicidal equivalents: clandestine migration, substance abuse, delinquency and violence. Adolescent and youth suicides contribute to the premature death burden and seriously affect the balance of families, victims and the national community. Several axes have developed to implement mental health programs and interventions. However, the findings show that the human and financial resources made available to these programs and strategies have fallen short of the need to achieve and achieve the expected activities. Programs provide few specific actions for adolescents and young people and do not include a communication strategy to improve the education of the public and lead to a real involvement of the school, the city and families in promoting the mental health of adolescents and young people.

It is in the context of the school's involvement in the prevention of suicidal acts that it is relevant and important to raise the awareness of school staff and principals and to question teachers about exchanges and thoughts about suicide. For that, two questions have been asked.

3. Methodology of research

Our analysis focuses on violence and suicide that threatens societies and is more prevalent in low- and middle-income countries (75%) according to WHO⁶. We consider violence and suicide as socio-economic and cultural scourges. The aim is to determine the role of education in preventing and protecting

⁶https://www.who.int/mental_health/suicide-prevention/infographic/fr/

young people from violence and suicide. Which explains the choice of the case study methodology, which allows a holistic analysis (Merriam, 1998) of the phenomenon of violence and suicide threatening students in a neoliberal regime that pushes its own defense by both progressives and fundamentalists. In this case study, the chosen method is particularistic (Merriam, 2009). This method is adapted to our research because it makes possible to study a particular phenomenon of violence and suicide in the Tunisian school context, gives an idea on the problems of the daily practice of the awakening against these plagues, proposes recommendations for improving educational policy, and introduces education against violence, and suicide in the school process.

3.1. The representative case of the study

The cases chosen in this work are representative of school actors according to the meaning of Hague et al. (2004) where the representative case is the most used in political science research, in our case, the areas of life including that of living together in peace and that of mental health. It is a representative sample of Central West Tunisia, consisting of 64 middle and high school teachers. The choice of Tunisia as a research site is justified because it lives in a situation of democratic transition where cases of violence and suicide of students are increasing.

3.2. The tool of the research and the experimental protocol

In the approach of the case study, various methods of data collection have realized to account for human sensitivity and complexity (Anadon, 2006). The tools used can be interviews, direct observations and document exploitation. In this research, the choice has made on the instrument of questionnaires / answers and the analysis of them. A questionnaire survey has conducted. This questionnaire respects the anonymity of the interviewee and the instructions have written using clear and understandable words and phrase structures. In addition to the

request for individual information (gender, age, work institution, classes taught, grade level ...),the questionnaire has developed around two independent variables(violence at school and suicide).For the purpose of research, the causes of violence at school,perceptions of teachers for violence at school,on means of combating school violence and their practices and opinions on exchanges and thoughts on suicide (Tables 1 and 2).

Table 1. Propose actions or measures to eradicate or reduce violence in school			
1. Is violence coming from society? Why ?	Yes	No	No Answer
Code	1	2	9
2. Is violence coming from school? Why ?	Yes	No	No Answer
Code	1	2	9
3. Does the violence come from elsewhere? From whom? From where? Why?	Yes	No	No Answer
Code	1	2	9
4. Action or Measure	Opinions or remarks		
Action 1 :			
Action 2 :			

Table 2. In class or in school do you practice exchanges and reflections on suicide?							
awakenin g	Ye s	N o	view			No Answ er	Why ?
			favorabl e	unfavorab le	Ready to introduc e it		
Exchang es and reflection s on suicide							
code	1	2	1	2	3	9	

Volunteer teachers have interviewed individually through the management of each school,and the answers have retrieved individually through this same direction.The questionnaire

completion time lasted more than two weeks on average and some interventions directly or by telephone have needed to clarify the instructions.

