

The relationship between school environment and students' violence in Palestinian Arab Society's Schools in Israel

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ABSTRACT

The study examines the relationship between the school's environment and the degree of violence among students in Palestinian Arab society's schools in Israel. Various studies have found significant relationships between the school's environment and the degree of violence among students in schools. The research aims to examine the relationship between the school's environment and the degree of violence among students in Palestinian Arab society's schools in Israel. The study was conducted as a combined study that connects the quantitative research method with the qualitative research method, which was attended by 20 teachers and 120 students from Palestinian Arab schools studying in middle school in 7th-9th grades (ages 13-15), from three schools in the north of the country. To collect the data: the researcher conducted in-depth, semi-structured personal interviews and used four types of questionnaires, When the first measures the extent of the student's violent behavior in school, the second measures the degree of support the student receives from the teacher and the friend, the third examines the teacher's relationship with the student, and the fourth measures the degree of democracy in school as perceived by students. The study's findings indicated a negative relationship between democracy and the frequency of student violence; the higher the degree of democracy in the school, the lower the frequency of student violence. This finding has a particularly pronounced effect on the democratic school's environment, both on students' emotions and mental well-being and their behavior.

Keywords: school's environment, violence, school democracy, middle school.

Introduction

Domestic violence and school violence are two issues that have been troubling the Israeli public to an increasing degree in recent years, with a growing body of research showing that children in Israel experience a very high degree of violence at school. Studies examining the level of distress in adolescents generally indicate that a relatively high proportion of adolescents suffer from acute distress, manifesting in mental disorders and severe impairment in daily functioning and adaptation to the environment (Ezer et al., 2011).

Adolescence is characterized by many changes that occur quickly in all of the adolescent's functional systems, undermining the balance that described his condition as a child and giving him a sense of stability and security. Risk factors among adolescents can stem from intrapersonal or interpersonal internal sources. These factors can also originate from external, permanent, or temporary sources, predictable or unpredictable. As a result, there is an increased chance of an increase in stress and the development of adversity and adjustment difficulties among the adolescent population.

relationship will be found between school democracy and the frequency of student violence.

In light of the existing research literature on school's environment and its impact on the degree of violence among students in Palestinian Arab society's schools in Israel, it is interesting to investigate whether a school environment does affect the degree of violence among students. Therefore, the main research question is: Is there a connection between school environment and violence among students in Palestinian Arab society's schools in Israel?

Review of the Literature

Violence has won numerous definitions. The common denominator of these definitions is that violence is a term used to describe many different behaviors that harm others. Violent behavior is defined as a person's desire to harm another person or an act that accompanies deliberate intent to damage and harm another (Mikami et al., 2008).

The phenomenon of violence is divided into different types, such as physical violence, sexual violence, and psychological violence. Physical violence involves the use of physical force against the other. For example: urgency, beatings, kicks, taking or destroying personal belongings, and any further bodily injury to the victim (Rolider et al., 2000). Sexual violence involves forcing sexual behavior on the other, whether the victim was forced into this behavior by physical force or some psychological threat, or whether the victim was required to be active or passive. Psychological violence is defined as an ongoing process in which one person systematically harasses another person's inner world, that is, his or her ideas, perceptions, feelings, and personal qualities. This type of violence is expressed in insults, derogatory nicknames, criticism, ridicule and contempt, outbursts of anger, disregard, social and family isolation, and more (Mikami et al., 2008).

Bullying among adolescents

Bullying among adolescents is a phenomenon that has been identified as having an impact on the mental well-being and social functioning of those

A school environment describes the set of internal characteristics in the school, which includes common perceptions of the organization's members, shared values, social beliefs, and social standards. It refers mainly to the relationship and atmosphere between the organization members in cooperation to balance the school's organizational, personal, and systemic aspects (Cohen et al., 2009). This environment contributes to a sense of security and belonging among students, develops the desire to learn and get to school, challenges them, gives them a good learning experience, improves self-image, and leads them to academic success.

In the present study, middle school students were selected. This age range of the middle adolescence period is a period of rapid change and identity formation. Middle school is uniquely identified as a period of academic and emotional risk, as students' attitudes toward school become more negative and self-image and academic self-esteem decline (Crosnoe & Johnson, 2011). The transition to middle school involves major changes in the educational environment, less personal treatment, larger physical spaces and high academic demands that require special adaptation. The transition to a new school in general and middle school in particular, requires students to adapt to a new framework, make new social connections, adapt to new teachers and develop new behaviors. Integration requires psychological, social, and physical resources that affect students' feelings toward the environment and influence their behavior.

