

The Level of School Violence among Secondary-Level Students in the Schools of Al-Qasr Directorate of Education: A Teacher and Administrator-Based Assessment

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Abstract

The purpose of this descriptive survey study was to measure, from the perspective of teachers and administrators, the level of school violence among secondary-level students in all schools in Al-Qasr Directorate of Education in Kerak, Jordan. Both gender and experience were used as the variables of this study. An 18-item questionnaire was developed and distributed to school teachers and school administrators. A total number of (216) participants completed the survey questionnaire. Findings showed that the degree of school violence was moderate. However, the results from the viewpoint of teachers highlighted an important association between school violence and gender (but not experience), whereas there was no link between school violence and either gender or experience from the administrators' point of view. The study recommended emphasizing the role the school administrators and teachers play in reducing the phenomenon of school violence.

Keywords: school violence, gender, experience, secondary-level students, Al-Qasr Directorate of Education

1. Introduction

The school is a formal educational institution created by society to achieve its goals, and it is a basic administrative unit in the Jordanian educational system, representing the procedural level of the educational process, and it is the base for this system, and what is happening within it in terms of interactions and practices is reflected in all its employees, including teachers, learners, administrators and users, and the climate that arises from that is determined according to the nature of the organizational relationships that prevail. This educational institution is the second institution of socialization after the family in the individual's upbringing, a proper and sound social formation, as it was found to modify societal goals according to an educational philosophy into behavioral habits that secure the integral and sound growth of the individual, society has also entrusted it to achieve its goals that seek to educate young people and formulate minds that in turn take in the making of the future, followed by higher education institutions that complement the school's role in education and the achievement of societal goals.

Schools and universities, with their students, professors, and staff, include various social strata, but they are subject to the various political, economic and social conditions of society and are affected by them, in addition to its special cultural environment that contains laws, regulations, values, behavioral trends, customs and work methods. It includes the largest segment of society members; therefore, its educational administrations must always strive to provide the right atmosphere and a warm organizational climate that reflects the health status of these institutions, it secures for its members responsible freedom, democracy in speech and action, dialogue and acceptance of opinion and other opinion, it also inculcates the values of tolerance and cooperation and avoiding religious, ethnic and regional fanaticism, in addition to spreading knowledge and science, and building a healthy student personality within the framework of a balanced value system, away from forms of deviation, distortion and abuse; violence is related to the culture that these institutions seek to spread among their students (Al-Zyoud & Habashneh, 2006).

And while the teacher or university professor is one of the main pillars of the educational process, of which the most important goals are the learning and teaching processes of students. Likewise, the director - the leader and the prince - is the director and the first supervisor, and he is responsible for leading the educational institution, its

running and what is happening inside it, and between all its elements of processes and interactions. Exposing the teacher, university or administrative professor to harm and harm students by practicing any form of violence against him, and between all its elements of processes and interactions. Exposing the teacher, university professor, or administrator to harm students by practicing any form of violence against him, and it is considered a case rejected for humanitarian, ethical and social considerations, and in it a violation of the dignity and status of each of them, reduces his prestige and weakens his position, and this in turn affects his productivity and limits his creativity.

The phenomenon of students' attacks on teachers, administrators and university professors has recently increased. Which prompted the Ministries of Education and Higher Education and Scientific Research to take measures to tighten the penalties imposed against students, believing that this is the treatment method for this phenomenon, however, some believe that tightening the penalties against students is a form of counter-violence, and leads to an amplification of the problem and the practice of other, more severe violence, and does not contribute to its solution (Talib, 2001).

Arabiyat (1999) believes that the responsible administrations underestimate and neglect what happens in educational institutions, and negligence in applying disciplinary measures against students who practice forms of violence, and withdrawing it under any circumstances or pressures that exacerbated this phenomenon, and encouraged its perpetrators to continue to stir up problems and carry them forward, and riots that distort the ideal image of the education process in Jordan.