3.3. Collection and analysis of responses

The response analysis method adopted is deductive (Mucchielli, 2006). It has directed by categories posited a priori according to the readings of the bibliography, and, whose approach consists in the research of these categories (Dany, 2016). It has also directed in the direction of De Ketele & Roegiers (2015) because the respondent's speech corresponds to the answer to specific questions prepared in advance by the researcher to collect information relating to the specific case of this article on exchanges and thoughts on suicide in school. This method is improved by the iterative approach (Mukamurera et al., 2006), where the theory constitutes the reference of analysis, but it is enriched by an iterative process throughout the reading of the answers. Therefore, the reference categories have enriched from the significant results. This is a closed-structure survey to provide explanations of practices and opinions on teacher exchange and reflection practices among teachers. Since the sample is large (64 teachers), the analysis is both quantitative and qualitative. The quantitative part gives an idea of the proportions of the different practices and opinions of teachers; the qualitative part makes it possible to analyze the answers and to compare them to look for possible influences of the social context. The answer collection and processing tool is the SPSS 25 software. The use of the SPSS software 25 has performed by introducing the variables to the coded responses by digits. Then, the answers provided by the interviewees have recorded for each question. The results have collected in tables constructed according to the same reasoning explained below:

- The title of the table indicates the name of the dependent variable examined and corresponds to one of the indicators sought in the analysis.

- These are double-entry tables (cross-tab): an entry contains the frequencies and the percentages of the answers; the other entry includes the types of responses. All participants responded and therefore no comments have missed; which facilitated the calculation of the percentages since all the answers are valid.
- Frequency: This is the occurrence or the number of participants (the number) associated with each specific valid value of the chosen independent variable. Only valid values for which at least one occurrence appears in the database are listed in the frequency table. If no one answered "no" to a question, the table does not include this value, even if it was a possible answer choice.
- Percent: gives the proportion of people for each possible value. These percentage ratios make it easier to interpret tables and make it easier to compare results from one study to another. The calculation of the percentage has done by dividing the frequency of a response for a specific value by the total number of observations, then multiplying by 100.
- The valid percentage: is difficult to interpret because it considers both valid and missing answers. To decide the question, the "Valid Percentage" column displays percentages for only those subjects who gave a valid answer. Since there was no lack of answers, the valid percentage is equal to the relative percentage.
- • The cumulative percentage: corresponds to the sum of the percentages of the types of answers. The interpretation of this percentage makes sense when it is about an ordinal variable or when it is relevant to cumulate categories. Which is not the case for a dichotomous variable. All the dependent variables of the two questionnaires are dichotomous (yes / no, favorable / unfavorable).

3.4. Criteria of Quality of Research

Several authors in terms of scientific legitimacy and validity discuss the quality of qualitative research. According to Clénet (2007), the scientific legitimacy of a research stems from the systemic and dynamic "connections" that the researcher brings between theory and practice, and between the researcher and the respondents. As for the validity of qualitative research, Yardley (2017) relies on four criteria of validity: sensitivity to context, rigor and commitment, coherence and transparency and impact and importance. Internal validity refers to the consistency of knowledge produced by the research with its questions and objectives. It reflects the degree to which this knowledge has supported by the analysis of the data, that is, the links between the data collected and the analysis performed on these data. In this research, the quantitative approach supports the validation of the results based on a significant size of the samples (teachers) and the confrontation of the collected data. This quantitative approach consolidates the qualitative analysis and ensures its reliability by seeking the degree of stability of the results (Baribeau, 2009). Moreover, this validity is linked to the validity of the study conducted (Guerra, 2014). One of the methods used is the organization of the case study into phases, which include clear and systematic activities to achieve the purpose of the case study (eg design, case selection and protocol, collection and analysis, reports). In our research, the first phase consisted of the preparation of the questionnaires of the survey, preparation based on the literature and discussed with the research director, then validated and authorized by the head of the doctoral school. The second phase is the selection and selection of study samples: A representative sample of the west-central Tunisian region affected by the students' suicide. The third phase is the collection and statistical analysis of responses based on SPSS 25 software, it is a question of providing the quantitative data expressed in valid frequencies and percentages on the exchanges and reflections on

the suicide at the Tunisian school. The last phase is the discussion of results by identifying practices and opinions of practices on awakening to the scourge of suicide in the sample of Tunisian teachers to deduce the practices and opinions on the practices of the awakenings to the exchanges and reflections on the suicide. These modes emerging from the analysis have discussed in relation to the Tunisian context.

