

The Reality of School Violence Among Students in Government Schools from the Point of View of Teachers in the Qatraneh Region

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ABSTRACT

The school is considered one of the most important institutions of socialization after the family, being the regular institution that provides education and then education for its students, continuing with them since their childhood and adolescence and even their youth. It is also responsible for regulating their behavior and maintaining their values and principles. Where it works side by side with the family to complete the process of socialization so that their students have an effective role in society, but there are some behaviors and violations that leave an impact on the student, limiting his social role and academic level, and it may have a transgressive effect on those around him. However, behavioral problems are among the most dangerous thing facing the parties to the educational process, including parents, teachers, and education officials, is the assault on property, violence directed against teachers, male and female students, cheating, theft and other negative practices that threaten the entire educational process. This study aims to identify the reality of school violence among students in government schools from the point of view of teachers in the Qatraneh Region, where the researcher conducted several studies to identify the concept of the phenomenon of school violence, its causes, and ways to get rid of it. Where the descriptive analytical method was used in this study, and it was based on distributing a questionnaire randomly to (149) male and female teachers, from different public schools in the Qatranah Region, whose total number is (295) male and female teachers. The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and it is represented digitally (5, 4, 3, 2, 1) on Ranking, and the following scale has been adopted for the purposes of analyzing the results: From 1.00 to 2.33 Low, From 2.34 to 3.67 average, From 3.68 to 5.00 large. The scale was calculated by using the following equation: $(\frac{\text{The upper limit of the scale (5)} - \text{the lower limit of the scale (1)}}{5 - 1}) / 3 = 1.33$.

KEYWORDS: VIOLENCE, SCHOOL VIOLENCE, CONTEMPORARY SCHOOL REFORM

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INTRODUCTION

The phenomenon of violence is one of the oldest and most widespread phenomena in the world, as it threatens the entity, security and stability of society. the society.

Violence is considered a deviant behavior, acquired and a disturbing social phenomenon, and violence is a complex social phenomenon that depends on more than one of the causative factors, and is not the result of a single element, but rather is the result of a group of factors and causes, because it is an individual and social phenomenon, because violence expresses a limit. The same about the nature of weakness, imbalance and contradiction in the context of the human personality that fakes this behavior under the illusion that it will provide it with the requirements and needs that are called goals (Yahya, 2002).

Society has witnessed during the past two decades many manifestations of violence, whether it was violence of individuals or violence of institutions, and this was reflected in one way or another within the school, based on the fact that the school is a social institution that is not isolated from the surrounding community, as it is a mirror that reflects the pattern of values and culture prevailing in the community in a way. Or in another, through students, teachers, and workers, and so when we try to address the phenomenon of violence within the school setting, it is a mistake to separate it from the various components of it, as the family environment, the culture of society, its conditions and transformations, and the media in all its forms play a major role in its emergence. At the level of governmental institutions or civil or private institutions, because it is a social phenomenon in the first place and its negative repercussions affect the entire society (Hussain and Hussein, 2010).

School violence constitutes the most dangerous pattern on the life of the individual and society, as the violence experienced by schools has become a major concern for several parties, the most important of which are: students, educational officials, public authorities, and civil society organizations. School violence acquires special importance because the school is the second institution of socialization, and it is the first community outside the family in which the individual interacts extensively so that the relationships with which individuals are related are multiplied, the roles they play increase and the interaction processes increase, and it works to

teach the human the foundations of life and its components. In which the student spends his day with his colleagues, and with seniors such as teachers, staff, social supervisors, psychologists and others. And “modern education is concerned with the proper growth of the student throughout all educational stages by providing the appropriate conditions for the development of his academic, moral and social skills.” (Filali, 2005: 84)

Although the school environment is a space for education and refining the child's talents, it is not without practices, some of which reach cases of violence, which constitutes an important curve at the beginning of the child's life as it affects their behavior negatively. The school faces many problems that affect its performance and its members, and this effect may extend outside the school, as it is one of the causes of delinquency among students, which may lead them to practice violence and aggression and other types of deviant behavior (Al-Nairab, 37). 2007). The student relationship has also become governed by many variables and social and behavioral influences. It was noted that the behavior of violence is not directed at each other only, but its forms have multiplied to include violence directed at teachers to school property, as well as its practice outside the walls of the school, which has become a great danger to society in a way general and individuals in particular. As a result of the global attention that this phenomenon has received, it has become a main focus for many studies and seminars held by educational organizations and bodies, which showed the existence of an average role for the school environment in school violence.

