Violence against the schoolboy - Between patterns and effects-

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Abstract:

Since the school is an integral part of society and cannot be isolated from it, it has also been affected by these events and has become suffering from violence between teachers in an unprecedented manner, and violence is no longer limited to a specific school or region, but has spread in a dangerous epidemic after the images and patterns of violence in the past inside the classroom were limited between rejection and obedience to the teacher at the latest, they have recently escalated and taken different images and patterns, whether physical or verbal. or symbolic or sexual, and this violence in the school environment has had multiple effects.

From this standpoint, this study aimed to identify the violence practiced on the schoolboy - between the patterns and effects - by adopting the descriptive approach on a random sample, consisting of (60) teachers from intermediate education, and the questionnaire was used as a tool for data collection. Among the most important findings:There are multiple patterns of violence against the schoolchild from the point of view of middle school teachers, and violence against the schoolboy has had negative effects from the point of view of middle school teachers.

Keywords:violence, school violence, patterns of violence, effects of violence, schoolboy.

1- The problem of the study:

Violence in general is related to the existence of the human organism and therefore the history of violence since the beginning of history began when the dispute appeared between Cain and Abel in its different forms and degrees among human beings and this phenomenon spread after this incident throughout the ages, so that no era of violence was free of the manifestations, especially our current era, which has many forms, and was not limited to society only, but its effects extended to include educational institutions, and its danger infiltrates theMy students inside schools to create what is called school violence as the school community is an integral part of the larger society. (Al-Azmi, 2020, p.295).

Therefore, violence against learners is a new term for an old problem that is thousands of years old, and over time society realized the seriousness and seriousness of this problem, which added new elements to the community's awareness, represented in education, training programs for learners and rehabilitation of abusers or victims of violence alike. (Abu Alia 2001, p. 102). Tayeb Hamdaoui (2015/2016) also pointed out that the school is a social space that receives all spectrums and classes of society, which led to the emergence of a kind of conflict within the school between the various social actors within this educational edifice, represented in the unequal material and scientific opportunities, which leads the student to empty his repression within the educational

institution through the practice of violence in all its forms. (El-Tayeb, 2015/2016). With the spread of this negative phenomenon in Algerian society and its extension to the school environment, the school has recently become suffering from negative bad phenomena that have spread among students and thus affect educational performance and its mission in society.

Therefore, the phenomenon of violence within the school environment at the various levels of education - primary, intermediate and secondary - is alien to Algerian society in general and to Algerian schools in particular, and this violence appears in the form of threats or the deliberate use of force with the aim of causing harm and physical and psychological damage to the other, whether the violence is from teacher to student, from student to teacher, or from student to classmate. (Hamdaoui, 2015-2016). In this context, Shenawi and Eid (2010) point out that widespread violence in schools has weakened the teacher's ability to influence the educational situation and students, and thus has become an obstacle to achieving quality in education, but in Algeria, the problem of violence has spread in our educational institutions surprisingly, hardly a day passes without reading or hearing about a phenomenon or violent behavior that occurred in one of the educational institutions, and in this regard we mention what was published by the newspaper "Ladibish Kabili" on January 09, 2010, p. 14, entitled "A student slaps his teacher with Boumaraf medium in Souk Ahras Where the mathematics teacher was attacked by her student during the class, after she reprimanded him because of the lack of lessons in his notebook, which he did not like and he responded directly with a punch and a slap at the level of the face, which caused her wounds at the level of the mouth and nose. The same newspaper also published another news item on the same day. A teacher causes the loss of the eye of one of his students in Chlef; this is his text The French language teacher at the middle school "Ahmed Khalfaoui" in Chlef caused the loss of the eye of one of his students after a blow with a plastic pipe. (Johari, 2019, p. 123). A group of socio-educational studies have shown that the parties to violence differ according to school levels, and it is noted that 95% of the violence practiced in primary school is violence practiced by a teacher or senior on a small, as he insults, scolds him, beats him or sexually harasses him, and on the other hand, it is noted that 95% of the violence practiced at the secondary stage is violence practiced by students on teachers for reasons related to the emotional aspects, adolescence factor and educational status, as well as cheating factors in theFor an exam, not bringing the textbook, allocating a notebook for the subject, and protesting the point. (Al-Arabi, 2005, p. 111). According to Crwin and Nendler's(1988), school students in the context of violent behaviour can be divided into three groups, so that not all students can be considered to have a susceptibility to violent behaviour.80 % of students rarely transgress rules and transgression of school culture, and 10% transgress rules and boundaries on a regular basis by rejecting rules and boundaries and resisting playful controls. The last 5% of students are always breaking rules, breaking laws and crossing boundaries, and these students are more likely to commit acts of violence inside and outside the school. (Abu Asba, no year). In addition to these statistics, the study carried out by the Algiers Academy Inspectorate at the beginning of the year