4. Analysis of the results of the survey

4.1. Analysis of the results of the survey on the violence at school

4.1.1. Causes of school violence

- Does violence come from society?

According to UNICEF (2018), violence is the result of a complex interaction between socio-ecological factors that cannot be attributed to a particular culture or society. These factors are rooted in the social structures that shape laws, policies, behaviors and beliefs about gender, power and authority. The answers to this question are showing in Table 3.

			Yes	No	No Answer	Total
Gender and activity of teacher	Active woman	Effective	14	0	4	18
		Percentage	77,8%	0,0%	22,2%	100,0%
	Active man	Effective	39	2	5	46
		Percentage	84,8%	4,3%	10,9%	100,0%
Total		Effective	53	2	9	64
		Percentage	82,8%	3,1%	14,1%	100,0%

The frequency distribution shows that for 82.8% of teachers, violence comes from society, 3.1%, violence does not come from society and 14.1% of teachers did not answer. These results confirm the work carried out by the ITES⁷, stating that the factors

⁷Tunisian Institute of public utility created in 1993 and deals with economic and social political studies of the country

behind this phenomenon are limited to the failure of family supervision caused by the low cultural level of the parents, and the inability to provide adequate supervision to their children, to poverty, exclusion and glorification of the elite. There are also family factors that give less time to their children's education through lack of monitoring and control of their behaviors. In addition, youth-related entertainment factors are not motivated enough to participate in cultural and sporting activities.

• **Does violence come from school?**

Factors of violence have also been embedded in institutional structures governed by sets of rules, policies and protocols.

To the question, does violence come from school; the answers have been recorded in Table 4.

			Yes	No	No Answer	Total
Gender and activity of teacher	Active woman	Effective	5	8	5	18
		Percentage	27,8%	44,4%	27,8%	100,0%
	Active man	Effective	28	12	6	46
		Percentage	60,9%	26,1%	13,0%	100,0%
Total		Effective	33	20	11	64
		Percentage	51,6%	31,3%	17,2%	100,0%

The frequencies show that 51.6% of teachers say that the violence comes from school. Moreover, they confirm the results of the ITES that indicate in its works the factors associated with school as the weak credibility of the function of the school, especially with the spread of private lessons, communication difficulties, the school climate, which can contribute to increase student behavior problems, the absence of leisure activities and entertainment, etc. While 31.3% of

teachers believe that violence does not come from school and 17.2% of teachers did not respond.

- **Does violence come from elsewhere?**

In addition, opinions, beliefs and norms within the community, interpersonal relationships and individual antecedents also play a role as risk factors for violence.

To the question does violence come from elsewhere, the answers have shown in Table 5.

			Yes	No	No Answer	Total
Gender and activity of teacher	Active woman	Effective	12	1	5	18
		Percentage	66,7%	5,6%	27,8%	100,0%
	Active man	Effective	35	4	7	46
		Percentage	76,1%	8,7%	15,2%	100,0%
Total		Effective	47	5	12	64
		Percentage	73,4%	7,8%	18,8%	100,0%

The frequency distribution shows: for 73.4% the violence comes from elsewhere, it means, other factors play a role of risk of violence. It confirms the results of the ITES what says the violence has related to other reasons that have also mentioned such as the drug addiction, vandalism, public property degradation and fraud in exam.

The teachers who participated in this survey, did not answer the questions, why? Whose? , from where? Of the proposed items.

• Conclusion

We conclude to the complexity of the causes. The context and social evolution encourage us to tackle the phenomenon of school violence on several fronts, where teacher training in human relations contributes to improving the way of doing things to be and change representations towards change. This training contributes to personal professional development to strengthen teachers' skills and enrich classroom life towards a culture of non-violence to learn to live together and in peace. UNICEF (2018) shows that recent data on school violence show that around the world, half of the 13 to 15 year-olds, about 150 million, say they have been the victim of peer violence at or near school. Just over one in three schoolchildren in the 13-15 age group has bullied, and the proportion is comparable for children involved in fights. About 720 million school-aged children live in countries where the law does not fully protect them against corporal punishment in school. At the local scale in Tunisia, following a study by the ITES (2017), overwhelming figures and alarming statistics appear on this scourge (blows, insults, threats ...) in schools and high schools in Tunisia.