Where the researcher believes that the spread of the phenomenon of school violence threatens the health of students and affects educational institutions that carry the burden of advancing society, and school violence appears through some behavioral patterns, whether with peers or with teachers or trespassing on school property, and violence results in a lot of damage and bad effects in Schools, and these effects are not limited to physical and psychological harm to students only, but also stand in the way of teachers' efforts to achieve the goals of the educational process, which requires the school's use of many different professions and specializations that enable it to play its developmental role in order to mitigate this phenomenon.

STUDY PROBLEM

Violence is one of the problems, and indeed one of the biggest problems that stand as an obstacle to achieving sound social upbringing and sound social development, as violent behavior is one of the forms of serious social diseases that have begun to spread among adolescent youth, and there is no doubt that this problem represents a social, educational, moral, religious and legal issue. and political, which calls for attention to it within the social structure of the Jordanian society and the holistic approach to it from all the disciplines of society and the synergistic efforts of researchers to fulfill their responsibilities towards pressing society issues.

The behavior of violence spreads with various demonstrations among school students, and this behavior occupies an advanced rank among the number of behavioral problems that students suffer and that impede the educational process and disrupt the school from achieving its functions entrusted to it in society. Students of each other, and between them and other elements of the school community, and among the most common of these problems are the problems of escaping from school, lying, theft, aggression against colleagues and teachers, breaching educational systems, and disobedience to teachers, which have become the most important challenges facing the school community as they are the most common problems among students in different countries. The age stages, and therefore need great care and attention and special treatment to lead the student to a healthy mental, emotional and physical structure, so he needs someone who listens to his problems and understands them and helps him to overcome them.

The researcher generated a sense of the problem of this study through her work as a teacher in a public school in the Qatraneh District, and her feeling that there is a need to know the reality of school violence in public schools from the point of view of teachers in the QatranehRegion, and to know its causes and limit its spread, for the year (2022-2021).

Where private schools were excluded from this study.

STUDY OBJECTIVES

The main objective that the researcher was interested in during her study is to identify the reality of school violence in government schools from the point of view of teachers in the Qatraneh Region, and to identify ways to confront this reality spread in schools among different peers, and to give suggestions that benefit teachers and teachers to address the reality of school violence, and it also aims To reveal the statistically significant differences between the members of the study sample about the reality of school violence among students in government schools from the point of view of teachers in the Qatraneh Region.

STUDY IMPORTANCE

In this study, the researcher touched on a topic of great importance that cannot be excluded in the short or long term because of its negative effects on the entire community, which is the reality of school violence among public school students. The importance of this study comes through the following:

1. This study is one of the few studies, and the first of its kind in the Jordanian environment. (As per the researcher's knowledge).
2. This study may benefit from increasing the interest in the issue of school violence among students because of its negative effects on all of society without exception.
3. The results of this study may benefit officials in the Ministry of Education, school administrations and teachers to reveal the reality of school violence among students of public schools.

STUDY QUESTIONS

The current study aims to find out the main reason behind its selection and answer the following question:

WHAT IS THE REALITY OF SCHOOL VIOLENCE AMONG STUDENTS IN GOVERNMENT SCHOOLS FROM THE POINT OF VIEW OF TEACHERS IN THE QATRANAH REGION?

Several questions arise from it, the most important of which are:

-THE FIRST QUESTION: What are the most important manifestations of school violence among students in government schools from the point of view of teachers in the Qatranah Region?

-THE SECOND QUESTION: Are there statistically significant differences between the views of the study sample members on the reality of school violence among students according to the variables (gender, age, and years of experience)?

-THE THIRD QUESTION: What are the ways that can benefit teachers in confronting violence in light of the results of the study?

THEORETICAL FRAMEWORK OF THE STUDY

The most common forms of violence against children in school are the unreported forms that are often tolerated and perhaps condoned by the general public and by official policies and laws, considering that they are not worthy of study, research and discussion, despite the severe harm and negative consequences they leave. on children.

The school is a place where security, safety and protection from any harm are expected in order to preserve the well-being of children and ensure their normal growth and development, in addition to developing their cognitive and cognitive abilities.

The values of nonviolence and acceptance of others are expected to be prevalent in all educational stages; From nursery school to secondary school, this includes formal, private and non-formal educational institutions, places of religious education, vocational education centers, private lessons, and day and summer schools.

