

**Pupils' Mechanisms of Producing Violence  
(A Sociological Approach to Algeria's Primary, Middle, and  
Secondary Education System)**

**ميكانيزمات إنتاج العنف لدى التلميذ  
(مقاربة سوسيولوجية للأطوار التعليمية الابتدائي، المتوسط والثانوي بالجزائر)**

**ZIDAN Naima**

University of Oran2 (Algeria), zidan.naima@univ-oran2.dz

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**Abstract:**

This paper aims to study the phenomenon of violence in schools, despite being a classic matter, yet continues to exist. We aim to identify the mechanisms that drive pupils to manifest violent behavior, taking into consideration different factors such as the social and family environment, school culture, classmates, media, and virtual exposure. Children and adolescents are in a sensitive developmental stage. They are affected by these factors, which are further influenced by the socio-cultural changes and transformations taking place in Algerian society. This study examines the implications of various factors on the widespread use of violence within schools. In this sociological approach, we rely on the analysis of previous studies and observations from the field to reveal the mechanisms of violence production.

**Keywords:** violence; pupil; society; family; school.

**ملخص:**

تهدف هذه الدراسة إلى محاولة تفسير ظاهرة العنف داخل المدرسة، والتي رغم كلاسيكيتها إلا أنها لا زالت تتنامى وتتصاعد، حيث حاولنا التعرف على الآليات التي تدفع التلميذ إلى إنتاج السلوك العنيف، آخذين في الحسبان البيئة الاجتماعية والأسرية والمدرسية وجماعة الرفاق والإعلام والعالم الافتراضي التي يتفاعل معها التلميذ ويتأثر بها باعتباره طفلاً أو مراهقاً في مرحلة عمرية حساسة ولها خصائصها، بالإضافة إلى أهم التحولات والتغيرات السوسيوثقافية التي طرأت على المجتمع الجزائري، وانعكاساتها على نمو ظاهرة العنف في المدارس. معتمدين في هذه المقاربة السوسيولوجية على تحليل القراءات والدراسات السابقة والملاحظات المستقاة من الميدان، حيث نكشف عن ميكانيزمات إنتاج العنف.

**كلمات مفتاحية:** العنف، التلميذ، المجتمع، الأسرة، المدرسة.

**Introduction:**

Violence within the school environment is considered an undesirable social phenomenon, as schools are regarded as one of the most important social institutions based on law, order, and discipline. Schools are established by society to frame a socially responsible individual characterized by morals, values, knowledge, productivity, and socially acceptable behavior.

Throughout history, the educational system has been known to use punishment, especially physical punishment, directed towards pupils. This was accepted by society and was classified not as violence, but rather as a form of education in the interest of the pupil. With the advancements in the fields of psychology, educational psychology and social psychology during the 20th century, any behavior, remark, verbal, or physical action by school staff that cause psychological or physical harm to the pupil constitutes an act of violence.

The spread of violence within school environments has prompted scientific and academic studies and drawn attention from the media and politicians. The importance of addressing violence within the school environment has increased in recent decades, largely because pupils have become significant contributors to this phenomenon. This is particularly significant given that the educational system was created to benefit pupils.

Children and adolescents are known to have innate tendencies driven by their natural impulses, which can lead to behaviors such as brutality, misconduct, excitability, lack of discipline, selfishness, and lack of ethics. In such circumstances, the role of school is not limited to the transmission of knowledge, but rather to ensure the complete construction of ethical and religious values within pupil. This enables the pupils to control their physical impulses, recognize the value of work, and accept common rules, thereby possessing socially acceptable behavior (Verger, 2008, p.7).

However, the phenomenon of violence among pupils has taken a terrifying turn, especially since the 1980s and particularly in Western societies. It has also spread to other societies, including Algerian society. According to a 2016 study conducted by the Ministry of National Education, the highest percentage of violence 52% occurs in middle schools, followed by 35% in primary schools and 13% in high schools. It is important to note that 80% of violent demonstrations in these three stages occur among pupils, while 13% are directed towards

teachers (Daoudi, A. 2017). The General Inspector of the National Ministry of Education stated that the education sector in Algeria experiences 40,000 cases of violence per year, with the majority of incidents being perpetrated by pupils within schools at all levels (Echoroukonline, 2017).