- From 2012 to 2015, 67412 cases of recorded violence,
- In 2017, the ITES indicates that these figures range from 14% to 10% of violent cases in schools, stating that 75% of delinquent students are repeaters, 2/3 of whom have very low averages during the year. These values keep increasing, stating that the majority of cases have observed in cities.
- The ITES also specifies that these actions (verbal or physical) emanate in the first place from students, then from teachers and finally from the educational body.

4.1.2. Actions and measures to combat violence

School violence occupies media debates as a permanent phenomenon over time. It is a school chronicle, a phenomenon of society that must be prevented and find the means of struggle and the briefing to avoid it. Nevertheless, before presenting the

means we describe points of view on a global and local scale. On a global scale, we note Article 26.2 of the Universal Declaration of Human Rights (UN, 1948) which provides that

“Education must be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It must foster understanding, tolerance and friendship among all nations and all racial or religious groups, as well as the development of United Nations peacekeeping activities”.

We also note resolution A / 53/25 of 19 November 1998 of the United Nations General Assembly (1998) where it

“[...] invites Member States to take the necessary measures to ensure that the practice of non-violence and peace is taught at all levels of their respective societies, including in educational institutions”.

The proposal of Law A / 53/25 of 19 November 1998 quoted above aims to give our country the place it deserves for education for non-violent resolution of conflict, strengthening the culture of peace through education and creating skills that promote respect for others.

For (Roussel, 2013), there are three categories of violence prevention. The first is of type security control (CCTV, digs, portico detectors of metals). The second is of the environmental type (spacious school institutions, presence of adults, non-school activities, etc.). Finally, the third way is educational, allowing the development and improvement of living together through the acquisition of psychosocial skills that develop personal, relational, social and civic skills. These skills learned and applied at school have been used also in the areas in which the student lives. Thus, non-violence education affects psychosocial skills and it has organized in three dimensions:

- **Education for the non-violent resolution of conflicts**

This skill, which requires the development of personal and relational skills during school learning, where the pupil must intervene and speak without aggression, know how to listen actively and without judgment, understand the point of view of the other, be creative, cooperative and a good negotiator looking for solutions.

- **Education in Cooperation**

Where the student develops within the group, the competence of cooperative learning to balance the competition that encourages individualism.

- **Learning the rules, laws and consequences of non-compliance**

Where the student must know that violence has banned even if he has the reasons to have committed it.

ITES (2017) has emphasized the need to address school-based violence through a participatory, preventive and inclusive approach aimed at

- the implementation of measures to respect the laws and restore the dignity of the teaching staff,
- strengthening the security of the institution to manage conflicts and preserve social peace, by setting up technical means (surveillance cameras) and the adoption of penal policy relating to the fight against violence,
- the revitalization of school life to breathe new life into extracurricular activities, to reserve more space for sports, artistic, theatrical activities, etc., and to improve working conditions in schools,
- In addition, encouraging students to incorporate activities that display their skills.

The answers provided by the teachers questioned and concerning the actions and measures have transcribed in Table 6. From what, we note that teachers' proposals have centered around.