There are many and different educational and social literature that tried to give a unified definition of school violence, and this difference is due to the other theory adopted by each team.

Dubaki defines school violence as a decline in the system and its educational components, and it contains degrees ranging from indecency to murder, through sabotage and threats. School violence can be defined as the behavior practiced by the student in his school, whether against his colleagues or teachers or against school property, and those in charge of it, and it is a manifestation of school maladaptation.

(Al-Awawda, 2008, 34), violence is defined as the unlawful or legal use of force, and in the Oxford Dictionary it is stated that violence is the exercise of physical force to inflict bodily harm or interfere with the freedom of another, whether it is legitimate or illegal. Violence is also defined as a behavior that includes the meanings of severity, cruelty, reprimand, blame and others, and it may be an act or a word, while the scientific encyclopedia defines violence as every act that is practiced by a group or by a party against another individual or against other individuals through violence in deed and in word, which is a violent act. Embodies physical and moral strength (Al-Qarala, 2008, 10P)

It is also known as behavior tinged with cruelty, aggression, oppression and coercion, which is usually a behavior far from urbanization and urbanization and is known to be provoked by aggressive motives and energies, oppression and coercion.

As for the researcher's point of view on defining school violence as: "The total of socially unacceptable hostile behaviors that would negatively affect the public system of the school, whether practiced inside or outside the campus of the educational institution."

CAUSES OF SCHOOL VIOLENCE:

It can be concluded that school violence has several causes that lead to its occurrence. Among these factors, the researcher found the following:

-Family reasons, represented in socialization, family disintegration and family disputes, in addition to the patterns of parental treatment.

-School reasons, which are represented in the educational aspect, neglect of the educational aspect, authoritarian behavior that some language resorts to, with the school neglecting recreational activities.

-Economic reasons, such as poverty and the Syrian social level. The failure of the individual to obtain all his needs and necessities triggers the quasi-behaviours of artisans.

-Reasons related to the group of comrades and peers, especially in the adolescence stage, in which the adolescent is subject to the rules of the group to which he belongs, behaviors and standards that may not be consistent with the rules and standards of that teenager.

-Media reasons. The content of the media programs, and the violence programs they show, become a model for the child to follow in his daily behavior (Al-Sarayra, 2008, P67).

-The teacher is part of the school environment and has a great impact on the behavior of the students. His role has become more of a guide and a mover than a transmitter of information. He is more in contact with the students because of his presence with the students for a short time and his continuous interaction with them. The students' personalities and behavior must be affected by his personal characteristics and his method of dealing inside and outside the classroom. Especially in the adolescence stage in which students seek to imitate the behavioral models of the adults they take care of (Mizhar, Sabah Hanna, 1986, P 47046).

Al-Aqrabi study confirmed that most teenagers elect their teachers instead of their parents when they ask them to name.; A leading figure as an example for them (Aqrabi, Salwa et al., 1979, p12)

Despite all that, the teacher is one of the sources of behavioral problems in the classroom. The teacher's inefficiency, modernity in the profession, weak personality and lack of self-confidence are all things that can contribute to the emergence of such problems.

The results of an analytical study conducted by Abdullah Al-Hajri of the opinions of male and female students on the methods of controlling student behavior used in Kuwait schools showed that there is agreement among the students on their feeling that teachers cause many problems (Al-Hajri, Abdullah, 1993, P201), and these methods It helps in the conflict between teachers and students and leaves confused feelings among the students. Some of them may attribute such a conflict that occurs between the teacher and the student to the irrational thinking of the teacher. People who think irrationally often lose their senses and get very angry, when things do not go as they wish (Sadiq, Hessa Muhammad , previous reference P23), and the intellectual dualism of seeing reality is trapped between right and wrong, especially with regard to the teacher's vision, who believes that he has every right to punish the student psychologically and physically.

Psychoanalysis has proven that intellectual dualism shrinks the mental field and contributes to the decline of interests through contempt and indifference towards everything that is not a purpose of his whims and his enthusiasm is unwavering in the correctness of his thought, which leads to the projection of aggression towards the other and the practice of actions against the environment that leads to a sadistic relationship with this environment (Ibrahim, - Hassanein Tawfiq).

The relationship between the destitute and the educated in educational institutions, especially in the Arab world, is still an authoritarian, tyrannical relationship that goes in one direction and that the teacher is the center of the educational process at a time when the student should be the center of the educational process (Salman, Mahmoud Muhammad, previous reference, p23).