In light of the school's environmental impact on students' behavior, there is a vital need for this type of research in Palestinian Arab society's schools in Israel due to the need to reduce and even eradicate violence among students in schools in the Arab community in Israel. To examine the subject of the study, several hypotheses were determined: 1. A negative relationship will be found between the teacher/student relationship and the student's school violence frequency. 2. A negative relationship will be found between teacher/friend support and the frequency of student violence. 3. A negative

symptoms related-ADHD, such as: hyperactivity and behavioral problems, symptoms of internalization (such as anxiety and depression), social problems, and taking antisocial attitudes (Scheffler-Besserman & Benbenisti, 2012).

Digital violence among teens

The Internet is, in most cases, not a single or exclusive arena but another arena of violence. There are various manifestations of violence on the Internet: violent discourse - in talkbacks, forums, chats, social networks, or any other site; Harassment, sexual assault, and pedophilia - distribution of pornographic images of minors, use of social media to contact children and more; Cyberbullying, such as harassment; Humiliation, defamation, spreading rumors, prevention and boycott, threats and extortion and more (Goldschmidt, 2011).

According to Dror (2011), the public-media attitude to Internet violence reflects a "moral panic" from new media. The same bully kids roam the streets also roam the Internet, the same pedophiles and thieves. Facebook is a meeting place, and the dynamics created in a meeting depend first and foremost on the participants. However, some point out that the Internet enables the intensification of violence and bullying phenomena, among other things, because it extends them not only to school hours or social gatherings but also to the hours of surfing the Internet. Because it creates high availability and accessibility; High circulation; Reducing existing social oversight mechanisms in the real world, and more (Hyman et al., 2014).

school's environment

A school refers to the quality and nature of school life, and it reflects norms, goals, values, teaching and learning methods, and interpersonal relationships in the school. Four main areas shape the: safety, relationships, teaching and learning, and the environmental structure. One of the fundamentally important dimensions of the school environment is interpersonal relationships. The intention is learning in which each student feels connected to at least one responsible adult in the

involved in it. Physical bullying is defined as "aggressive behavior, perpetrated by one or more persons, and repeatedly directed toward another who cannot easily defend himself" (Hyman et al., 2014). The component that distinguishes between violence and bullying is the imbalance in the status between the bully and the victim. The imbalance can be physical or psychological (Langos, 2012).

Three types of bullying can be identified from examining bullying in the physical space: physical bullying, verbal bullying, and indirect bullying. Physical bullying refers to direct harm between the attacker and the victim, such as beatings, kicks, and urges. According to the literature in the field, consistent findings show that boys are involved in this bullying more than girls. Verbal bullying refers to direct violence between the attacker and the victim, such as swearing, ridicule, calling derogatory names, provocation, and more. It can be seen that this type of bullying is the most common of the three, and as found in physical bullying, verbal bullying is also more common among boys. Indirect bullying refers to indirect violence between the attacker and the victim. Bullying is directed at the victim through a third or more factor, so the victim is not always aware of the attacker's identity. This bullying includes, for example, a boycott and spreading rumors. Studies show that this type of bullying is more common among girls than boys (Hyman et al., 2014).

Victims of bullying

According to Langus (2012), passive victims are often characterized as anxious, insecure, cautious, and quiet compared to others who are not victims. A study found that students who reported being unhappy and having low self-esteem were also more likely to report being victims of bullying. Victims of bullying report more depressive symptoms, self-harm, and suicidal thoughts (Langos, 2012).

Unlike passive victims, victims of bullying are characterized by a violent active response against the attacker. This group does not differ from the group of bullies only in the frequency of the bullying actions. This group is characterized by

- Clarity and consistency in school rules and regulations

They examined the effect of these change pathways on psychological change and behavioral adjustment among 1451 adolescents at three different time points in the middle school years. The study's findings highlighted that all dimensions of school environment perception weaken during the middle school period (Way et al., 2007).

Other developmental theorists emphasize the importance of trust and caring in relationships, self-expression and autonomy in choices, and decision-making, as critical factors for normal development. A study of 1,415 American and Chinese middle-school adolescents examined the relationship between three dimensions of school's environment (teacher support, peer group support, and opportunities for classroom autonomy) and psychological and academic adjustment (Jia et al., 2009). Positive correlations were found between the dimensions of the environment examined and between self-esteem and grade point average. In addition, a negative relationship was found between teacher support and peer group support and depressive symptoms, meaning that the higher the support from teachers and peer group, the lower the depressive symptoms. These findings dominate both cultures and genders.