Despite the fact that some studies have been conducted on this phenomenon, we still primarily examine it from the perspective of the victim, neglecting the role of the educational institution and its interactions. We impose an increasingly strict framework on pupils, demanding their full compliance with school regulations. The dramatic portrayal of violence by media, which experts have warned against, also influences people's perception of this phenomenon. The concept of violence is theoretically soft, emotionally charged, and often exploited for ideological purposes (Claire de Saint, 2012, p.125). This raises the following socio-pedagogical question: why does violent behavior manifest among pupils?

This sociological approach aims to explain the phenomenon of violence among pupils within schools. This study relies on the descriptive and analytical methodology to examine the phenomenon of violence in school environment. It takes into consideration previous studies and theories to provide a comprehensive description and analysis. In addition to defining the meanings of violence and identifying where this behavior occurred in the three stages, this study includes both direct and indirect observations of this phenomenon

## **1. Defining the most important concept**

### **1.1. School:**

Also known as educational institution, it is a specially organized environment to educate and teaches individuals and prepares them for society (Tarek Abd Raouf, A. 2008, p.152).

#### **1.1.1. Procedurally:**

From a sociological perspective and according to both Watafa and Shihab, "School is an integrated system of behavior. It is not only based on defining the its various elements, like as classes, administration, curricula and teachers, but also fundamentally depend on the systems of actions carried out by pupils,

teachers, and administrators among themselves. In addition to the interactions that take place between the school community and external institutions, like families and culture. These actions and events are related in a complex scheme of human activities that generally occur within the framework of social interaction (Watafa, A. & Jasem, A. 2003, p.20)

## **1.2. Pupil:**

A pupil" (plural: pupils) is someone who learns knowledge or craft, or a child who learns a profession or a seeker of knowledge (Al Mounjid Dictionary, 2012, p.64).

### **1.2.1. Procedurally:**

Pupil is a learner enrolled in primary, middle, or high school level.

## **1.3..Violence:**

Violence is defined linguistically as "to use force or harshness against someone or something." Violence is the opposite of kindness, meaning severity and cruelty (Al Mounjid Dictionary, 2012. p.533).

### **1.3.1. Procedurally:**

The intentional use of physical or symbolic force such as words, threats, gestures or expressions; that cause physical, psychological or economic harm to someone.

## **1.4. Violence among Pupils:**

Procedurally it is a harmful behavior exerted by pupil towards other human beings, materials, or even towards oneself within the school environment, resulting in physical, material, or psychological damages.

## **2. Manifestations of Violence among Pupil:**

### **2.1. Symbolic violence:**

Is a non-physical violence that is expressed through words, gestures, signs, or demeaning body language directed towards the victim.

### **2.2.. Physical or material violence:**

It refers to pupil causing physical harm to oneself or others within school environment via acts such as hitting, pushing, rape, or even murder.

### **2.3. Sexual Violence:**

This involves a pupil in a position of power or authority using it to commit acts such as rape, coercion into prostitution, verbal harassment, sexual gestures, and physical contact. School officials have witness older pupils assaulting younger ones. Perpetrators, particularly among males, may be of the same gender and may also target females. A study conducted by Shugrana Umm Al-Khair revealed that female pupils are subjected to verbal and physical harassment more frequently than physical violence. This is due to their presence in the school environment and prolonged interaction with their male classmates, as compared to staff or teachers (Shugrana Umm Al-Khair, 2018. p, 329).

### **3. Pupils' violence can be directed in three different directions:**

#### **3.1. Self-directed violence:**

It can be seen in the following manners:

##### **3.1.1. Depression**

Pupil may experience a state of depression where they prefer isolation within the school environment, avoiding interaction with classmates, teachers, administrative staff, and even family members. This can be attributed to external problems, such as family issues, or internal problems within the school, such as bullying by peers or non-pedagogical and poor treatment by teachers.

##### **3.1.3. Lack of Interest in Studying:**

Pupils may have learning and comprehension abilities necessary for academic achievement, but they may also exhibit a preference for laziness, bullying, and causing chaos within the school or classroom. This may be due to a dislike for school, particularly if it fails to inspire them. Alternatively, it could be influenced by social or psychological problems, or an attempt to assert oneself and seek attention. These behaviors often manifest during adolescence, leading to a decline in academic performance, eventual failure, and even dropping out of school. In addition, the societal stereotype that associates school and knowledge

with negative connotations (which is more prevalent among males than females) may contribute to academic laziness.