The educational situation is a reflection of the relationship of the dominant with the controlled, and this is reflected in the way information is given, which is represented by indoctrination, which is a clear model for this compulsive relationship. A dangerous habit (Hegazy, Mostafa, 1986, p78)

The imbalance between education and upbringing:

Since its establishment, the Ministry of Education has preserved the term "education" in its belief in the educational orientation of education.

Education is the strategic bet for the educational process, but with this it must be acknowledged that there is a gap and a gap between the role of education and its educational goal. In this regard, it is not necessary to detract from the role of the educational institution, which continues to this day to play an active role in raising and educating generations, but this institution alone cannot bear the whole burden, in light of the development of factors contributing to education, especially the phenomenon of parents' resignation and being affected by the negative manifestations presented by the means of communication And the emergence of new forms of behavioral deviation such as drugs, terrorism and violence... Rather, civil society organizations should be assigned the role of the school as well. This is in addition to searching for a more effective way to activate the role of social work cells and offices for listening and dialogue with students and parents and to enhance the concept of school accompaniment, and between this and that, the imperative to develop school life and cultural activity must be acknowledged.

Among the factors that contributed to the phenomenon of school violence as well:

-Absence of field work in the field of studying violence, which is based on statistical and investigative work that identifies its spatial and temporal outbreaks.

-The void of external time for students and the spread of the phenomenon of the presence of some spaces, such as cafes and others, that emit toxins with the material they expose.

-Pupils gather in front of the institutes in between lessons, and some strangers are inserted among them, as well

as the vacuum created in the exploitation of this external time and the creation of educational and cultural tributaries by the authorities near educational institutions. All are factors for the emergence of such manifestations of violence and strange behavior in the educational environment.

The school is not a source of violence, but it is a reflection of violence in society, which is violence that starts from “the family whose members directly resort to violence as a solution to any disputes that occur within this social component.

The ineffectiveness of the methods used by the school to confront violence by being satisfied with disciplinary measures, and in some cases bringing them to justice, as it is necessary to in-depth research of the problem by finding mechanisms to accompany these children and adolescents, especially those who suffer from social problems within their families, which are the problems that affect them while they are in educational institutions.

Three-quarters of the students involved in deviant behavior are repeaters, and two-thirds of them have poor results during the school year.

TYPES OF SCHOOL VIOLENCE:

Violence is a dichotomous phenomenon, with various causes and manifestations, and its most prominent forms are:

- Self-violence with a tendency to deviate (smoking and drugs).
- Violence towards others (student, teacher).
- Violence towards the surroundings and equipment (writing on the walls and tables, breaking tables and chairs, blackboards, toilets and other harmful negative actions).

1-VERBAL VIOLENCE

In its entirety, it is linguistic violence, deviating from the rules and the normal language of use, and is divided into a category that contains insults with sexual overtones and a category that includes religious insults. These phenomena were explained by sociology with the loss of social scruples and the weakness of the educational role in light of the change in the image of role models, and psychology explained by suppression.

2-NON-VERBAL VIOLENCE

By demeaning others, mocking them, ridiculing them, neglecting, separating and discriminating.

It also includes kinetic violence through inappropriate movements, intimidation and inclination to violent groups. Sometimes the violence is from some members of the educational family. (Mockery of the weakness of the student, the adoption of comparing irony, the threat of failure, and the student's notice of permanent failure).

With the emergence of a dangerous form of violence that is practiced within the school environment, namely, political, ideological and ideological violence, which has begun to escalate in recent times.

3- EMBODIED VIOLENCE

Embodied violence is any writing or drawing that includes sexual or racial overtones, committed by students on school walls, inside toilets, or on the covers of their books and notebooks. They are means directed either to their colleagues who are considered “enemies” to them or to their professors and teachers. These writings and drawings usually include threats that amount to “revenge,” defamation and incitement against students and teachers. Schools into an arena of confrontations between them.

4-VIOLENCE TOWARDS ONESELF

It appears in the tendency to isolation and excessive depression and the feeling of its owner that he is an outcast, and sometimes extremism with oneself reaches the point of suicide when one feels that his life is in vain. This is because of the weak framing and the absence of a culture of dialogue and considering success in life more important than success in studies, and it is today one of the most dangerous types of violence in front of the increasing phenomenon of suicide in the school environment.