Dimensions of school's environment

Teacher-student relationship

The source of the educational practice lies in the teacher-student relationship as an attitude that represents a whole world of content, method, and emotion, a cognitive world in which the adult allows the child to recognize himself as valuable for others and while the adult also learns to identify himself as practical. Various philosophical thinkers like Buber and Fromm have emphasized the need for interpersonal relationships within boundaries that stem from caring, concern, and responsibility toward others (Shil, 2013).

The social environment in the school and academic satisfaction are closely intertwined with the teacher-

school. Personal and supportive attitude, tailored teaching and assessment methods for students, and belief in their ability, affect students' perseverance in school (Cohen et al., 2009).

There is growing evidence that a school can affect students' social environment, behavior, and learning. The social framework has a significant influence as qualitative and quantitative support, i.e., the number of resources that the student can turn to when problems arise and the degree of likelihood that the student will use this network of connections (Zullig et al., 2010). Most studies address how the perception of the school environment shapes literary adaptation; simultaneously, they give lower weight to the emotional and behavioral consequences. Surprisingly, given that in middle school, symptoms of depression, low self-esteem, and behavioral difficulties occur (Cohen et al., 2009).

The school's environment has a profound effect on the mental and mental health of students. Many studies have found that a positive climate is directly related to the decline in student absenteeism in divisions and high schools, such as having a strong influence on motivation for learning and academic success, reducing violence, bullying, and sexual harassment. And as a protective factor for learning and overall positive development (Kuperminic et al., 2001).

Many studies document a biological and psychological cognitive change in early adolescence, leading to a negative perception of the school (Way et al., 2007). The changes in middle school in the relationship between teachers and students and changes in the relationship with the peer group affect the perception of the school's environment and the psychological and behavioral aspects of the individual. Wai and colleagues (2007) examined in their study the pathways of change in students' perceptions regarding four dimensions in the school's environment:

- Teacher support
- Peer group support
- Student autonomy in the classroom

group, usually within a school setting. The peer group framework is essential for development during adolescence. School and class are social places by nature, and the peer group has significant influences on achievement, behaviors, and beliefs.

In the broadest sense, peer group support plays a significant role in adolescent adaptation over time; it is a predictor of emotional symptoms such as anxiety, social stress, depression, interpersonal relationships, and self-esteem (Walsh et al., 2010). The school is organized so that it embodies, in addition to learning and learning activities within the classroom, also characteristics of social interactions between the peer group, for example, in sports activities, breaks, and meal times (Wang & Eccles, 2012). A sense of social support and acceptance by their peers fills adolescents' need for belonging and helps them develop school satisfaction, which may also influence behavioral, emotional, and cognitive involvement.

Perception of the degree of school democracy

Democratic educational theories were primarily developed under the philosopher and psychologist John Dewey (1859-1952). He emphasized the need to expand the academic view beyond the learning relationship between teacher and student because education is social (Dewey, 1969). The democratic dimension is the school climatic component related to the sense of involvement, choice and decision-making, fairness, and the ability for autonomous self-expression, i.e., expression of opinion and position. Democracy is not just a form of regime, but, in fact, a form of life, a culture that puts the person first, not the establishment and not the establishment. The democratic view sees a person as an intelligent creature involved in and participates in social processes. Democratic culture is based on a willingness to talk, reach a compromise, and moderate (Segal and Richter, 2007).

The degree of democracy in the school depends not only on the name and central vision of the school but on the active applications of democratic educational approaches. Applications of a democratic education approach require students to

student relationship. Satisfaction from school refers to enjoyment, interest, and desire to be in school. Zullig et al. (2010) examined the relationship between eight areas of school's environment and school satisfaction among 2049 middle school and high school students, using questionnaires delivered to students. The researchers found five areas of school environment related to school satisfaction: academic support, positive teacher-student relationships, school affiliation, order and discipline, and intellectual satisfaction (Zullig et al., 2010). Relationships, especially teacher-student relationships, have been found in this study as the second most important predictor (after academic support) of school satisfaction. The teacher-student relationship may be the key to understanding the process of alienation from school. Students who have a weak social connection with their teachers tend to feel more disconnected and alienated (Way et al., 2007; Zullig et al., 2010).