(2000) at the state level on "school violence" was distributed to (7000) students in (150) educational institutions as a sample of the averages and high schools of Algiers out of a total of (1150) institutions, the results revealed that 80% of school violence is verbal violence such as insults and insults, while the remaining 20% is related to violence between students and teachers. (Johari, 2019, p. 123).Mohammed Adel Abdullah (2000) explains that depression is one of the manifestations associated with social isolation, which usually accompanies the victimized student after the occurrence of violence on him, where "Beker" indicates that it is a pattern of feelings and behavior of sadness and includes a sense of grief, decreased effectiveness, loss of interest in things or withdrawal, it is an expression of psychological and physical pain and discomfort, and can initially take the form of Physical symptoms and illnesses such as headache, loss of appetite, sleep disturbance, muscle pain, stomach upset, and sometimes accompanied by other independent mental and physical illnesses. (Al-Akhdar, 2021, p. 31). The first is from within the school and is carried out in the form of violent behaviors between: the pupils themselves, between teachers and pupils, and the deliberate vandalism of property by pupils.The second source is outside the school and is carried out by a group of people who do not belong to the school, who vandalize, disturb and violence by the individual or a group of parents or relatives of students and obstruct the school system, administration and teachers and includes various forms. (Al-Shehri, 2009, p. 29). What interests us in this study is violence within the school.

In this context, Abu Asba explains that the high rate of violence in Arab society in general and in educational institutions is an inevitable consequence, but this issue urgently needs comprehensive preventive and remedial projects, based on the analysis of the causative factors according to time and place. (Abu Asba, no Sunnah).

According to the researcher's knowledge of the theoretical heritage and Arab, foreign and even local field studies, researchers agree that there is no single pattern of school violence, as it is the result of a set of intertwined factors that interact in different contexts, related to personal, social and cultural relations... Violence in school takes multiple patterns, including beating, assault, destruction, damage to property and other images, and it also entails many problems, so the importance of the current study in revealing patterns of violence in schools emerged. Based on the above, we are interested in revealing the patterns and effects of violence practiced on the schoolchild, and therefore we raise the following questions:

- Are there patterns of violence against schoolchildren from the point of view of middle school teachers?

- Does violence against schoolchildren have effects from the point of view of middle school teachers?

2- Hypotheses of the study:

- There are multiple patterns of violence against schoolchildren from the point of view of middle school teachers.

- Violence against schoolchildren has negative effects from the

point of view of middle school teachers.

3. Define terminology:

3.1. Physical violence: Omran defines physical violence as the deliberate use of physical force towards others in order to harm them and inflict physical harm on them as an illegal means of punishment, which leads to pain, pains and psychological suffering as a result of those damages and endangers the child's health.Examples of physical violence include burning, cauterizing with fire, kicking the legs and strangulation, hitting body parts with hands or objects, pushing the person, slaps and punches. (Ajroud, 2006-2007)

3.2. Verbal violence: According to Al-Khouli (2008), it is considered the most dangerous form of violence, because it affects the mental health of the aggressor, especially since the words used in it offend the individual's personality and concept of himself, and this type is represented in cursing and insulting, and the use of threatening words and phrases and phrases that degrade human dignity in order to insult him, but this type is not punishable by law because it is difficult to measure and determine its stability. (Ammer, 2017).