And when we witnessed recently (June 26, 2022), a student was attacked and violent by her classmates, as the Ministry of Education said that it is following up on the incident of a student in the tenth grade who was said to have “tied her and threw her on the roof of the school.” Meanwhile, the Public Security Directorate announced that it was investigating a complaint submitted to it in this regard, specifically through the East Amman Events Directorate.

In addition, the media spokesman for the Ministry of Education, Dr. Ahmed Al-Masa’fa, explained the details of the incident that took place in a school in Amman, and a wide controversy erupted around it, after commentators on social media claimed that the female students “injected” their female colleague with “an anesthetic needle”, and activists also circulated that The tenth-grade student, after being subjected to violence by her classmates, was in a state of shock and could not speak as a result of the severe violence she was subjected to.

Al-Masafa told Al-Ghad that the incident occurred inside a school in the capital, Amman. He stressed that the Ministry of Education rejects any form of violence between the students themselves, noting that the school administration will follow up the details of what happened with one of the students, and he stressed that the appropriate action will be taken after revealing the details of what happened. He added that a visit will take place

from the Directorate of Education to which the school belongs as soon as possible to find out the facts of the incident and pointed out that the students are always an example of commitment and cooperation among themselves, pointing out that what happened in the school is an individual incident that does not represent the disciplined behavior of students.

In recent years, the frequency of violence in schools has increased, as both the student and the teacher have become victims of verbal or physical violence in educational institutions, which made sociologists sound the alarm and search for the reasons for the rise in violence in schools, and some of the proposals that we see are capable of treating this phenomenon and reducing its spread we mention the following:

1. Spreading the culture of tolerance and renunciation of violence, and spreading the culture of listening and communication between students among themselves and between teachers and students, and raising children from a young age on it.
2. Organizing meetings with parents to show the methods of dialogue and to give the child a space to express his opinion and thus listen to him.
3. Restructuring cultural and sports activities and adopting motivation to discover and encourage talents, establishing a culture of success in life.
4. Education in the arts of communication.
5. Social prevention by improving the harsh social conditions in which groups exposed to violence and delinquency live.
6. Reviewing the school discipline system to become a preventive and not punitive behavioral modification system, intensifying listening sessions and enhancing the student's self-confidence and awareness of his positive aspects.
7. Inclusion of lessons in educational psychology for teachers.
8. Activating the role of parents and competent associations in civil society and taking care of the institution's project and priority institutions.
9. Greater activation of the role of the social counselor, by limiting the students who have repeated aggressive behavior so that we can deal with them, and know the reasons for their behavior.
10. The need to pay attention to preparing preventive programs to reduce this phenomenon and activate it by holding seminars and lectures to familiarize students with the concept of violence, its forms and manifestations and how to deal with it.
11. Intensifying social counseling and preventive awareness classes through school magazines and wall posters to sensitize students and immunize them from the tendency to violence.
12. Establishing parents' councils to build bridges of communication between parents and the educational family and to constantly follow up on cases of absence and malfeasance and to provide parents with a realistic picture of the level of their children while addressing private lessons.
13. Strengthening the preventive aspect in schools, by activating the daily supervision program on student attendance and perseverance, and working to avoid empty hours or irregular schedules.

PREVIOUS STUDIES

The researcher reviewed the literature and previous studies to research the reality of school violence among students through several studies:

The study of Al-Rafi'i and others (2013) This study aimed to identify the extent of violence, reveal its manifestations and forms, determine its causes, and know the effects of violence in the secondary stage in Medina from the point of view of student counselors. The study used the questionnaire as a tool for research, and the study sample consisted of all secondary school counselors. The study found that the manifestations of school violence in the secondary stage in Medina were of a weak degree, while the responses of the study sample members to the effects of school violence in a high degree.

Al-Osmani study (1434) revealed the level of violence and moral development and the relationship between them, and the differences according to grade, age and specialization. School violence ranges from medium to high, and there is a negative and statistically significant correlation between school violence and moral development.

The study of Hanna and others (2012) attempted to identify the procedural methods used in confronting the phenomenon of school violence in general secondary schools in Egypt. The United Kingdom and the United Kingdom, and this perception was represented in the development of some procedures for school administration and some procedures for teachers.

Al-Sabban study (2011) aimed to reveal the experiences of family and school violence among middle and secondary school students in general education schools in the Holy Capital. The study applied the scale of violence experiences and the study sample consisted of (860) female students. It was also found that there are differences between female middle and high school students in the dimension of violence from female colleagues and in the dimension of physical violence in favor of middle and secondary school students as well.

Study (Fawzi Ahmed bin Dreidy, 2007) The researcher Fawzi Ahmed bin Driri conducted a field study entitled Violence among students in the secondary stage, where the total sample size was 180 students, in two secondary schools in the state of Souk Ahras, and this study revealed the following results:

- 1- The spread of the phenomenon of violence due to the existence of psychological family problems and even at the overall social level that the student is going through.
- 2- Exposure to the structures of the institution by observing the two institutions, and this is the result of several factors, the number of which are the students, and they are summed up in the subjective factors and external factors represented mainly in the students' feeling of the injustice imposed on them through the interrogations held with the students, and it was found that most of the actions they did through sabotage The equipment and structures resulted in a deep feeling that they were oppressed and oppressed by the administration, especially by some of the people concerned on their part. Their behavior came as a reaction to this feeling, as it is considered direct revenge for what they were subjected to and considered it a great insult to them.
- 3- What confirms this result is the arrangement adopted by the students when they were asked the question about the things that they hate the most in their institution, so 50 of the sample members agreed on hating the administration, which provides the ideal conditions to fall into violent behavior that will be issued by the students tightening the administration, (Fawzi Osama Ben Meridi, 2007, from 75).

Study Safaa Adel Madbouly Rashid (2010) .A study entitled the problems facing children who are victims of domestic violence in the child help line and indicators for a proposed program to confront them from the perspective of general practice in social work. Is there a correlation between the manifestations of domestic violence? And the problems faced by children who are victims of domestic violence? Using the scale of manifestations of domestic violence directed against children, the scale of problems facing children who are victims of domestic violence, and statistical treatments, which were applied to a sample of (64) children. The study was applied to the civil associations that participate in the Child Helpline Project of the National Council for Childhood and Motherhood in Qalyubia Governorate, in the Cooperation Association in Shubra El-Kheima and the Aal al-Bayt Association in Qalyoub. Data was collected from the first of January 2010 to 15/2/2010, and the study concluded that their Correlational relationship between the problems faced by children and the studied manifestations of violence.

Study by Abeer Hassan Ali Al-Zawawi (2011) A study entitled A proposed role for the community service specialist in alleviating the problems of domestic violence in the rural community. The study aimed to identify the effects of the husband's practice of violence against his wife on their male children in the rural community, by answering a group of the questions, including what triggered the husband's violence against his wife on their male children? Using a questionnaire that was applied to social workers working in family guidance and counseling offices in Kafr El-Sheikh governorate, which was applied to a sample of (300) specialists. A month from 1/11/2010 to 1/12/2010, and the study concluded that there are results, the most important of which is the children's acquisition of trends towards violence by 100% and poor academic performance as a result of quarrels and violence practiced by the father with the mother and the children running away from homes for long hours by 96 percent 67%.

THE APPLIED FRAMEWORK OF THE RESEARCH (THE STUDY)

THE LIMITS OF THE STUDY

OBJECTIVE LIMITS: the reality of school violence among students.

TIME LIMITS: The study of this research was conducted in the year (2022-2021).

SPATIAL LIMITS: This study was conducted in public schools in the Qatraneh District.

HUMAN LIMITS: This study was conducted on (149) male and female public school teachers in Al-Qatrana District.

Determinants of the study: This study was limited to male and female teachers who work in public schools in the QatranaRegion, for the year (2021-2022).

The generalization of the study results depends on the validity and reliability of the study tool.

METHODOLOGY AND PROCEDURES:

METHODOLOGY:

The descriptive (analytical) approach was used to study the reality of school violence among students in government schools from the point of view of teachers in the QatranehRegion.

STUDY POPULATION AND SAMPLE:

The study population consisted of male and female public school teachers in the Qatraneh District of the Karak Governorate for the academic year 2021-2022, numbering 149 male and female teachers working in government schools affiliated with the Ministry of Education.

STUDY SAMPLE:

The study sample of male and female teachers in government schools, which represents the original population of the study, was chosen randomly, where the sample size was (149) male and female teachers out of the total number of male and female teachers (295).

STUDY DIMENSIONS:

The study includes the following variables (dimensions):

1-THE INDEPENDENT VARIABLES ARE:

A- **GENDER:** (male) and (female).

B - **YEARS OF EXPERIENCE:** It has three levels (10 years or less, 20-11 years, more than 21 years).

C- **AGE:** It has three levels (30-22 years, 40-31 years, 41 years and more).

2- THE DEPENDENT VARIABLE IS:

- The reality of school violence among students in government schools in the Qatraneh district of the Karak governorate from the teachers' point of view.

STUDY TOOL:

After reviewing the literature and previous studies related to the issue of the reality of school violence among students in government schools, the researcher used a tool to measure the variables present in the current studies). Where the researcher designed a questionnaire directed to male and female teachers in public schools in the Qatraneh District, whose total number is (295) male and female teachers, where 149 questionnaires were randomly distributed to them, to identify the reality of school violence among students, and ways to confront and get rid of it. She prepared the questionnaire and tested its validity and reliability in line with the study sample to which the questionnaire was directed.

THE QUESTIONNAIRE CONSISTED OF TWO PARTS:

- **PART ONE:** Primary variables, which are nominal, independent and ordinal variables, and included the following data: (gender, age, and years of experience).

- **PART TWO:** The main study variables, which are the dependent variables, included the basic data and consisted of (30) questions for the study sample questionnaire to measure the reality of school violence.

Where they were graded according to a five-point Likert scale (to a great degree, to a great degree, to a moderate degree, to a little degree, to a very little degree).

STATISTICAL STANDARD:

The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and it is represented digitally (5, 4, 3, 2, 1) on Ranking, and the following scale has been adopted for the purposes of analyzing the results:

From 1.00 to 2.33 Low

From 2.34 to 3.67 average

From 3.68 to 5.00 large

The scale was calculated by using the following equation:

(The upper limit of the scale (5) - the lower limit of the scale (1)) / The number of required categories (3)=(5-1)/3 =1.33

And then add the answer (1.33) to the end of each category.

THE STUDY SAMPLE:

**TABLE (1): FREQUENCIES AND PERCENTAGES ACCORDING TO THE STUDY VARIABLES
 THE FIRST QUESTION: WHAT ARE THE MOST IMPORTANT MANIFESTATIONS OF SCHOOL
 VIOLENCE AMONG STUDENTS IN GOVERNMENT SCHOOLS FROM THE POINT OF VIEW OF
 TEACHERS IN THE QATRANEH REGION?**

	Category	Frequency	Percentage
Gender	Male	50	33.6
	Female	99	66.4
Age	22-30	45	30.2
	31-40	73	49.0
	More than 41	31	20.8
Experience	Less than 10	71	47.7
	11 -20	61	40.9
	More than 21	17	11.4
	Total	149	100.0

To answer this question, the arithmetic averages and standard deviations of the most important manifestations of school violence among students in public schools were extracted from the teachers' point of view in the Qatranah Region, and the table below illustrates this.

TABLE (2): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE MOST IMPORTANT MANIFESTATIONS OF SCHOOL VIOLENCE AMONG STUDENTS IN GOVERNMENT SCHOOLS FROM THE POINT OF VIEW OF TEACHERS IN THE QATRANEH REGION, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC AVERAGES

Rank	NO.	Item	Arithmetic Mean	Standard Deviation	Level
1	19	His classmates share the noise in class	3.62	1.056	Average
2	25	He resorts to insulting everyone who is exposed to him	3.38	1.044	Average
3	24	kicks or pushes the person who teases him	3.37	1.117	Average
4	1	Makes annoying noises	3.36	1.086	Average
4	20	He controls his colleagues	3.36	1.079	Average
6	18	He interrupts his colleagues when they are talking	3.32	1.041	Average
7	4	He responds to the harassment of others with promises	3.31	1.126	Average
7	14	He calls his colleagues undesirable names	3.31	1.168	Average
7	23	He resorts to force and violence to regain his possessions	3.31	1.102	Average
10	13	He tries to impose his control on his colleagues	3.28	1.091	Average
10	15	Participates in a riot at school	3.28	1.144	Average
12	10	He practices offensive style on his teammates	3.25	1.150	Average
13	29	bullying weak students	3.21	1.206	Average
14	28	He argues with others to impose a banner on them	3.19	1.095	Average
14	30	Writes on the doors or walls of the school	3.19	1.216	Average
16	26	He underestimates students who disagree with him	3.16	1.066	Average
17	3	He threatens his colleagues for the slightest reason	3.15	1.182	Average
18	8	He threatens and threatens others	3.11	1.163	Average
19	22	He despises others, makes fun of them	3.10	1.095	Average
20	7	Threatens movement signals	3.06	1.181	Average
20	16	trying to escape from school	3.06	1.275	Average
22	17	He likes to mingle with his teammates	3.04	1.120	Average
22	27	obstructs or intimidates others	3.04	1.138	Average
24	11	Underestimate the achievements of others	2.98	1.049	Average
25	9	He hates his classmates	2.88	1.196	Average
26	12	He rips other people's books and notebooks	2.85	1.259	Average
27	5	He rejoices when he sees things destroyed	2.80	1.168	Average
28	2	It destroys school furniture	2.75	1.202	Average
29	6	He likes to watch violent movies a lot	2.61	1.218	Average
30	21	Uses sharp objects against others	2.60	1.314	Average
		Total	3.13	.876	Average