### **3.2. Other-directed violence:**

This type of violence is directed towards the following targets:

#### **3.2.1. Teachers:**

Pupils spend a significant amount of time with their teachers in the classroom, more so than with other individuals such as administrative staff or guards. As a result, violence against them, particularly female teachers, tends to be more prevalent. According to a study conducted by Sherifi Halima, 39.31% of violent incidents were directed towards female teachers, while only 23.44% were directed towards male teachers. This may be attributed to the physical vulnerability of females and the inferior view that male pupils have of them, which is often influenced by the stereotypical image portrayed by Algerian families (Sherifi Halima, 2016, p.66).

#### **3.2.2. Educational assistants:**

Educational assistants are the second most significant individuals who interact with pupil after teachers. They play a supervisory, educational, and organizational role; by ensuring discipline and safeguarding pupils and school property. This high level of interaction makes them a target to the pupils' violence in various situations.

#### **3.2.3. School Administration:**

Members of the school administration may encounter instances of pupils' violence during disciplinary councils or when reprimanding pupils for specific behaviors. However, it is worth noting that the highest-ranking member of the administration, the headmaster, is less likely to experience violence from pupil due to their position of authority and limited interaction with pupils.

#### **3.2.4. Classmates:**

If the pupil engages in violence against their classmates, it can be classified as either bullying or a reaction. Intentionally causing harm (whether physical or emotional) to an individual or group can provide a sense of power. Bullying can



take many forms, including psychological, physical, sexual, and racist. Emotional bullying such as verbal abuse, mockery, threats, and humiliation; whereas the physical bullying involves hitting, stealing the victim's belonging. Bullying may take a sexual form, manifesting in sexual harassment and derogatory comments made in front of others. Last but not least, racist bullying involves gestures and insults based on race or religion (Hassan Mohammed Al-Omari, 2019, p.33).

Bullying methods have evolved beyond the physical boundaries of schools and into the virtual world due to advancements in communication technologies and the increasing use of social media platforms such as Facebook, Twitter, and Instagram. The bully may engage in public defamation by spreading rumors, sharing pictures, issuing threats, or sending abusive messages. Even if the identity of the bully is revealed and they are punished, or the harmful content is deleted, it does not fully compensate for the widespread dissemination of these messages among classmates. It becomes even more challenging if the identity of the bully remains unknown, as cyber bullying can continue unabated (Hachim Mohamed, 2019, p.184).

### **3.2.5. Violence against school property:**

It refers to the pupil engaging in destructive acts such as writing on desks and walls, breaking chairs, windows, whiteboards, and other school property.

## **4. Types of Violence:**

### **4.1. Retaliatory violence:**

Refers to pupils' response to an attack they have experienced, which may include acts of violence such as physical assault, verbal abuse, property damage, or other forms of retaliation.

### **4.2. Initiatory aggressive violence:**

Refers to when pupil engages intentionally in violent behavior with the aim of harming a member of the school community, such as bullying or vandalizing school property.

## **5. Social theories explanations for pupil's violence:**

There are many social theories that explain this phenomenon:

### **5.1. Learning theory:**

This theory suggests that social interactions between individuals and their environment play a major role in learning behavior. Individuals learn by observing, imitating and following models. "Learning deviant behavior occurs through material and social reinforcement, just like any other behavior. Criminal behavior is defined as "a behavior that is differentially reinforced within an individual's cultural environment through social justifications and material reward (Ben Dridi Ahmed, 2009, p.54).

### **5.2. Symbolic interactionism theory:**

This theory emphasizes on the interactions between individuals within a community or its institutions as a crucial factor in determining individual behavior. Next, it focuses on the several interactions that occur within school environment during educational process and their outcomes. The interaction between pupils and teachers allows the latter to predict and anticipate future behaviors of them, like pupils' performance levels or the problems they may face. This may be a very positive if these behaviors are evaluated and encouraged for the benefits of pupils (Ben Dridi Ahmed, 2009, p.54).

However, the subjective attitudes and expectations expressed by teachers can have a negative impact on the emotional well-being of learners. It becomes evident when certain pupils adopt neutral, isolationist, or even hostile positions that disrupt the necessary emotional balance and harmony required for building important communication relationships. The behavior of a pupil is influenced by the expectations of their teacher, who may focus on their positive qualities and overlook their negative ones (Djadja Omar, 2015, p. 22).