The phenomenon of student violence in educational institutions has also become a concern of senior state officials and university presidents who found themselves facing a major challenge in the spread of this phenomenon, this forced them to find out their causes and try to find appropriate solutions to reduce them. His Majesty King Abdullah II Ibn Al-Hussein, on his visit to the University of Jordan, expressed his deep concern about this phenomenon and considered it as he said: "Exercising any form of violent behavior inside educational institutions is a red line that we will not tolerate, as it constitutes a threat to our generations and must be overlooked as soon as possible" (Ababneh, 2007).

His Majesty called for setting up a higher education strategy to be implemented during the next five years, which must include how to raise students' behavioral level as well as raise their academic level.

The researchers believe that the school is one of the averages of social upbringing, to which society has entrusted the responsibility of transforming its goals according to an agreed educational philosophy, to behavioral habits that secure the integral and sound growth of pupils as well as the processes of accommodation, adaptation and preparation for the future. Through the school, man's social and political awareness is also formed, the student acquires the skills and capabilities to practice his economic activity, and more than that is formed through education the most prominent features of society, and his position in the civilized peace is determined, and the student acquires the skills and capabilities to practice his economic activity, and more than that is formed through education the most prominent features of society, and his position in the civilized peace is determined.

1.1 The Study Problem

The study problem was represented in identifying the role of educational administrations in addressing student violence behavior in public secondary schools in Jordan, and the extent of the impact of this phenomenon on academic achievement, and many of the behaviors carried out by school students, as violent behavior is a form of abnormal, delinquent, or criminal behavior. This behavior has become widespread, especially in educational institutions, as it has recently been observed that school students practice various forms of violence, whether between the students themselves, or against teachers and school administrators, it was also noticed the diversity of violence methods used by students within the school. This phenomenon is no longer limited to its typical form (teacher violence towards his students), however, it extended and changed in different directions and forms, with phenomena such as, insults and contempt, beatings, death threats, armed attacks against teachers and administrators, destruction of school property, and disruption of the educational process in it, and it reached the point where the teachers were absent from work and were admitted to the hospital due to the physical injuries they sustained as a result of the students' assault on them, and ended with the submission of formal complaints to the security authorities, in order for reconciliation between the two parties instead of the courts.

Some statistics in Jordan indicate that violence in educational institutions is a rampant phenomenon, and Taleb (2001, 105) study, indicated that nearly (98%) of school students affirm the presence of violence there. One of the recommendations of the Al-Shuweihat (2007) study, was to encourage and support private research in the field of addressing general and common social phenomena that pervade educational institutions. This is what prompted researchers to study this phenomenon and get to know its level among public school students.

The study will answer the following main question:

What is the level of school violence among secondary school students in the Directorate of Al-Qasr 'Education Schools from the teachers' point of view?

And answer the following sub-questions:

- Are there statistically significant differences at the level of significance (α 0.05) in the level of violence in secondary schools in the Al-Qasr Directorate of Education from the teachers 'viewpoint due to the gender variable?
- Are there statistically significant differences at the significance level (α 0.05) in the level of violence in secondary schools in the Al-Qasr Directorate of Education from the teachers' point of view attributed to the teaching experience variable?

1.2 Study Objectives

The study aimed to identify the level of school violence among high school students in the Al-Qasr Directorate of Education from the teachers 'point of view, and to work on determining this level according to the two variables (gender, experience).

1.3 The Importance of the Study

The importance of the current study is that it is one of the first Arab studies - as far as researchers know - that specifically addressed the phenomenon of student violence in Jordanian schools. Its importance is evident through the importance of the topic that it dealt with in view of the growing phenomenon of violence in different parts of the world in general, and the transfer of some of its manifestations to the Jordanian educational institutions, which for a long time remained in the eyes of some as a safe sanctuary, the phenomenon of school violence among secondary school students has become worthy of attention, and finding ways to prevent the risk of its spread, especially as this phenomenon heralds the deviation that the student may turn to on his way.