Table (2) shows that the arithmetic averages ranged between (2.60-3.62), where paragraph No. (19) states that "his colleagues participate in the noise inside the classroom" came in the first place, with an average of (3.62), while paragraph No. (21) and its text "Uses sharp tools against others" in the last rank, with a mean of (2.60). The arithmetic mean of the most important manifestations of school violence among students in government schools from the teachers' point of view in the Qatranah Region as a whole was (3.13)

THE SECOND QUESTION: ARE THERE STATISTICALLY SIGNIFICANT DIFFERENCES (A = 0.05) BETWEEN THE VIEWS OF THE STUDY SAMPLE MEMBERS ON THE REALITY OF SCHOOL VIOLENCE AMONG STUDENTS ACCORDING TO THE VARIABLES (GENDER, AGE, AND YEARS OF EXPERIENCE)?

To answer this question, the arithmetic averages and standard deviations of the reality of school violence among

students were extracted according to the variables of gender, age, and years of experience, and the table below shows that.

TABLE NO. (3): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE REALITY OF SCHOOL VIOLENCE AMONG STUDENTS ACCORDING TO THE VARIABLES OF GENDER, AGE, AND YEARS OF EXPERIENCE

	Category	Arithmetic Mean	Standard Deviation	NO.
Gender	Male	3.02	.998	50
	Female	3.19	.807	99
Age	22-30	2.96	.871	45
	31-40	3.15	.949	73
	More than 41	3.34	.651	31
Experience	Less than 10	2.99	.897	71
	11 -20	3.23	.905	61
	More than 21	3.35	.577	17

Table (3) shows an apparent discrepancy in the arithmetic averages and standard deviations of the reality of school violence among students due to the different categories of variables of gender, age, and years of experience.

TABLE NO. (4): TRIPLE VARIANCE ANALYSIS OF THE EFFECT OF GENDER, AGE, AND YEARS OF EXPERIENCE ON THE REALITY OF SCHOOL VIOLENCE AMONG STUDENTS

Contrast Source	Squares Sum	Freedom Degree	Squares Mean	F Value	Statistical significance
Gender	1.785	1	1.785	2.352	.127
Age	.338	2	.169	.222	.801
Experience	1.045	2	.523	.689	.504
Error	108.534	143	.759		
Total	113.646	148			

It is evident from Table (4) that:

- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, where the value of F-value amounted to 2.352, and with a statistical significance of 0.127.
- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of age, where the p-value amounted to 0.222 and with a statistical significance of 0.801.
- There are no statistically significant differences ($\alpha = 0.05$) due to the effect of years of experience, where the value of P is 0.689, with a statistical significance of 0.504.

CONCLUSIONS AND RECOMMENDATIONS:

Through the foregoing, the researcher revealed several results, the most important of which are:

1. Violence is no longer confined to a particular school or region, but rather has spread in a dangerous and epidemic manner, and acts of school violence have recently escalated and taken different forms and forms.
2. The need for school reform is more urgent these days than ever before.
3. Violence is a global phenomenon or a disease that has spread in the structure of society.
4. Students were affected by bad companions in some schools.
5. The educational neglect of the parents and the lack of interaction of cooperation between the family and the school.

RECOMMENDATIONS

- 1- Educating the local community about the causes of school violence and how to positively deal with their children.
- 2- Activating the democratic approach in the dealings of the administrative and teaching bodies with students
- 3- Involve students in dealing with the phenomenon of violence.
- 4- Activating the role of the school media through school radio and the official media in resisting the phenomenon of violence among students.
- 5- Activating extracurricular educational, sports, cultural and social activities and consolidating cooperation among students.

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