### **5.3. Anomie Theory:**

The concept of anomie was popularized by Émile Durkheim's study of suicide. It refers to a state of societal chaos that arises in the absence of laws and social values. In this state, individuals are unable to distinguish between what is permitted and what is not, what is legitimate and what is illegitimate. It refers to a state of amorality, where a society lacks ethical standards that define normal behavioral patterns. Robert Merton argues that various forms of deviant behavior arise from the discrepancy or incapacity to attain goals through lawful means (Ben Dridi Ahmed, 2009, p.55).



## **6. Factors that contribute in production of pupil's violence:**

### **6.1. Social Climate:**

Building upon learning theory, which considers a child as a sponge that absorbs the surrounding culture, society becomes the first school that teaches them the dominant language of violence instead of promoting dialogue and positive communication among community members and institutions. If violence is used instead of dialogue to achieve goals, release pent-up emotions, or respond to perceived threats, children may internalize this behavior as their own. Formal schooling can become a domain where pupils resort to violent language instead of effective communication. Algerian society, especially after the violent decade of the 1990s, witnessed a decline in social order characterized by violence, intimidation, and destruction. This had a significant impact on the overall atmosphere of the society. Individuals may resort to violence as a means of achieving their goals or exerting control and dominance. The current societal climate has had an impact on the social development of children and has contributed to a higher incidence of violence in schools.

### **6.2. Social change and its impact on values:**

The transition of Algerian society from a simple traditional society to a materialistic and modern society has led to significant changes in social and familial relationships, affecting social values, including those related to authority and respect. Previously, schools and their staff, particularly teachers, were held in high regard as symbols of ethics and social values. However, this perception has changed within society. This shift has decreased the trust between teachers and pupils, causing pupils to rebel against school norms and regulations. This has led to them becoming major actors in the phenomenon of violence.

### **6.3. Social Diseases:**

Jealousy is a common trait among humans. It occurs when someone feels inferior or unequal in treatment or opportunities, whether from a specific person, entity, or social disparity. For instance, poor people may feel jealous of the rich, and unsuccessful individuals may feel envious of successful ones. Jealousy can drive individual to work on him/herself to achieve success as the ones they possess. However, if the individual fails or does not attempt to do so,

it may a complex against the envied person; which can lead to a violent behavior (either physically or symbolically). This prompted the National Ministry of Education to abolish rankings after exams and only retain the grade. However, this does not eliminate differentiation within the classroom.

One of the socialization mistakes in Algerian society is the constant comparison of children to others during their upbringing. For instance, a mother may tell her child that someone else is better than him or her, or that he or she should behave like someone else, without teaching the child to work on developing his or her own abilities. The most dangerous aspect of jealousy is envy, which involves believing that others are unworthy of what they have. This is a pathological trait that can drive an envious person to harm the envied person. Also it is a contributing factor to violence, even among pupils.

#### **6.4. Family:**

The family is the primary group from which a child derives values and receives proper social upbringing. It provides affection, security, and care. However, if the family is experiencing crises such as conflicts, disintegration, economic instability due to parental genetics, socio-psychological issues, and cultural factors, it will undoubtedly have a significant impact on the upbringing and behavior of the child.

##### **6.4.1. Unhealthy Family Upbringing and Violence:**

Some families may adopt unexamined or inherited educational methods, including authoritarian and oppressive parenting styles, such as severe physical punishment and verbal abuse. According to Hisham Sharabi (1992, p. 56), this is done to exert control and ensure loyalty over education and behavior modification. It should be noted that Algerian and Arab societies implicitly recognize the authoritarian parenting style, which can have an impact on a child's behavior, particularly during adolescence.

##### **6.4.2. Domestic Violence and the Upbringing of Violent Pupil:**

Numerous national and international studies have examined the phenomenon of domestic violence against children, highlighting its factors, manifestations, and psychological, physical, and social effects on the child. These

effects include its impact on academic achievement. Domestic violence against children can be categorized into two types:

#### **6.4.2.1. Intentional violence:**

Intentional violence refers to deliberate and directed acts of violence against a child. This behavior may take many forms, such as physical abuse, threats, insults, verbal abuse, mockery, incitement, neglect, marginalization, and hatred, rejection within the home, excessive pampering, harassment, or sexual assault.

#### **6.4.2.2. Unintentional violence:**

Refers to indirect harm inflicted upon a child. In such cases, family members do not intend to cause harm, but the tense and charged family environment affects the child. The child becomes a victim of the problems or decisions made by adults and their backgrounds. This includes economic problems such as poverty, which can deprive individuals of their basic needs and necessities, leading to a sense of social marginalization. Family stress can manifest in various ways, including social problems like tense relationships and conflicts between family members (such as parents and siblings), family breakdowns like separation or divorce, and psychological issues experienced by parents or other family members, such as extreme nervousness and mental disorders. Additionally, the cultural background of the family should not be overlooked as it can significantly impact the way a child is raised.

All these factors contribute into the creation of the child who becomes a violent pupil, with an unsound personality. A pupil who exhibits violent behavior may be using it as a means of expressing repressed emotions or as a quick reaction in a raged state. They may also seek out victims to inflict the same violence that was inflicted upon them. Hence, the pupil may consider it socially acceptable behavior. Several studies have linked domestic violence against children to violence within the school environment. For instance, a study conducted by A. M. Abdel Abdeljawad discovered a correlation between domestic violence against children and their tendency to engage in violent behavior within the school environment (Mouftah Ahmed Abdeljawad, 2020, p.731). The gender difference is evident, with female pupils tending to engage

more in verbal or symbolic violence compared to physical or material violence, which is more common among male pupils.

#### **6.5. The relation between poverty and pupil's violence:**

Poor families, who are constantly struggling to make living (particularly in societies that lack for vulnerable groups social assistance), cannot provide their children with a healthy environment that ensures their psychological and economic stability or sense of security, care, and human value that opposes violent thinking. Many studies have linked violence to poverty, either for the family or society. A poor pupil develops a sense of marginalization and inferiority and feel isolated, especially if the majority of classmates come from upper or middle-class families. Despite slogans advocating for equality and equal educational opportunities for all segments of society, the reality shows that the school institution is the first place where the pupil experiences social inequalities and a lack of equal educational and social opportunities.

The pupil who exhibits signs of poverty is more susceptible to be bullied (mockery about his/her clothes) and this provokes a reactive response such as getting into fights or experiencing depression and resentment towards this situation. This can lead to academic decline, failure, or even dropping out of school. Furthermore, marginalizing and bullying a poor pupil can result in anger towards his/her family, criticizing it, or social resentment.

#### **6.6. Communication means and pupil's violence:**

The advancement in technology has led from TV emergence to satellite broadcasting and long transmission 24h. In addition the wide spread on internet use in mobile phones and computers, that have changed ordinary life including:

##### **6.6.1. Staying up late:**

Staying up late can have negative effects especially on children and teenagers who still in the process of growing. They require at least 10 consecutive hours of sleep per night. Lack of sleep can impact not only their health and academic achievement, but also their emotional well-being and behavior, which may become more violent due to stress (Mibarki Mohamed, 2017).

##### **6.6.2. Media and Violence Culture:**

Impacts on pupils' Acquisition: Nowadays, television has become an integral part of social upbringing. Despite the positive aspects it provides to children, such as entertainment, learning, and educational programs, prolonged periods of television watching may have negative effects. The content of television, including pornography, violence, crime, aggressive behavior in movies and cartoons, news coverage about crime, and violent sports programs such as wrestling, can negatively impact children's thinking and behavior.

"The frequency of violence in television programs produced in the West has become a cause for concern in social circles worldwide" (Anthony Giddens, 2005, p.208), including Arab societies that heavily rely on Western cultural industries such as news, films, series, and advertisements. Even some talk shows have been imported, translated, and presented to the public. According to Tala Lamiya (2020), children's cartoons are composed of 70% violent and criminal content. This poses a significant and on-going threat to a group of individuals who are highly impressionable, curious, and often unable to differentiate between reality and fantasy (Tala Lamiya, 2020, p.266). Exposure to violent scenes, particularly when parents have no control over the programs their children watch, can lead to an increase in deviant behavior among children and teenagers.

Television is no longer the sole culprit in recent times. Video games and internet usage also play a role in this phenomenon. The promotion of violent behavior among pupils can be attributed to the presence of violent and inhumane scenes, as well as sexually explicit content, on social media platforms such as YouTube.