The researchers also believe that contributing to solving this problem by finding real methods to address it will push it towards developing the educational learning process, as eliminating violence within the walls of the school will lead to the departure of students, teachers, school administrators and officials to improve the educational process. And open the way for education to flourish, and it will also contribute to the graduation of groups of students who are distinguished as good, positive, and civic citizens able to respect the opinions of others, and distance from the intellectual, social and political clash, and the development of cognitive skills among students, and contribute to raising the level of the educational process outputs in the best way.

1.4 Terminology of Study

School violence: It is all verbal and actual behavior that students practice in schools that lead to physically or psychologically harm and threaten teachers and administrators, and harm them or their property with the aim of taking revenge on them. This disrupts the environment of the educational institution, impedes the possibility of personal growth for individuals, threatens the course of the educational learning process, and limits the achievement of goals. Alqaralleh (2017, 15).

School violence is defined procedurally: That it is a group of behaviors that are issued by school students, and that harms others, whether fellow students, teachers or school principals, and affects the educational process.

1.5 Study Boundaries and Limitations

The limits of the study are summarized in the following:

- a) The human limit: The study was limited to secondary school students.
- b) The Spatial Limit: The study was limited to public schools affiliated to the Directorate of Education of the Qasr Brigade in Karak Governorate.
- c) Objective limit: The objective limits in the study were represented by the level of school violence among a sample of secondary school students in the Directorate of Minors' Education.
- d) Time Limit: The study was limited to the first semester of the 2019/2020 academic year.

Study limitations: The study is determined by the generalization of the results obtained, the method of selecting the sample, the tools used in it, and its psychometric characteristics.

2. Theoretical Literature

The phenomenon of violence is one of the phenomena that attract the attention of various government agencies

on the one hand, and the family on the other hand in general in different contexts, in recent times, in Western countries, we are facing a development not only in the amount of acts of violence, but in the methods used by students to implement violent behavior such as killing and armed attacks against students on the one hand and teachers on the other hand.

Student violence is a phenomenon that is widespread among students everywhere inside and outside the school, and it reflects psychological needs that have not been properly satisfied, whether by school or home, and the requirements of growth in adolescence may have a major role in the occurrence of violence among students, and reference groups play another role in the violent behavior of some students at this stage, this behavior takes many forms, beginning with pranks, flexing muscles, and ending with group problems inside and outside school. The media also plays a prominent role by presenting scenes of violence (the social theory of Pandora), and tribal and sports fanaticism has another role in generating violent behavior (Nikolaou, Thanos, & Samsari, 2014).

The concern and attention to the phenomenon of violence was the result of the development of a general awareness at the beginning of the twentieth century regarding childhood, especially after the development of various psychology theories, which began to explain human behaviors to us in the light of early childhood, and its importance in the formation of the individual and its impact on his life later, and the necessity to provide the appropriate living conditions for children to grow physically and psychologically in a healthy and integrated manner, it also coincided with the emergence of many institutions and movements that defend human rights and children's rights in particular (Al-Julibi, 2008).

2.1 Violence Definition in the Educational Convention

It is the group of unacceptable behaviors within educational institutions that affect their general system, and which result in negative results with regard to the educational process, and they are behaviors that have material and moral aspects.

Adnan (1999) believes that what is meant by violence in schools is the behavioral practices that take place in some of them, the protagonists of which are male and female students, teachers, sparking anger and fueling the increase of emotion.

Its result is the use of slapping, kicking, hitting with punches, sharp tools and sticks, and sometimes with weapons, and therefore it poses a threat to the lives of this group of people, and it is considered a phenomenon, not a problem; The collective feeling is harmed by it, but with the passage of days the issue will evolve, and it may become in the context of intractable problems.

2.2 Forms of School Violence

Dreddy (2007) shows that there are many forms of school violence, the most prominent of which are:

- A. