

RESEARCH ARTICLE



Modern strategies to address school violence

Dr.Sherin Hassan Mabrouk Zedain^{1*} | Dr.Rania Mohammed Abdul Jawad²

¹Assistant
Professor,Self-Development
Department,Deanship of
Preparatory Year&Supporting
Studies,Imam Abdulrahman Bin
faisal University,KSA

²Associate Professor,
Self-Development
Department,Deanship of
Preparatory Year&Supporting
Studies,Imam Abdulrahman Bin
faisal University,KSA

Abstract

The second school environment after the family where the child continues to grow psychological, social and prepared for future life, they play a pivotal role in the community and to be able to perform the educational function must be a safe environment is available, someone, from various studies that the psychological climate and Educational positive at school helps in psychological development and social and acquire behavioral patterns normal, but the phenomenon of violence in some schools have made it a non-secure environment where the child feels fear of insecurity, Valmlahz in recent years about the growing phenomenon of violence in educational institutions in all societies, which pay greater attention to studying this topic phenomenon because of its negative effects on the individual and society as a whole. And for the purpose of reducing the phenomenon of school violence found many programs and strategies that are used to help students reduce the unit's aggressive and thereby reduce violence in schools because of early intervention to prevent school violence can lead to reducing the severity and therefore the negative effects of it, and so through the concerted efforts of all educational institutions to develop new strategies to address school violence, and here came the problem of the working paper, which is based on the fifth axis in the scientific meeting (about education without violence).

Keywords: Modern strategies- school violence

1 | INTRODUCTION

With the increase in violence in schools around the world, and the significant quantitative and qualitative development witnessed by the educational self-research, and the decline of the belief in the traditional theory supported by the idea of violent discipline as a remedy for the behavior of students undesirable, with the

aim of achieving school discipline, in preparation for creating a suitable classroom environment that allows the completion of educational tasks easily.

The psychological reality of the students emphasizes the need to commit to providing a large amount of support to perform the study tasks. This requires the ability, and great effort of the teacher to understand the reality of support that is associated with achieving the student's vision and ability to communicate,

openness, and participation based on the use of various strategies by the teacher enable him to create important effects on practice in class and problem solving.

Therefore, the problem lies in often unfair classroom interactions that reflect the teacher's inability to create an appropriate, understanding and safe classroom environment.

Can we talk about real practical solutions independent of a real understanding of what violence is, what it is and its development, so that we can formulate the right strategies for confronting violence?

It is certain that the right start to the treatment of any phenomenon that passes through its understanding and the knowledge of its causes, so understanding the violence and its justifications will give us the ability to properly direct and hence it can be the starting point by highlighting anger. It is impossible to get rid of anger because it is part of the basic ammunition of emotional life, it is a natural emotion like all emotions is healthy in itself like other emotions, but it is necessary to direct anger as an energy to make it creative and without being destructive.

2 | DEFINITION OF VIOLENCE:

It is defined as an abusive behavior consisting of denying others as a value similar to the ego or of us, as a value worthy of life and respect, and based on the exclusion of the other, either by devaluing its value or turning it into a follower or by denying it outside the arena or by filtering it morally or physically.

It is also defined as "aggressive behaviour or act by a party that may be an individual, group, social

Supplementary information The online version of this article (<https://doi.org/10.15520/jassh.v6i6.496>) contains supplementary material, which is available to authorized users.

Corresponding Author: *Dr. Sherin Hassan Mabrouk Zedain*

Assistant Professor, Self-Development Department, Deanship of Preparatory Year & Supporting Studies, Imam Abdulrahman Bin Faisal University, KSA

Email: shmabrouk@iau.edu.sa

class or State with the aim of exploiting another party within the framework of an unequal economic, social or political power relationship with the aim of causing material, moral or psychological harm to an individual, group, social class or state".

If violence involves the injury of the other and is accompanied by abuse by hand or tongue, i.e. indeed by the word, it contains three elements (hatred, marginalization, deletion of the other).

The same applies to the power used, which spreads fears and damages that have a painful impact on individuals in the social, psychological and economic aspects that are difficult to treat in a short time, thus destroying the security of individuals and the security of society.

3 | CAUSES OF VIOLENCE:

Most psychosocial studies agree that violence behaviour at the individual or collective level is an acquired habit formed by the individual early in his life through personal and social relationships and through socialization methods.

4 | FIRST, FAMILY REASONS:

The family is the main source of school violence. The first years of a child's life are the years that determine the general framework of the human personality, and since conflict and political and military violence are characteristic of the Arab region in general for many generations, the effects of this have moved on the Algerian family in particular, and the severity and cruelty are penetrating the fabric and orientations of the socialization of the Algerian family in raising its children.

This is if we are talking about the severity, cruelty and violence from the perspective of the cultural heritage, but in relation to the present and the recent past, we are in the process of a father who cannot provide the requirements of basic needs, experiences stress and pressure, and a helpless mother who is helpless and helpless every day, all of this reflects and displaces the child in one way or another, and

the child here feels all that and feels that the source of power has a permanent helplessness. During this, the child is subjected to neglect, marginalization and lack of feeling of emotional warmth, in addition to the constant quarrel and usually sees that his father resorts to solving his problems in a violent way, and since the behavior is not only a product of the current situation, but is the result of experiences, feelings, feelings and environmental, psychological and social effects former and present if the child transfers all this to school to then occur interaction between the previous and current factors to generate the behavior of the child's violent school behavior.

It can be summed up in the following:

- Methods of false upbringing such as cruelty, neglect, emotional rejection, discrimination in treatment, the treatment of violence, the intellectual oppression of children through education based on defect, halal and haram, without providing an explanation for this - discrimination in treatment among children.
- Loss of tenderness as a result of divorce or loss of a parent.
- The feeling of family instability as a result of the many family quarrels and the threat of divorce.
- The family's failure to satisfy the material needs of its children as a result of the low economic level.
- Many family members have found through numerous studies that there is a relationship between the number of family members and the behaviour of violence.
- The housing environment, the family whose members live in a crowded place of residence tends to adopt violent behaviour as a means of solving their problems.

5 | SECONDLY, SOCIETAL REASONS:

- Culture: Culture here means all ideals, values, lifestyles and ways of thinking in society, if the

prevailing culture is a culture in which negative phenomena and rivalries abound and violence is glorified, the individual will become violent.

- The society is considered as an integrated system that affects and influences its different aspects in the family pattern affecting the pattern of education and the pattern of information affects the family and so on, if violence prevails in the family will affect the school and so on.
- Marginal: Marginalized areas deprived of the most basic human rights and as a result of their population's frustration sought to adopt and even glorify violence.
- Poverty: Poverty is one of the important causes of the spread of violent behavior as a result of the poor class's sense of injustice, especially in the absence of a philosophy of social solidarity and in the absence of the inability to satisfy the constant needs and frustrations of the members of this class.
- A community environment dominated by uncertainty, lack of justice, equality in achieving goals and the feeling of the individual being a victim of coercion and oppression.
- A turbulent political climate dominated by a blurred vision of the future.
- Invasion and occupation, violence breeds violence.

6 | THIRD, PSYCHOLOGICAL REASONS:

- Frustration usually directs violence towards the source of frustration that prevents the achievement of the goals of the individual or group, whether material, psychological, social or political.
- Deprivation is due to the unsatisfying of the material and moral needs and motives of individuals with the feeling of individuals' lack of equity in distribution.

- Trauma, disasters and crises, especially if psychosocial support is not provided to mitigate the effects of post-crisis or post-traumatic stress.
- Modeling pupils learn from adults, especially if the model has an impact on the life of the child, such as the father or teacher.
- Exposure of the person to violence, violence generates violence directly on the source of aggression or the violent person carries out the displacement or transfer of another source related to the source of violence.
- Self-protection when a person is threatened physically or morally.
- The love of appearing in adolescence, especially if the social environment values violent behavior and considers it a criterion for masculinity and domination.
- Free time and lack of activities and alternatives through which excess energy can be discharged.
- Violence is often caused by individuals who are weak in controlling their motivations when they are exposed to difficult situations, leading to violent behaviour.
- An authoritarian school administration.
- Violence by teachers in front of students, both towards each other and towards students.
- Space tightness as limited space generates psychological stress and physical friction.
- Neglect the time allotted for the classes of activities in the intention of.
- The lack of multiple activities that satisfy various hobbies and tendencies.
- The use of the traditional method of existing teaching (restricting the movement of students in class - preservation and fertilization - the lack of activities - the student receiving only - the use of punishment as an educational and other traditional methods).
- The presence of a school in a neglected or bordered area or surrounded by a disjointed social center.
- Routine and closed school environment help to be satisfied, suppressed, oppressed and frustrated, which generates violent behavior in students.

7 | **FOURTH: MEDIA AND CHILDREN'S GAMES:-**

The media plays a major role in establishing the behavior of violence in children through the programs and series on the screen because of the elements of dazzle, speed, movement and gravity and thus the child represents and saves them in his intellectual and psychological inventory, as the children's series with its words and phrases that often do not correspond to the reality of our Algerian society as we find that the words and scenes devote the concepts of murder, aggression, control, control.

8 | **SCHOOL REASONS:**

- The cruelty of teachers and their use of punishment.
- The methods of evaluation that do not give everyone a chance to learn and succeed, but sometimes generate negative competition, frustration and aggression.
- The rules and controls that define the rules of desirable conduct and unwanted behavior are clearly unclear.
- Promoting violent behavior by students, a child who engages in violence and is encouraged by students may be inclined to adopt this behavior, especially in the absence of accountability or modification of behavior.
- There is no specialized team working to study the phenomenon of violence and deal with it in a planned manner.

9 | THE EFFECTS OF VIOLENT BEHAVIOUR IN SCHOOLS:

First, the psychobehavioral field:

- Violence has a reaction to each reaction, either by violence against the source of violence itself or on another child or in the form of the destruction of school furniture.
- Lying: Where a student tends to lie as an escape from a violent situation
- Fears: fear of teacher, fear of school, nocturnal fears.
- Nervousness and excessive stress caused by his lack of psychological insecurity.
- Distraction and inability to concentrate.
- Resorting to unconscious areas, such as stowaws, headaches and colic, because of his desire not to go to school because of her unpleasant experiences.
- To form a negative concept towards oneself and others.
- Many problems: involuntary urination, introversion, depressive feelings, salinia, stuttering... Etc

II Educational field:

- Low level of educational attainment.
- Escape from school.
- Late school.
- School dropout.
- Hatred of the school, teachers and everything that has to do with the educational process.
- The threat to the psychological security of the child leads to the elimination of the opportunity for free thinking and creative work.

Ways to address school violence:

Preventive aspect: by combating the factors causing violence, the most important of which are:

- Spreading a culture of tolerance and rejection of violence.
- Spreading the culture of human rights and let our motto be learning for human rights, not human rights education.
- Workshops and meetings for mothers and fathers to demonstrate the methods and means of proper upbringing that focus on giving children space of freedom of thought and opinion and focus on the positive aspects of the child's personality and the use of methods of reinforcement.
- Early diagnosis of children who are under stress and who may develop abnormal methods.
- Developing the value side of students.
- Workshops for teachers to discuss the developmental characteristics of each age stage and the psychological and social demands of each stage.
- Using effective communication skills based on the human side, the most important of which is good listening and listening and showing empathy and attention.
- Allowing time to make the student engage in many different sports activities and hobbies.

Therapeutic aspect: After diagnosis and knowledge of the causes we use methods of modifying behavior and refraining from punishment by:

- Teaching students the skill of problem solving.
- Psychological support.
- Teaching students ways of self-control.
- Self-guidance.
- Self-assessment.
- Develop social skills in dealing.

- Changes the misconceptions and misconceptions of some students regarding the concept of masculinity.
- The educational association of sentimentality, which is based on showing interest and unity of emotion and employing gestures and hints and body language in general by the teacher to show his interest in the student.
- Anecdotal therapy method: Stories help to get rid of frustration sedation and work to develop cognitive abilities, and through stories the child realizes that there are many children have the same problems and the explosion of stories suppressed feelings when the child enters into a strong experience through the analogy or rejection of the actions of a character, which relieves the psychological pressure on him.
- Controlling behavior and determine its factors and causes and then we adjust it gradually until we reach the stage of controlling violent behavior and at the same time giving positive behavior alternative.

Adjust strategies to reduce the phenomenon of violence

By identifying a quick intervention plan and a long-term programme of action by:

- Raising awareness of the seriousness of this phenomenon in all its forms, recognizing its implications and determined to address it. Stop denying it or trying to mitigate it.
- An analysis of the phenomenon of violence and start addressing its causes by working to create a safe environment both in the school and in its surroundings, addressing the causes often prevents us from reaching the stage of punishment.
- Work to restore the student's confidence in the future given the high unemployment of graduates and graduates. Most importantly, the student is held responsible for evaluating his or her behaviors by self-adjusting by highlighting the remnants of violence, through raising awareness of the values of citizenship and a sense of belonging and distance from the political recruitment of these concepts, and

attention to the humanities, social sciences and culture to its importance in the formation of a normal human being and a citizen who is a thinker and capable of building.

Review the system of failure, upgrading and recital, reform of the examination system and more attention to school guidance.

Each treatment of violence also requires an analytical study of the phenomenon of satisfactory or deliberate absences among pupils, and work to fine-tune them and count them by limiting the quality of pupils and classes where absenteeism is frequent and developing a media system for parents to ensure follow-up to their children.

Combating violence through international conventions:

The United Nations General Assembly

On November 10, 1998, "the UN General Assembly announced the 2001-2010 period of an international convention that promotes a culture of peace and non-violence for the benefit of the world's children" (Resolution 53/25). In the resolution, the General Assembly considers that "the culture of peace and non-violence calls for respect for the lives and dignity of every human being without intolerance or discrimination of any kind". In addition, it recognizes that "education has a role to play in building a culture of peace and non-violence by teaching children to practice them, thereby contributing to the goals and principles set out in the Charter of the United Nations." In addition, "the General Assembly calls on Member States to take action to teach the practice of nonviolence and peace at all levels in their communities, including educational institutions."

Unesco's Guide to Combating Violence in Schools

UNESCO has issued a guide entitled "Stop violence in schools. Teacher's Guide to Contributing to the Implementation of the Education for All Programme and the Provisions of the International Convention on the Culture of Peace and Non-Violence for the World's Children (2001-2010). The guide is also part of the follow-up to the 2006 World Report on Violence Against Children.

This report was contributed by a number of experts and researchers after a series of meetings on stopping

violence in schools such as the 2007 meeting and the Fourth World Conference on Violence in Schools and Public Policies, and then violence in the school environment in 2008 in Lisbon, and the Scientific Committee of the International Observatory on Violence in the School Environment contributed effectively to the preparation of this guide.

The Stop Violence in Schools guide addresses the various forms of violence in schools and provides practical proposals for what teachers can do to prevent them. In this regard, the Guide proposes 10 areas of work, each with specific examples that teachers can develop to address violence. The government's decision to ban the provision of social security and the provision of social aswellas for the provision of social aswellas for the child is also a matter of concern.

This guide provides a key starting point for the international community to take action, indicating that the consequences of violence continue to affect children throughout their lives, impede their emotional and cognitive development as well as the ability to act and ultimately affect society as a whole. He adds that there is no justification for any form of violence, but that it can be prevented and addressed all of them. This guide has been developed to bring about significant changes with the assistance of the school community and the international community on the overall scope of addressing violence and implementing measures to prevent it.

The UNESCO report touched on a range of measures to stop violence in schools, which we summarized as follows:

1. Call for a comprehensive approach involving students, school staff, parents and the community

- Look at ways your teacher can reduce violence by teaching students the skill to resolve conflicts without violence.

Activity in the classroom: Ask students to talk to themselves, teachers and social workers about violence at school, who is affected, how and who can be contacted from within the school or community for help.

2. Make your students your partners in preventing violence

- Use your students in the process of establishing rules and setting responsibilities in the classroom, and ask them to write a code with you that includes the rules of conduct that should be followed. Any list of actions that will help students learn in a peaceful environment, with the rights and responsibilities of each individual clear.

Activity in the classroom: Ask your students to discuss with you and among them what constitutes and does not constitute violent behavior. What specific rights are not respected because of acts of violence? They suggested ways to raise awareness of human rights at school and promote respect and appreciation of differences, such as deliberations, field trips, games, role-playing and storytelling.

Use constructive techniques and techniques to ensure discipline

- Use positive encouragement... They encouraged constructive behavior.

- Use disciplinary methods that are educational and not punitive...

- Take time at the end of the school day or during breaks to discuss misconduct, why it originated and what should be done to correct it.

- Ask the student to apologize.

- Change the seating areas.

- Send notes to parents or make home visits.

- They analyzed the seriousness of the situation and decided to send the student to the principal's office accordingly.

Activity in the classroom: They suggested that students establish a student club against violence. You can help them organize activities as part of a peace campaign and create a safe school campus for all.

4. Be an active and effective force to stop peer bullying

- Help the targeted students from bullying colleagues and encourage them to talk to teachers and supervisors at the school in coordination with parents to protect them from repeated abuse... One way to do this is to mediate colleagues and conflict resolution programmes that students are trained in.

Activity in the classroom: Encourage students to help their colleagues resolve disputes without violence

and advise them to speak with your social worker in the event of violence.

5. Build students' resilience to difficulties and help them meet the challenges of life

Sound awareness to build conflict resolution skills that will allow students to understand how violence occurs, build capacity to respond to it in a constructive manner and learn alternative ways of violence.

Encourage your school to develop a program to guide students through social workers who can help students cope with difficulties in their lives and intervene in a preventive manner.

- Let your students know that violent behaviors and words, however trivial, will not be tolerated. The continued implementation of disciplinary measures and the follow-up to attacks in schools make students fully aware that abusive behaviour and disrespect for the freedom of any individual are unacceptable.

6. Set an example for others by speaking out against gender-based sexual violence

- Break the silence, confront the call against violence, and take advantage of the available reporting channels. They encouraged colleagues and students to identify perpetrators of violence inside and outside schools.

- Activity in the classroom: Ask students to avoid insult or sarcastic harassment, especially with regard to sexual differences, we are all different but we are all the same.

7. Be one of those who demand that there be mechanisms to ensure safety in schools

Help the school's management and encourage effective leadership. It is important for the school governing body to work with teachers and educational authorities to develop and implement policies to eliminate the use of force, detect early-stage violent activities, build community trust in schools, and recognize the right of all to learn and teach in a safe school environment.

Take students' complaints about violence seriously, taking their comfort into account. This includes due consideration of what the student is saying and not underestimating any situation.

Activity in the classroom: Organize dialogue sessions with teachers, students, the school principal and the social worker to develop a code of conduct that should be respected by everyone in the school.

8. Provide safe and comfortable places for students

- Activity in the classroom: They proposed to start a campaign to create a safe school environment by lighting dark spaces and rehabilitating unused spaces and halls.

9. Learn and teach violence prevention and conflict resolution skills to students

- Get a training on conflict resolution, conflict mediation methods and negotiating methods.

Activity in the classroom: Help students learn how to mediate disputes between colleagues... So that everyone learns to resolve disputes and negotiating skills.

10. Fight violence and discrimination against students with disabilities and minority students

Activity in the classroom: Ask students to treat their classmates equally and in the way they would like to be treated, especially those who are different from them and come from different cultures or who have special physical or mental abilities, and remember that everyone has to appreciate the differences and that everyone has the right to be different.

The proposals we see can remedy this phenomenon, based on field studies and the opinions of specialists:

Spreading the culture of tolerance and rejection of violence, spreading the culture of listening and communicating between students and teachers and students and raising children from a young age.

Organizing meetings with parents to show the methods of dialogue and giving the child space to express his opinion and thus listen to him.

Restructuring cultural and sports activities and adopting motivation to discover and encourage talent.

Establishing a culture of success in life.

Education in the arts of communication.

Social prevention by improving the harsh social conditions in which groups exposed to violence and delinquency live.

Review the school disciplinary system to become a preventive, not punitive, behavioural modification system, and intensify listening sessions. To enhance the student's self-confidence and awareness of the positive aspects of the student.

The inclusion of classes in educational psychology for teachers.

Activating the role of parents and competent associations in civil society and taking care of the foundation's project and priority institutions.

- Greater activation of the role of social worker, by limiting students with frequent aggressive behavior so that we can deal with them, and know the reasons for their behaviors.

The need to prepare preventive programs to reduce this phenomenon and activate it by holding seminars and lectures to introduce students to the concept of violence and its forms and manifestations and how to deal with it.

- Exchange of effective experiences with some countries such as Japan and China...

- Intensifying social guidance and preventive education through school magazines and wall posters to make students aware and protect them from the tendency to violence.

- Establishing parents' councils to provide bridges of communication between parents and the educational family, to constantly follow up on absences and delays, and to provide parents with a realistic view of the level of their children while addressing private lessons...

Strengthening the preventive aspect of schools, by activating the daily supervision program on the attendance and persistence of students and working to avoid empty hours or irregular schedules.

- Statistics, follow-up and study of cases of violence within the institution from the educational family, the parents' council, the social worker, the school doctor and the school facilities.

Creating communication between educational institutions and the family, the institution and the teachers, the institution and the students.

- Activating listening cells and social guidance.

Prevention of violence by addressing behavioral deviations in which a student may fall from drinking alcohol, cigarettes or stress.

- Treatment of both the family and the educational institution in their role in socialization in order to avoid the causes of the problem.

To clarify the limits of the duties and rights of each of the components of the educational process: management, students and teachers.

Focusing on the phenomenon of violence by research and scrutiny in an attempt to identify the groups of pupils most affected by violence and to reveal its negative impact on them in order to develop strategies to protect the pupil from this school scourge.

Irina Bokova, Director-General of unesco, says:

"It is clear that gender-based violence in schools creates a dangerous learning environment for children and adolescents. The school should be a safe haven for young people, especially in marginalized and conflict-affected countries, so it is essential that the international community know its size and scope and develop policies to eliminate it once and for all after 2015.

Aaron Benafo, director of the Global Observatory for Education for All, says:

"We know that gender-based violence in schools has implications for children's health, as well as on school enrolment and completion of learning. Addressing this phenomenon will contribute to increasing pupil attendance, enhancing the quality of education and improving its outcomes, and this goal must be a vital element of any formal post-2015 agenda."

10 | REFERENCES

1-UNESCO's conventions and recommendations in the field of education

2-http://www.unesco.org/education/pdf/DISCRI_E.PDF

3-The international observatory on violence in schools

<http://www.ijvs.org>

MODERN STRATEGIES TO ADDRESS SCHOOL VIOLENCE

4. Global Youth Programme: Monitoring violence in schools.

<http://gpy.ssw.umich.edu/projects/violence>

5-Hayat Dohun is a statistical article on school violence, Al Shorouk 28 February 2014.

6.UNESCO's guide, "Stopping violence in schools. Teacher's Guide"

7.Pedagogical support for pupils and work to stabilize teachers.

8-Donnell, Angela- Reeve, John Marshall- Smith, Jeffrey (2009) Educational Psychology.

9-Shehata, Abdel Moneim (2004) from psychology applications.

Sites Internet

<http://www.mels.gouv.qc.ca/violenceEcole/>

Oipef <http://www.jeunesplus.org/violence/ecole/pedagogie.htm>

<http://www.redpsy.com/letpsy/index.htm>

<http://www.slideshare.net/crdapp/violence-lcole-version-ar>

How to cite this article: Zedain D.S.H.M., Jawad D.R.M.A. **Modern strategies to address school violence.** JOURNAL OF ADVANCES IN SOCIAL SCIENCE AND HUMANITIES. 2020;1203–1212. <https://doi.org/10.15520/jassh.v6i6.496>