### 6.7. Drug Use:

Many secondary school pupils engage in alcohol consumption and drug abuse. According to a study conducted by Ben Dridi Ahmed (2007), the main reasons for drug abuse are as follows: 31.81% of individuals use drugs to fit in with their peers, 18.18% out of curiosity or to experiment, and 18.18% due to family problems. Other contributing factors include academic difficulties, psychological issues, imitation, and emotional problems (Ben Dridi Ahmed, 2007, p.233). Drug and alcohol abuse can cause violent behavior, leading individuals to react with quick anger, creating problems and fights, especially when they are in need of the substance. This can also lead to theft to acquire

money for purchasing drugs, and in extreme cases, even sexual assault or murder.

### **6.8. School Environment:**

A school is an official institution governed by discipline and laws, where member interactions are based on their roles. The quality of relationships within the school depends on the nature of the school atmosphere. Mahmoud Said El-Khouly's study on the relationship between school atmosphere and violence showed that an unhealthy and discouraging school environment has a negative impact on pupils' psychological, social, and academic well-being. This can lead to aggressive and violent behavior towards fellow pupils and school property (El-Khouly Said, 2008, p.199). Some aspects to consider include:

#### **6.8.1. Teacher and Classroom Management:**

The teacher is the most important person who interacts with pupils inside the school. This interaction plays a major role in determining the social relationships within the classroom. Consequently, the teacher has a certain responsibility towards preventing pupil violence, which is manifested through effective classroom management and positive interactions with pupils. Classroom management can be classified into three styles:

##### **6.8.1.1. The democratic teaching style:**

It emphasizes responsibility, positive interaction, and communication with pupils, involving them in the lesson. It is the most effective method for reducing cases of violence. In addition to the Authoritarian-Arbitrary Style and the Undisciplined Classroom Management

##### **6.8.1.2. Authoritarian-Arbitrary Style:**

This style represents an authoritarian and dictatorial teacher personality, or it may stem from fear of pupil misbehavior or a lack of control over the subject. In this case, the teacher resorts to exerting coercion on the pupil, such as preventing him/her from asking questions or participating in the lesson, along with attempting to control undisciplined through violent means. Some authoritarian teachers enjoy their control and suppression over pupil.



Additionally, marginalizing and excluding pupils based on their differences instead of considering and integrating them into the class can contribute to suppressing and demeaning them. Teachers should strive to understand and accommodate individual differences to create an inclusive and supportive learning environment. Repeated oppression, humiliation, or physical punishment in front of classmates may generate a counter-reaction. This demonstrates how pupils may react by escalating conflicts with their teacher when they feel rejected and excluded compared to their peers. This can lead them to adopt strategies aimed at undermining the teacher's authority and image, viewing it as an obstacle to achieving their own goals within the class (Hamel Mansour, 2009, p. 258).

#### **6.8.1.3. Undisciplined Classroom Management:**

It refers to the lack of control and authority within the classroom, which allows pupils to create chaos and disruptiveness, sometimes even targeting the teacher verbally or through threats or physical violence. This behavior can be seen among middle and high school pupils who try to get good grades effortlessly. Unfortunately, sometimes teachers, especially female teachers, face threats and intimidation when leaving the school. Deviant behavior, such as violence, is, according to Robert Merton, a result of the inability to achieve goals through legitimate means. Pupils who are unable to achieve academic success and recognition through the official educational system may resort to violent behavior, particularly when they perceive negativity or weakness in their teachers' character or vulnerabilities (Ben Dridi Ahmed, 2009, p.78).

Therefore, the exercise of authority in a natural and legitimate way requires the person to have a sense of responsibility. There is nothing worse than a situation where the educator loses the authority or fails to use the authority granted properly. Teachers who have lost the ability to control their classes and exercise their educational authority become victims of chaos and suffer from painful psychological experiences (Watafa, A. & Jasem, A. 2003, p.69).

#### **6.8.2. The Relationship between Management and Pupils Violence:**

The administrative staff plays a significant role in either promoting or preventing violent behavior among pupils, as they represent the disciplinary authority within the school environment. This can be seen through two approaches:

**6.8.2.1. Authoritarian Power:**

This approach involves imposing control through intimidation and deterrence, while ignoring the issues and inclinations of pupils, and failing to accommodate and guide them. This can lead to an adverse reactions or rebellion, as seen in the tragic suicide of a pupil named Walid. He self-immolated inside his classroom in response to the principal insulting him. Additionally, the researchers have witnessed numerous cases of violence against guards and administrators. For instance, a second-year middle school student stabbed an educational assistant after the latter criticized him in front of his classmates during break time. The student interpreted the criticism as an insult.