3.3. Symbolic violence: It is authoritarian violence that includes various methods such as contempt, contempt, disrespect, or not looking at the person to whom the hostility is directed to disrespect him, or using a non-verbal reference to indicate some of the qualities or signs present in the person, which are characteristic of the person and are not recommended to be described by them, which are often birth defects**.**(Al-Rashoud, 2000, p. 55).

3.4. Sexual violence: Sexual abuse of children is expressed in foreign terms as

"La pédophilie" This concept was first used to denote the meaning currently used in 1968, which was derived from the erotica of child sexual abuse Pédophilia Erotica proposed by the Austrian physician Rihardvon Krafft – Ebingin his book "Psycho-sexual Abuse" to describe the sexual attraction of a person under adolescence or at the beginning of sexual puberty." (Abbas, 2014)

4. Objectives and importance of the study:
Detecting the patterns of violence practiced on the schoolboy from the point of view of intermediate education teachers, identifying the effects of school violence practiced on the schoolboy from the point of view of intermediate education teachers. Endeavors of specialists in various academic, psychological and social fields to mitigate the negative effects of it.

5- Study Methodology:

5.1.Study Methodology: Since the aim of this study is to detect the violence practiced on the schoolboy between the patterns and the resulting effects, the descriptive approach is appropriate, as it depends on the study of the phenomenon as it exists in reality.

5.2.Basic study sample: The sample of the study includes (60) professors of intermediate education, where the researcher resorted to selecting the sample randomly as individuals of the sample according to the capabilities and capabilities of the researcher, and the questionnaires were distributed to teachers of intermediate education studying private lessons, who in turn contributed to distributing questionnaires to professors who participate in teaching the same academic stage, In March and April 2022.

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Table N° (01):shows the distribution of respondents by gender

Gender	Nnumber of Repetitions	Percentage
Male	22	% 66.36
Female	38	%33.63
Total	60	%100

From the data of Table N° (01), we can see that the research sample members are distributed in varying proportions between the sexes, as the highest percentage was estimated among females (33.63%), while the percentage of males was estimated at (66.33%).

5.3. Limitations of the study:

    - Human limits: This study includes a sample estimated at (60) professors.

    - Time limits: This study will be conducted in March and April 2022.

5.4. Study tool: Based on the subject of the study, its objectives and questions, a questionnaire was prepared and was divided into two parts:

    The first: personal data represented by gender.

    Second: Data on patterns of violence against schoolchildren.

    Third: Data on the effects of violence on the schoolchild.

The following alternatives were relied upon: Yes / No, and the answer to Ben and D was the questionnaire B and put a sign (x) in front of the appropriate answer, and the questionnaire questions varied between closed questions and Mufti and Panel questions, in order to identify the professors' opinions on the subject and employ them in interpreting the results.

5.5. Statistical methods: The statistical methods used in this study can be limited to**:**frequencies and percentages.

6. Discussion of the results:

6.1. Presentation and discussion of the results of the first hypothesis:

Based on the first hypothesis: there are multiple patterns of violence against the schoolboy from the point of view of middle school teachers.

    Table N°(02): Shows the multiplicity of types of violence against schoolchildren.

Styles	Nnumber of Repetitions	Percentages
Physical	50	83.33%
Verbal	42	70%
Sexual	06	10%
Symbolic	20	33.33%

The data of Table N° (02) show that there are multiple patterns of violence practiced on the schoolchild from the point of view of middle school teachers, where it was estimated that **83.33**% of physical violence, which is one of the most widespread forms of violence, and there are many examples of physical violence carried out by students, especially kicking with the legs, kicking, slapping, pulling hair, slapping On the face or back of the head, beating with hands or sharp objects, pushing from the top of stairs, pinching the ear, choking, and sometimes for trivial reasons indifferent to the results. Physicalforce is used to hit the pupil or a tool is used to carry out punishment and damage to his body. Bin Qafa Souad adds that this phenomenon has spread widely in educational institutions, where students have become abusing cigarettes and drugs of various kinds in front of the eyes, and this is due to reasons including adolescence, bad companions, and the use of toxic substances in the school environment and the classroom, which pushes the student to Assault, beating, violence and vandalism (Ben Qaffa, 2014, p. 88). What explains the emergence of these violent behaviors is the failure of aggressive children to develop social skills as they suffer from a lack of communication skills, which helps the growth and continuation of aggression. Moreover, aggressive people are less intelligent than non-aggressive children, which justifies that students who have difficulty in education do not receive adequate social encouragement due to their poor educational achievements, which leads to frustration and the emergence of actions. Some of them may tend to withdraw from the group and refuse to participate with others, while others tend to

be aggressive in their attempt to incite participation, and their behavior in the classroom takes the form of protesting the duties assigned to them, rebelling against the authority of the teacher, harassing good students, and violating acceptable classroom behavior patterns. (Al-Shehri, 2009, p. 30).The riot is embodied in the student, when the teacher explains the lesson, such as laughing a lot, for example, without a reason or bringing tools outside the scope of school tools, and thus there is an imbalance in security and a departure from the school order. (Ben Qaffa, 2014, p. 89). Corporal or physical punishment also has serious consequences for the mental and physical health of the student and has been linked to slow development of social skills, depression, anxiety, aggressive behavior, and lack of empathy or attention to others.Resentment and hostility make it difficult to maintain in the classroom the good relationship between teachers and students on the one hand, and between students on the other, and the work of teachers becomes harder, less rewarding and very frustrating, and in addition it does not teach students how to think critically, make sound ethical decisions, how to find in themselves the ability to control internally and how to respond to life circumstances and frustrations without violence. (UNESCO, 2001, 2010). In the same context, the Committee on the Rights of the Child defines corporal punishment as any punishment in which physical force is used and the purpose of which is to inflict a certain degree of pain or harm, no matter how severe it is, and punishment in the educational context includes hitting students (slapping, slapping or hitting on buttocks) by hand or using an object, and may also include, for example, kicking, shaking, throwing, scratching, pinching,

biting, pulling hair or ears, or forcing students. To remain in uncomfortable positions, burn or force a student to consume certain substances such as washing a student's mouth with soap, and the Committee considers corporal punishment to be degrading in all cases.

While it was estimated that 70% of verbal violence, represented in insults, cursing, cursing and ugly speech, sometimes the abuser does not realize what he is saying to the other party because he is used to hearing it from the environment and in his upbringing, so students have in this context a renewed linguistic dictionary, as well as nicknames. Sociologists define verbal violence as the use of immoral phrases or insulting God and verbal violence occurs when someone uses language, whether spoken or written, to cause harm to another individual or a number of individuals. According to Direnfel's 2014, verbal abuse takes several forms, including threats, the use of foul or insulting language, as well as offensive language, the use of loud voice or sarcasm. (Ismail, 2016) and verbal abuse aimed at infringing on the rights of others with profanity and is usually preceded by physical violence aimed at revealing the abilities of others. (Al-Khorayef, 1991, p. 47).

Among the most important symptoms of verbal violence are also insults, insults, threats, insults, slander, and name-calling, which has become a phenomenon in Algerian society that is met with concealment and denial by parents, as they expressed it either as a result of excessive pampering of children or family intimidation, or indifference and a clear imbalance in the ladder of values, starting with the family, which has become

trying to evade its responsibilities in indirect ways, blaming the "school responsibility". (Ammer, 2017).

Verbal violence includes several forms of behavior towards the other, the most important of which are:

- Remind someone of their past mistakes.

- Tell someone negative expectations of them and their actions.

- Expressing distrust of the person.

- Threatening violence against someone or a family member.

- Shout at someone.

- Intentionally lying in talking to someone about what may bring them problems.

- Insulting and insulting someone, or to whom it concerns.

- Withhold important information from the person in need.

- Asking someone for something unreasonable and powerless.

- Impolite talk to someone about a deceased person and interest him. (Ismail, 2016).

When the learner realizes that the teacher is trying to impose his will on him in a certain situation, he feels the learner's view of him, and by ignoring him as an individual capable of self-management, he will reject this, by virtue of his deep aspiration to define himself, and its forms include:

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- Uttering bad words during disagreements and quarrels.

- Rebellion against school systems and instructions.

- Provoking riots and chaos, which hinders the progress of the educational process.

- Verbally abusing pupils or teachers.

It should be noted that the culture of poverty and marginality: (the spread of weak illiteracy - weak social participation - low skill level - blackout of social reality, social diseases, contemptuous view) can be one of the causes of verbal violence in institutions. (Saadia, 2017, p. 159).The teacher or principal also collectively punishes the students, such as ridiculing and mocking the students, persecution, discrimination in treatment, threats offailure, and calling the student always a failure. (Alwan, 2019, p. 5)

As for the words uttered by the student: they are many and varied, they are the dictionary of some students at the present time, whether immoral, sexual and even racist and consistent in most of the words (movement and pronunciation), we did not mention them in this place.

While the words uttered by the teacher are as follows, which are common words among teachers, so they have become part of the diaries of some teachers, for example, but not limited to (animal, donkey, mule, uneducated, impolite, sweet, cow...). And other words that have nothing to do with either the teacher or the educational process away from the educational and spiritual value system that instills noble morals in the psyche of the learner and away from

educational methods based on the prophetic curriculum.

In this context, Amna (2016) explained through the head of the Union of Parents' Associations, Ahmed Khaled, in a statement to Al-Hiwar, that the reason for the spread of the phenomenon of screaming and the use of harsh phrases, whether by teachers towards students or by parents towards their children, and their failure to adopt a model educational method based on respect has become absent in many Algerian families, and children's attention has become most of their attention to electronic games and modern entertainment. (Ammer, 2017).

It was estimated that 33.33**%** of symbolic violence, which includes gestures, hand gestures, and facial movements. As Ben Qafa Souad (2014) showed that the aggressive student tends to use the legs, nails, teeth, head and eye in gestures and signals that harm the same to another student and criticize him with hurtful words in the classroom and make him feel inferior, helpless or dangerous, this pattern of threat exercised by aggressive students when the teacher is paying attention to Blackboard, which causes embarrassment and frustration to the pupil. (Ben Qaffa, 2014, p. 88). Bourdieu defines it as a quiet, hidden sleeper violence, invisible and imperceptible even to its victims, and means that the dominant impose their way of thinking and expression, and the perception that is more appropriate to their interests, relying on symbols as tools of control and domination, such as language, image, signs and connotations. (Ahmed, 2018, p. 4).

While **10%** of sexual violence was estimatedas sexual innuendo, physical contact, unwanted, touching a sensitive

child organ, displaying pornographic images in the presence of the child... Teachers attribute this especially in our time where students have smart phones that are not monitored by parents, and the possibility of accessing various pornographic sites and exchanging pictures, sexual words that combine insults and sex, and what the teachers focused on in this pattern is that students enter toilets, especially those that have broken doors, as well as during the period of changing clothes to practice sports for both sexes. However, as most of them stressed, the data in this pattern are not well known due to the specificity of society. And what can mention of smoking abuse among students and its effects on their behavior. These findings are consistent with their findings (UNESCO, 2001-2010). There is little data on students experiencing sexual violence in schools because they are reluctant to report acts of sexual violence for fear of being ashamed, stigmatized, disbelieved or reprisal. Sexual abuse and other forms of gender-based violence are one of the main factors behind girls' low enrolment and dropout of school, fearing abuse, and sexual violence against boys can lead to a sense of shame, as it is often considered taboo. (UNESCO, 2001-2010). The student is deceived and tried to violate his modesty, including: exposing his genitals, removing clothes and clothes from the student, touching or fondling sexually, spying on the student, exposing him to sexual images or movies, and immoral acts such as forcing him to utter sexual words, rape. (Nermi Media Network, 2022)

Therefore, it can be said that sexual harassment in schools has become widespread, but in silence for fear of stigma and defamation, and itis represented in revealing genitals, removing clothes, touching genitals, uttering sexual words, sexual friction, snooping on the student while taking off his clothes, especially in sports classes and toilets, exposing him to sexual images and pornographic films, especially since school students nowadays have smart phones.....

Dooley and others have shown that sexual violence occurs in many types of contexts around the world, including schools. A survey conducted in Mexico (2013) showed that 7% of boys and 5% of girls in high secondary school reported having experienced sexual abuse from their classmates in the past year, and a slightly smaller percentage reported that they had been forced to engage in Sexual behavior during the same period. In Kenya, almost one in five women or men aged 18 to 24 who had experienced sexual violence before the age of 18 reported that the first incident occurred at school. Dooley, Kaba and Petroski (2018) have been shown that poor school infrastructure, such as poorly lit toilets or lacking privacy and supervision, can increase the risk of sexual violence. (Dooley et al., 2018)

6.2. Presentation and discussion of the results of the second hypothesis:

Based on the second hypothesis: School violence against the schoolboy has negative effects from the point of view of middle school teachers.

Table N° (03): Effects of school violence on school students.

Implications	Nnumber of Repetitions		Percentages	
	Yes	No	Yes	No
School violence causes distraction and lack of concentration in the student.	45	15	%75	%25
School violence leads to constant absences from school.	32	28	%53.33	%46.67
School violence results in physical damage such as fractures, cuts, scratches, etc.	55	05	91.67%	%8.33
School violence leads to an attempt at self-harm.	50	10	83.33%	%16.67
School violence leads to excessive aggression.	60	00	%100	%00
School violence causes low self-confidence.	38	22	%63.33	%36.67
School violence leads to the non-participation of colleagues in group activities.	24	36	%40	%60
School violence contributes to suicidal ideation.	14	46	%23.33	%76.67
School violence causes impairment in communication skills with others.	44	16	%73.33	%26.67
School violence causes unjustified fear.	20	40	33.33%	%66.67
School violence causes constant anxiety and stress	23	37	38.33%	%61.67
School violence weakens social relationships with colleagues and teachers.	47	13	78.33%	%21.67

It is clear from the data of Table N° (03) that the violence practiced on the schoolboy has negative effects from the point of view of the middle school teachers, as the percentage of the item "School violence leads to excessive aggression" was estimated at 100%, while the percentage of the item "School violence results in physical damage such as fractures, wounds, scratches, etc." was estimated at 91.67%, while the percentage of the item "School violence leads to Attempting to self-harm" was estimated at 83.33%, while the percentage of the item "School violence weakens social relations with colleagues and teachers" was estimated at 78.33%, while the item "School violence causes distraction and lack of concentration in the student" was estimated at 75%. The item "School violence causes weakness in communication skills with others" was estimated at 73.33%, while the item "School violence causes low self-confidence" was estimated at 63.33%, and the item "School violence leads to continuous absence from school" was estimated at 53.33%. The item "School violence leads to the non-participation of colleagues in group activities" was estimated at 40%, while the item "School violence causes anxiety and constant stress" was estimated at 38.33%, and the item "School violence causes unjustified fear" was estimated at 33.33%. "School violence contributes to suicidal ideation" was 23.33%.

Thus, it can be said that the hypothesis has been realized, according to which school violence against the schoolboy has negative effects from the point of view of middle school teachers.

In this context, Pearson (2005) Person believes that aggressive children lack to provide help and benefit to others and that they have more than aggressive intentions and less guilt towards others and lack the coping skills to control their emotions, they look at the outside world as a threat and an aggressive place, the aggressive see situations differently they are more aggressive and angry than children less aggressive, and usually the child is aggressive unloved and may lead to the rejection of comrades and their distance from him to evaluate himself negatively and push him The feeling of loneliness and isolation may turn into a scapegoat and be subjected to many punishments and harassment that did not have any causal relationships. (Al-Shehri, 2009, p. 29). Dooley, Kappa and Petroski, (2018) add that the negative effects of violence may be felt in the child's body as well as in the mind in the form of physical harm, sexually transmitted diseases, stress, depression, suicidal thoughts and unplanned pregnancy. In some cases, persistent unavoidable bullying, sexual assault or daily fear of school can lead to death, and the child's emotional and behavioral development may be affected. Evidence suggests that harmful abortion associated with severe harassment of violence during early childhood can negatively affect healthy brain development with lifelong consequences. Aggressive behaviors, substance use and sexual behavior Danger and criminal activity Moreover, violence can continue across generations, as studies show that

children who grew up amid violence are more likely to reenact violence when they reach young age, for example, and men are more likely to commit violence against their wives if they themselves experienced violence as children. When girls are subjected to domestic violence or harsh punishment early in life, they are more likely to be affected by violence later in life, and violence greatly hinders a student's attendance at school, contributing to lower academic results and leading to higher dropout rates. (Dooley et al., 2018)

Some studies that dealt with violence in the school environment also showed the negative effects that the student is exposed to during the educational act and during his communication in the classroom with students or with the teacher within educational institutions, as traditional teaching methods in the world are often the absence of dialogue between the components of the educational system, as non-dialogue becomes communicative violence that means that the student cannot express his ideas, theses and perceptions, which makes it difficult for him to accept the other (professor or administration), which increases the prevalence of this Behavior in the classroom. (Nirmi Media Network, 2022)

Reasons related to the pupil in the classroom include:

-   Boredom and boredom, so the learner feels censored and stagnant and falls prey to boredom, which provokes his thinking and challenges him.

-   Frustration and stress, monotony, lack of vitality and difficulty of educational activities.

- The learner's tendency to attract attention with aggressive, bad and annoying behavior.

- Behavioral contagion of verbal violence and learners imitating each other.

- Permanent and constant frustration.

- Inhibition that takes the learner out of the circle of feeling, and whose fears nest in the souls.

- Lack of reassurance and security.

- Lack of preparations for democratic activities and practices.

- Aggressive competitive atmosphere and non-intervention of the teacher due to the weakness of his character.

- The punitive atmosphere that prevails in the classroom. (Saadia, 2011, p. 159).

Conclusion:

It can be said that Algerian society in general and educational institutions in particular are the most affected by the existence of the phenomenon of violence and its increasing spread and intensity with the social, economic, political and cultural developments and changes taking place and the mixing of cultures resulting from new media, globalization, openness to the world and the change in individuals' perception of values and morals. This led to the presence of many parties practicing violence within the founder. Educational as well as the existence of many forms of violence in the school environment, such as physical, verbal, symbolic and sexual violence, which we summarize in ridicule,

mockery, insults, belittling the other person, intentional ignorance, defamation, continuous and harsh criticism, contempt, expressions that carry hurtful messages, insults, insults, insults and the negative effects of these practices on the life of the school student, depression, extreme anger, lack of self-confidence, hostility, wounds and scars, Sexual cues, unwanted physical contact, touching a sensitive pupil organ, viewing pornographic images in the presence of the pupil ....

Thus, we conclude that the first hypothesis has been realized, according to which there are multiple patterns of violence against the schoolboy from the point of view of middle school teachers.

The second hypothesis has been realized, according to which violence against schoolchildren has negative effects from the point of view of middle school teachers.

Finally, it can be said that the results revealed by the study remain within the temporal, spatial and human limits of the study, so some suggestions can be made that will serve society and individuals in light of what has been reached:

- Conducting more studies and research related to this phenomenon and focusing on the case study because it gives more dimensions and understanding of the problem than reality.

- Preparing forums and awareness days in coordination with the Ministry of Higher Education and the Ministry of National Education and periodic to try to give effective solutions to reduce violence.

- Establishing psychological counseling centers within educational institutions due to the large number of behavioral problems.

- Paying attention to extra-curricular activities such as drawing, theater and storytelling that indirectly express the danger of violent behavior on the part of the student.

- Encouraging learners to join a sport, music or art club, as this can reduce the tendency to violence among young people and invest their energies in useful and serious work.

- Directing the attention of the audio, visual and print media to the methods of proper socialization of children and the good selection of radio and television programs that are in line with social values.

- Work on employing psychologists in all educational institutions, starting from kindergarten, to identify the behavioral and psychological problems suffered by students and find solutions to them.

- Providing educational institutions with surveillance cameras to monitor abnormal behaviors by students and even teachers.

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