Supportive and caring teachers will have students with higher motivation by the measure of experience of effort and self-efficacy. Students who think the teacher cares spend more attention during class (Gehlbach et al., 2012). Supportive teachers are perceived by middle and high school students when they are connected to students on an emotional level, use different teaching strategies, push for students' academic success, demonstrate fairness in interacting with students (Suldo et al., 2009). Teacher support for students has been shown to influence behavioral, emotional, and cognitive involvement. Adolescents who exhibit school involvement in the emotional dimension tend to develop fewer emotional problems because they feel protected by the supportive relationships with the educational staff and peer group (Li & Lerner, 2011).

Peer group support

The term peer group includes different circles ranging from the best friends of those boys to all the teens from the same age group who are in their environment (Crosnoe & Johnson, 2011). During adolescence, adolescents spend less time with their family and strengthen new relationships with a peer

The present study was conducted according to the hybrid approach (Mixed approach), which combines the quantitative research method with the qualitative research method. The data are collected in parallel and merge the results in the findings.

Research tool

(1) Qualitative:

In-depth personal interviews, semi-structured:

Conducted in classrooms in schools, lasted about half an hour each interview. Their purpose is to understand the participants' experience as teachers in the school where violence occurs among the students. The choice of semi-structured and incomprehensible interviews allowed the interviewed teachers to discuss and express their opinions, views, and experiences in detail. In contrast, an interview with closed-ended questions may delay participants from expressing their opinions and feelings.

(2) Quantitative:

(a) Violence questionnaire: Developed by the National Authority for Measurement and Evaluation in Education (RAMA, 2011). The purpose of the questionnaire is to measure the extent of the student's violent behavior at school. The questionnaire includes eight items. The answer scale for each item ranges from a 7-point scale, from 1 = "never" to 7 = "very often." A high score indicates a high degree of violent behavior at school. The reliability of Kronbach's alpha questionnaire was 0.74.

(b) School Support Questionnaire: Developed by Vedder and colleagues (Vedder et al., 2005). The questionnaire presents nine situations that can occur in school and are related to academic or emotional conditions. The student was asked to rate the amount of support he receives from the teacher and connects across a 4-point scale ranging from 1 = "almost never" to 4 = "always." A high score indicates a high degree of support. Alpha Kronbach's reliability was 0.86 for friend support and 0.90 for teacher support.

(c) Teacher-student relationship questionnaire: The questionnaire was taken from

take a significant part in school design (e.g., school decisions made by a body where the voice of students and teachers is equal) that allows them to perceive the school as work are partners. Students' perception of the school's environment as democratic contributes to increasing responsibility and participation in school activities and reduces the risk of dropping out of school and violent behaviors (Sliwka, 2008).

A school that operates in a democratic atmosphere allows adolescents to put their judgment to the test of reality and may help them find an outlet for frustration. As Lannegrans and colleagues (2012) argue, this fact may prevent the development of hostile feelings and the pursuit of unwanted courses of action. An environment that supports autonomy reinforces the authenticity of the individual and is characterized by choices, partnership in decision-making, and a lack of external rewards such as grades or punishments. It is also known as an environment that strengthens school involvement and identification with school values, brings about acceptance of everyone's unique place in school, and reduces the risk of dropping out of school and violent behaviors (Lannegrans-Willems et al., 2012).

methodology

The research question:

Is there a connection between school environment and violence among students in Palestinian Arab society's schools in Israel?

Hypotheses

1. A negative relationship will be found between the teacher-student relationship and the student's school violence frequency.
2. A negative relationship will be found between teacher/friend support and the frequency of student violence in school.
3. A negative relationship will be found between school democracy and the frequency of student violence.

The research method

the study of Vieno and colleagues (Vieno et al., 2005). The questionnaire measures the degree of democracy in the school as perceived by the students in the questionnaire five statements. The answer scale for each item ranges from a 5-point scale, from 1 = "strongly disagree" to 5 = "strongly agree." A high grade indicates a high degree of democracy in the school. The reliability of Kronbach's alpha questionnaire was 0.83.

the research of Gilbach and colleagues (Gelbach et al., 2012) and examined the teacher's relationship with the student. The questionnaire includes 14 items. The answer scale for each item ranges from a 5-point scale, from 1 = "not at all" to 5 = "always." The higher the grade, the better the teacher's relationship with his student. The reliability of Kronbach's alpha questionnaire was 0.75.

Findings

Description of the study variables

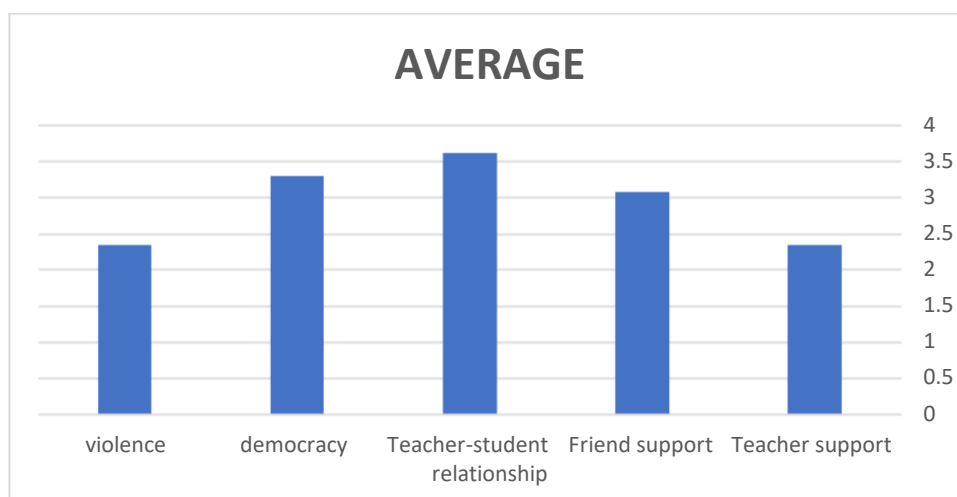
The degree of democracy in the school

questionnaire: The questionnaire was taken from

Table 1: Averages, standard deviations and minimum and maximum values of the study variables (n = 120)

variable	Range The ladder	average	Deviation standard	Values minimum	Maximum Values
Teacher support	1-4	2.34	0.58	1.44	3.89
Friend support	1-4	3.07	0.56	1.38	3.63
Teacher-student relationship	1-5	3.62	0.31	2.86	4.21
democracy	1-5	3.30	0.82	1.00	4.40
violence	1-7	2.34	0.57	1.25	3.50

Diagram (1): Mean diagram of the study variables



Testing the research hypotheses

The research hypotheses address the relationships between the independent variables: teacher-student relationship, support (teacher/friend), and democracy in the school and the dependent variable bio: school violence. To test these relationships, Pearson coordinators were calculated. Table 2 presents the Pearson correlations between teacher-student relations, school support, democracy, and school violence.

From the board and chart above, it can be seen that the average friend support is higher than the moderate teacher support for the student. The average teacher-student relationship is high and indicates a good relationship between teachers and their students. The average democracy also increases and demonstrates a high degree of democracy in the school, as students perceive. Moreover, moderate violence is low, which indicates a low frequency of violence by students in the school.

Table 2: Pearson Correlations between Student-Teacher Relations, School Support, and Democracy and School Violence (n = 120)

	Violence
Student-teacher relationship	0.16
Teacher support	0.03
Friend support	-0.13
democracy	-0.39*

* $p < 0.05$

of democracy in the school, the lower the frequency of student violence.

Analysis of interviews by mortality

Theme No. 1: The relationship between teacher-student relations and the degree of school violence of students.

An analysis of the interviews shows that no negative relationship was found between the teacher-student relationship and the degree of school violence of students. The data support the findings of the empirical study presented above. From the teachers' words, we found no evidence that teacher-student relations can eradicate the phenomenon of school violence. On the question:

"Do you think a good teacher-student relationship affects the level of violent behavior of students at school?"

They answered as follows:

Interview No. 1:

From the table above, the following findings emerge:

The first research hypothesis is that a negative relationship will be found between the teacher-student relationship and the frequency of student violence. As described in Table 2, this hypothesis was not confirmed; no correlations were found between the teacher/student relationship and the frequency of student violence ($r = -0.16$, n.s).

Second research hypothesis: It is estimated that a negative relationship will be found between teacher/friend support and the frequency of student violence. As described in Table 2, this hypothesis was not confirmed; no correlations were found between the frequency of student violence and teacher support ($r = 0.03$, n.s) and friend support ($r = -0.13$, n.s).

Third research hypothesis: It is hypothesized that a negative relationship will be found between democracy and the frequency of student violence. As described in Table 2, this hypothesis was confirmed ($r = -0.39$, $p < 0.05$), the higher the degree

"Do you think teacher / friend support for a student affects the extent of his or her violent behavior at school?"

They answered as follows:

Interview No. 1:

"I think not. as I said, education comes from home and parents."

Interview No. 2:

"In my opinion no. Support in the broadest sense plays a significant role in student adaptation but does not influence violent behavior."

Interview No. 3:

"No. It can affect his academic achievement, but not violent behavior that is something more personal."

Interview No. 4:

"In my opinion not because children at this age already have certain traits and most often violence is because of certain background data like low socioeconomic status or domestic violence."

Theme No. 3: The relationship between the perception of the degree of school democracy and the degree of school violence of students.

An analysis of the interviews shows that a negative relationship was found between democracy and the frequency of student violence. The data support the findings of the empirical study presented above.

From the teachers' words, we found evidence that democracy in the school can eradicate the phenomenon of violence in the school. On the question:

"Does the degree of democracy in the school affect the degree of violent behavior of students in the school?"

They answered as follows:

Interview No. 1:

"Yes. Democracy creates a pleasant and friendly atmosphere and is characterized by choices, partnership in decision-making, prevents feelings of

"From my personal experience I can attest that I do not. I am a teacher who gives paramount importance to the relationship with the students and I support them and help them in whatever they need. This may prevent violent behavior towards the teachers themselves, but it does not reduce the phenomenon of violence between students."

Interview No. 2:

"In my opinion no, education mainly comes from home and parents. I witness that there are students who receive very good treatment from their teachers and wrap them up, however they behave violently."

Interview No. 3:

"The students' violent behavior has a number of factors and I do not think the teacher can influence that. The relationship between the teacher and the student should be normal and there should be mutual respect, but this does not prevent the students from behaving violently. The solution, in my opinion, is to raise awareness among students."

Interview No. 4:

"Not true. Violence can only be eradicated through strict management and procedures and laws that must be observed. As in private schools. If the student acts violently he is sent home. This is the effective solution. Students today do not care about the teachers or their status and the parents strengthen them and support them."

Theme No. 2: The relationship between teacher / friend support and the degree of school violence of students.

An analysis of the interviews shows that no negative relationship was found between the degree of teacher / friend support and the degree of school violence of students. The data support the findings of the empirical study presented above.

From the teachers' words, we found no evidence that teacher / friend support can eradicate the phenomenon of violence in schools. On the question:

supportive relationships with the educational staff and peer group (Li & Lerner, 2011).

Also, the study findings do not support the findings of Wang & Ackels (2012). They argued that a sense of social support and acceptance by their peers fulfills adolescents' need for belonging and helps them develop school satisfaction, affecting educational outcomes.

The study's findings support Sliwke's position (Sliwke, 2008) that students' perceptions of the school's environment as democratic contribute to increased responsibility and participation in school activities. In addition, the research findings support the research literature; when a school operates in a democratic atmosphere, it allows adolescents to put the test of reality to judgment and may help them find an outlet for frustrations. This fact may prevent the development of hostile feelings and turn to unwanted courses of action. An environment that supports autonomy strengthens the authenticity of the individual is characterized by choices, partnership in decision-making, and the absence of external rewards. Such as grades or punishments; and is also known as an environment that strengthens school's environment and identification with school values brings about acceptance with everyone's unique place in school, and as such, it reduces the risk of dropping out of school and violent behavior (Lannegrans-Willems et al., 2012).

The school's environment has an essential place in the educational concept of those involved in education. There is a broad understanding of its importance and impact on the entire school community. The perception of the dimension of democracy in school was found in this study to be significantly related to students' violent behavior in school. Studies in the field have found that a school operating in a democratic atmosphere requires its students to exercise judgment and thus may prevent the development of negative behaviors (Lannegrans-Willems et al., 2012).

Apart from this, a democratic environment perception predicts a sense of community associated with motivation and behavior, leading to successful educational outcomes. Also, classroom

hostility and turns to unwanted courses of action, which reduces the level of violence."

Interview No. 2:

"Democracy contributes to increasing responsibility and participation in school activities and that reduces school violence."

Interview No. 3:

"I think so. The children will feel that they have value and that they are partners in decision-making and then their violent behavior will diminish."

Interview No. 4:

"When students are in the center of the circle and they can complain about what is bothering them then they no longer have to act violently because they have an address to turn to and they feel their feelings and desires are valuable."

discussion

The research question that was examined is: Is there a connection between school's environment and violence among students in Palestinian Arab society's schools in Israel?

The first research hypothesis was not confirmed and no negative association was found between the teacher-student relationship and the frequency of student violence.

The second research hypothesis was not confirmed and no negative association was found between teacher / friend support and the frequency of student violence.

The third research hypothesis was confirmed, so that a negative association was found between democracy and the frequency of student violence.

The study findings contradict the findings of Lee and Lerner (2011), according to which teacher support for students has been shown to influence behavioral, emotional, and cognitive involvement. Adolescents who exhibit the school's environment in the emotional dimension tend to develop fewer problems because they feel protected by the

attention from the academic staff, teachers, and, above all, the school administration. The connection found in this study between school democracy and the degree of violence of students in the school supports the strengthening of the degree of democracy in the school culture.

A democratic and humane society will exist in conditions where the individual is free to realize his potential. Thus, he will strengthen and strengthen the community in which he lives (Shil, 2013). The school is the society in which the children live; it constitutes a significant experience in the possible roles of the adult world. An organization needs the involvement of its members to exist, and therefore, the school must strive for and promote expressions of democracy and leadership among its students.

From the above the researcher developed the following model:

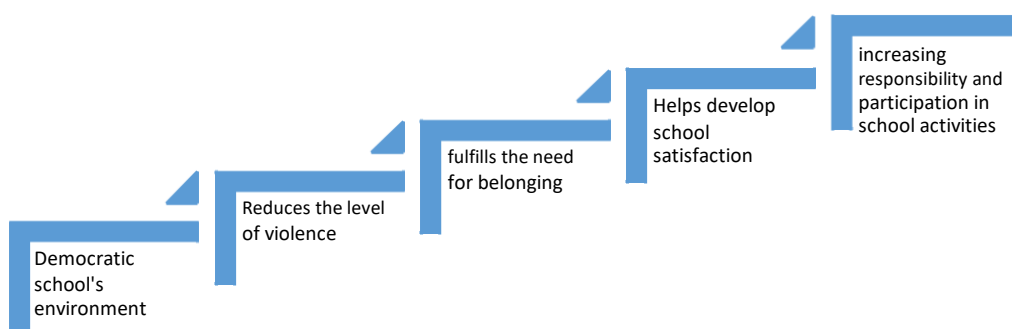
Students' perception of the school climate as democratic, Reduces the level of violence among students and fulfills the need of adolescents for belonging and helps them develop school satisfaction, and Contributes to increasing responsibility and participation in school activities, as shown in Figure number (1):

autonomy was related to high school involvement, and a belief in the justice that takes place in the school reduces the risk of dropping out of school (Lannegrans-Willems et al., 2012).

The degree of democracy in the school depends on the active implementation of democratic education approaches that enable and even require students and teachers to take part in shaping the school's path (Sliwke, 2008). The democratic dimension is not only procedural and organizational. Still, it is also the school's environment component related to the sense of involvement, fairness, and the ability to express opinion and position. This is the degree to which a person in school feels that he can express himself without fear, that he can influence, that some will listen to his ideas and discuss them, that dialogue has meaning, and the opinion of each one is essential. It is a humanistic policy that does not require particular structure or equipment; it requires open discourse that stems from educational thinking.

A school culture that allows for a democratic atmosphere of dialogue, listening, patience, and tolerance will be created by the people living and active in the same cultural framework—creating a democratic culture requires investment and

Figure 1: Abu Alhaija model "The Impact of the Democratic School environment"



It is of great importance to increase the authority and responsibility of the school principal in formulating an annual plan that will deal with:

Research recommendations

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creating a safe environment and preventing violence in cooperation with all school officials, in establishing clear policies and procedures regarding the treatment of violence, in training teachers on issues related to dealing with violence, in operating a periodic monitoring and evaluation system for measuring the level of violence and achieving educational goals, and in the existence of collaborations with non-school bodies involved in the subject.

The school's environment should be placed as the main object of intervention to reduce violence; most of the system's efforts to create tools, mechanisms, and methodologies for intervention at the school level must be channeled. The main message is that dealing with violence is the role of every one of the school staff, and therefore they need to be trained, empowered and mentored to acquire the required competence and expertise.

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