Table 6. Actions or measures to combat violence	
Teachers P1, 4, 7, 8, 19, 21, 28, 31, 32, 33, 35, 36, 37, 39, 40, 43, 44, 45, 46, 47, 48, 49, 50, 52, 53, 54, 55, 57, 59, 60, 61, 62, 63, 64 sont Sans réponse, soit 34 enseignants/64 (environ la moitié)	
P2	<ul style="list-style-type: none"> • Awareness of students and their families about the consequences of violence
P3	<ul style="list-style-type: none"> • Training of teachers and supervisors in the fight against violence in the family
P5	<ul style="list-style-type: none"> • Control of the environment of the school
P6	<ul style="list-style-type: none"> • Instruction and help children understand the dangers before offering them PCs, smartphones, ...
P9	<ul style="list-style-type: none"> • Parental control • Improvement through debate
P10	<ul style="list-style-type: none"> • Assistance and supervision of school children • Training of teachers
P11	<ul style="list-style-type: none"> • Responsibility of the family
P12	<ul style="list-style-type: none"> • Mise en place de mesures de protection de l'individu. • Application de la loi, mise à l'écart
P13	<ul style="list-style-type: none"> • Presence of parents. • New programs to integrate children into their environment
P14	<ul style="list-style-type: none"> • Awareness of people. to eradicate violence for non-violence
P15	<ul style="list-style-type: none"> • Surveillance, prohibition of certain environments (bars, billiards, ...). Participation des parents • Reformulation of the penal code
P16	<ul style="list-style-type: none"> • Organization of physical activity clubs to absorb energy • Organization of sessions with psychologists for violent students
P17	<ul style="list-style-type: none"> • Resolving family problems • Combat of drug and alcohol phenomena
P18	<ul style="list-style-type: none"> • Respect for children in case of dialogue
P20	<ul style="list-style-type: none"> • Control inside and outside the school
P22	<ul style="list-style-type: none"> • Awakening of conscience (equity, justice, citizenship ...). • Diversification of activities (theater, sport) • Awakening practice (health, sexuality)
P23	<ul style="list-style-type: none"> • Equality among the whole population, the practice of equality.

P24	<ul style="list-style-type: none"> • Family control of students. prevention
P25	<ul style="list-style-type: none"> • Family control. family prevention
P26	<ul style="list-style-type: none"> • Learning to know the family live. - to act on the family is to act on the whole society
P27	<ul style="list-style-type: none"> • Family education. education at school
P29, 30	<ul style="list-style-type: none"> • Awareness-media
P34	<ul style="list-style-type: none"> • Awakening of consciences (civil society, will, politics, equity, ...). • Diversification of activities (theater, sport, cinema, ..)
P38, 41, 42	<ul style="list-style-type: none"> • Cultural activities (helping students to have a good picture of life in common) • Sports activities (absorb negative energy)
P51	<ul style="list-style-type: none"> • Better control the learners • Inculcation of moral values from a young age
P56	<ul style="list-style-type: none"> • Responsibility of the ministry, the teachers • Reconstruction of the school's design and education system according to a realistic reading, diagnosis of problems, proposal of solutions
P58	<ul style="list-style-type: none"> • How to know. - How to fight

From this table, we note that teachers' proposals focus on:

- educating students and their parents about the dangers of violence,
- the mediatization
- the control and supervision of the parents of their children to prevent, in and out of school, the prohibition of certain
- cultural and sports activities,
- family and school education,
- the training of teachers and school officials (supervisors, etc.) in the struggle and education against violence: the awakening of students' awareness of health, sexuality, equity, etc., debate and dialogue, respect and listening, assistance and supervision of students, values,
- the fight against drugs, ...
- the participation of all,

- the role of authorities and educational actors in rebuilding the school according to the current social demands, new challenges
- social justice,
- penalization, regulation and law

Conclusion

We conclude that several aspects have raised to combat violence, individual, social and general aspects. Education and awareness were the most mobilized in the responses. They remain the best weapons against violence. Fighting violence through non-violence education refers to self-awareness, awareness, valuing individual potential, teacher training, participation, the emergence of the person and the improvement of the knowing how to live currently absent in the school culture.

4.1.3. Discussion on awakening to the scourge of violence

Synthetic Table 7 on Potential Sources of Violence provides a comparison and discussion of the data obtained.

Table 7. Comparison of responses on possible origins of violence				
Social origin				
	Yes	No	No Answer	Total
Percentage women	77,8	0,0	22,2	100,0
Percentage men	84,8	4,3	10,9	100,0
Total % men and women	82,8	3,1	14,1	100,0
Scholar origin				
Percentage women	27,8	44,4	27,8	100,0
Percentage men	60,9	26,1	13,0	100,0
Total % men and women	51,6	31,3	17,2	100,0
Other origins				
Percentage women	66,7	5,6	27,8	100,0

Percentage men	76,1	8,7	15,2	100,0
Total % men and women	73,4	7,8	18,8	100,0

- Without considering the lack of opinions on the causes of these origins and other possible origins, which show a lack of knowledge about these problems among teachers, the percentages obtained show,
- A higher percentage of unattended women in the three questions (about 25% of responses) reaching double the men. This seems to reflect a greater indecision of women compared to men.
- A high percentage of no students, especially women, where it accounts for about double (44.4%) yes (28%). Women reject the idea of a school origin of violence, unlike men.
- Social origins represent the highest rate especially for men (85%). However, they also think of school origins (61%).
- Finally, the opinions for both genders as to the plural origins of the violence are close but without specifying why, or especially the other possible origins.

As for the question on means of combating violence, teachers' proposals ranged from educational-formative and media awareness to law-regulated control and penalization, going through improving conditions that can cause violence like social injustices, the scourge of drugs, by creating better conditions and increasing cultural and sporting activities. These propositions, contrary to the answers to the unsupported causes, show a degree of awareness that violence can have multiple origins that it is essential to prevent by the participation of all.

4.2. Analysis of the results of the suicide investigation

4.2.1. In class or at school do you practice exchanges and reflections on suicide?

All answers to this question are valid. The results found in the cross-tab 8

Table 8. Practice of discussions and reflections on suicide at school or in the classroom

			Yes	No	No Answer	Total
Gender and activity	Active woman	Effective	3	8	7	18
		Percentage	16,7%	44,4%	38,9%	100,0%
	Active man	Effective	14	21	11	46
		Percentage	30,4%	45,7%	23,9%	100,0%
Total		Effective	17	29	18	64
		Percentage	26,6%	45,3%	28,1%	100,0%

These results show that 26.6% of the teachers practice exchanges and reflections on the suicide, 45.3% do not do it and 28.1% are not interested, and have not answered. The number of women who trade is very small (16.7%) compared to men (30.5%). Moreover, the number of unanswered is very high, much more in women (almost half).

Table 9 shows that the chi-square test has an asymptotic significance of, 375 greater than .05.

Table 9. Chi-square test

	Value	df	Asymptotic significance (bilateral)
Pearson's chi-square	1,959 ^a	2	,375
Likelihood ratio	1,986	2	,371
Association linear by linear	1,607	1	,205
N of valid observations	64		

a. 1 cells (16.7%) have a theoretical size of less than 5. The theoretical minimum is 4.78.

We conclude that in class teachers do not practice exchanges and reflections on suicide. In addition, women seem more uninterested in these issues, or they are afraid to address them.

4.2.2. Is the teacher in favor of discussing and thinking about suicide?

The results are show in Table 10

Table 10. The teacher is in favor of discussing and thinking about suicide			Favorable	Unfavorable	Ready to introduce it	No Answer	Total
Gender and activity	Active woman	Effective	1	2	2	13	18
		Percentage	5,6%	11,1%	11,1%	72,2%	100,0%
	Active man	Effective	9	2	2	33	46
		Percentage	19,6%	4,3%	4,3%	71,7%	100,0%
Total		Effective	10	4	4	46	64
		Percentage	15,6%	6,3%	6,3%	71,9%	100,0%

These results show that 15.6% are favorable to practice exchanges and reflections on suicide, 6.3% are unfavorable, 6.3% are ready to introduce it and 71.9% are disinterested and the chi-square test is show in Table 11.

	Value	df	Asymptotic significance (bilateral)
Pearson's chi-square	3,519 ^a	3	,318
Likelihood ratio	3,680	3	,298
Association linear by linear	,067	1	,795
N d'observations valides	64		
a. 5 cells (62.5%) have a theoretical size of less than 5. The minimum theoretical size is 1.13.			

The chi-square test has an asymptotic significance equal to ,318 greater than ,05 indicating a weakness of willingness to exchange. The results also show that women are less favorable to trade (5.6% =, but, those ready to introduce these exchanges in class are more numerous (11%). This is contrary to the position of men, of which, 15.6% were favorable and only (6.3%) are ready to exchange effectively.

Overall, the teachers are not favorable to practice exchanges and reflections on the suicide.

We conclude that teachers do not practice exchanges and reflections on suicide and are not in favor of practicing them in class or at school.

4.2.3. Discussion on Awakening to Suicide

Table 12 compares the percentages.

Practice of exchanges and reflection at school				
	Yes	N	No Answer	Total
Pourcentage Women	16,7	44,4	38,9	100,0

Pourcentage Men	30,4	45,7	23,9	100,0
Total % men and women	26,6	45,3	28,1	100,0
Opinions on exchanges and reflection at school				
	Favorable	Unfavorable	No answer	Ready to introduce
Percentage Women	5,6	11,1	72,2	11,1
Percentage Men	19,6	4,3	71,7	4,3
Total % men and women	15,6%	6,3%	71,9	6,3

It is showing that:

- Favorable opinions are lower (about half) than yes for the practice of exchange and reflection on suicide. Therefore, the teachers declaring to practice these exchanges and admitting to being favorable to them contradict each other. The few teachers willing to introduce these exchanges (6.3%) reinforce this.
- It is the same for very weak negative opinions (6.3%) compared to none (45.3%). Here, the percentages show that teachers do not practice this type of reflection at school, but they are not unfavorable.
- The unanswered percentages are very different between practices and opinions (more than double). The latter percentage, not knowing how to give an opinion, or fleeing the answer or disinterested, the same for both genders (72%) explains the low% of favorable opinions (15.6%), even lower for women. Teachers do not know how to answer the question, perhaps because it is unexpected, but above all because this type of exchange is not practiced in the school institution, hence the high% no and similar in both genera.

If we compare the responses by gender, two differences emerge:

- The number of women who trade is very small (16.7%) compared to men (30.5%). Moreover, the number of unanswered is very high, much more in women (almost double). This suggests that women seem more disinterested in these issues, or are afraid to address them.
- Women are also less favorable to trade (5.6%) and more unfavorable (11%), but those ready to introduce such exchanges in the classroom are more numerous (11%). This is contrary to the position of men, of whom, 19.6% are favorable and only (6.3%) are ready to exchange effectively.

Therefore, in addition to the effective strategies proposed by WHO to prevent suicide, which can be summarized as

- make it less accessible to commit suicide, such as toxic substances and weapons
- recognize and care for people with mental disorders or substance use disorders
- improve access to health and social services
- Encourage responsible behavior by the media with respect to suicide.

It is necessary to act at the educational level where the need firstly requires the integration of prevention programs and the fight against scourges such as suicide in the school curriculum. This requires teacher training for weapons of educational tools that allow them to supervise students in order to become aware of the causes of suicide. In addition, in the context of entrepreneurship between the education and school health sectors, leaders must organize awareness and awareness campaigns against the scourge of suicide.

4.2.4. Conclusion

Three conclusions have found from our survey:

- The rate of teachers reporting this type of exchange is only one quarter of the sample. It is weaker in women, facing a majority against these practices or unanswered.
- Teachers who do not know how to answer, or give an opinion, or who avoid the answer are very numerous especially when they should give their opinion on the introduction of this reflection (about 75%). This rate is also higher for women who report being less supportive of this practice.
- The reasons for this lack of interest in the question may come back to the very question that is unexpected or even embarrassing, or to the lack of training of teachers who feel helpless in the face of this type of communication, especially women.

5. General conclusion

Teachers are aware of the social impact on students about the origins of violence. However, they have little information on the causes while this issue has studied by the UN, UNICEF and at the local level by the ITES. Moreover, women reject a possible school origin and are less committed to their answers. However, when it came to struggle, the teachers were more imaginative and showed an awareness of the importance of education. The complexity of this scourge and the multiplicity of its causes require the training of teachers in this field and the integration of a school program concerning it, to be able to participate in teaching to live together by establishing a better understanding of the other and the avoidance of excessive behavior, including violence. Since teachers are aware of their educational role, which can be summed up in the fight against violence through non-violent education. Nonviolence education helps to target psychosocial skills by educating to manage conflict, to cooperate, to learn about the rules of respect and to participate in deliberation and decision-making. Which at the same time allows for a better knowledge of

oneself, a valorization of individual potentials through participation, a better governance, an awareness of the importance of extracurricular activities. An awareness of humanity, which will allow the improvement of the knowing how to live together in peace as well, school as social, currently absent particularly in the school culture.

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