**6.8.2.2. Carelessness and laxity:**

Carelessness and laxity are not acceptable in schools. The distinguishing feature of schools as institutions, compared to other socialization institutions such as families, is the authority of law and discipline. Pupils are supposed to learn to take responsibility for their actions and understand the limits of their freedom. Neglecting disciplinary councils and diminishing their importance undermines discipline within the school environment, allowing pupils to take advantage of the opportunity to exert control over others.

**6.8.3. School building:**

The quality of the school building has a great impact on the psyche of its users (pupils, teachers and administrators), since they spend a long time inside it. The size of the school and its classrooms, as well as their cleanliness, the quality and color of the walls, ventilation, lighting, and heating system, are all important factors to consider. Additionally, common areas such as stairs, toilets, and the canteen should also be taken into account. The location of the school, whether it is surrounded by buildings or isolated, can also have a significant impact on the well-being of the school community. All of these factors can contribute to the overall pressure experienced by members of the school institution (Éric Debarbieux, 2012).

**6.8.4. Overcrowded classrooms:**

If the number of pupils exceeds the pedagogical capacity of the classroom space, which is around 1.5m<sup>2</sup> per pupil, this leads to a lack of respect for the

pupil's personal space. This, in turn, intensifies interactions among pupils, creating chaos and conflicts. Moreover, the teacher cannot give the same level of attention to all pupils. Consequently, they may not be able to assist academically delayed pupils, leading to a higher rate of school dropouts. Several studies have linked academic failure, which is influenced by the school environment, to the development of violent or aggressive behaviors in pupils (Essi Hamou & Bouhamed, 2016). Additionally, some teachers exacerbate the situation by attributing the pupils' academic failure solely to laziness and neglect.

#### **6.8.5. School Routine:**

The schooling experience is often characterized by a monotonous routine for pupils, where a significant portion of pupils at all levels attend school out of obligation. The lengthy curriculum, excessive cramming, and lectures that fail to engage pupils in an effective learning process contribute to this perception. The lack of school extracurricular activities and artistic activities such as theatre or sports competitions among schools further exacerbate the issue. Several studies have shown that no classroom activities can reduce violent behavior among pupils, and their absence or scarcity makes pupils feel like prisoners inside the school. This is evident in the way pupils rush out of the school doors as a ballot for freedom. Additionally, pupils often express continuous dissatisfaction with the school and studying. This routine can put pupils in a state of nervousness and tension, leading them to either react violently at the slightest provocation or seek relief by creating chaos, riots, or bullying each other pupils or even teachers for the sack of making fun. Numerous statements indicate that the goal of causing chaos or riots in the classroom or schoolyard is to break the routine and find entertainment or for fun.

#### **6.8.6. Bad friendship:**

Whether inside or outside of school, bad friendship has an influence and impact on the behavior of pupils, whether they are children or adolescents. It shapes their perception of themselves and their self-esteem, as they seek approval from their peers for engaging in violent behavior towards others (Boutoura, 2017, p. 109). According to a study by Misbah Amer, the peer group is one of the main factors contributing to delinquency among pupils. The study suggests that these peers employ specific methods, values, and approaches in their deviant social upbringing (Messbah Amer, 2003, p. 222).

**Conclusion:**

The phenomenon of violence among pupils reflects the extent of the crisis experienced by schools, where their sanctity has been violated, their values and traditions that distinguish them have become threatened, and their credibility has been compromised. The stakes have increased in producing a socially and morally responsible individual, as many studies have linked the school climate or environment to pupils' violence.

The school environment is not the sole mechanism for producing violence among pupils. Instead, it is the result of a culture of societal violence. When families are unable to address the situation, they contribute to the production of violent individuals themselves. In addition, the media and the internet contribute to the proliferation of a culture of violence by disseminating aggressive and violent content. This culture of violence is often associated with inadequate supervision of the programs consumed by children and teenagers. Media and internet content have also contributed to the lack of sleep, which is important for the well-being of the nervous system. The influence of negative or deviant peer groups on learning violent behavior cannot be ignored. Furthermore, the spread of prohibited substances among children and teenagers has further complicated this phenomenon.

The phenomenon of violence among pupils reflects the reality of society and educational institutions, which require in-depth studies and serious concerns to reduce this phenomenon, considering the pupils as the human capital relied upon to build and develop the future of society.

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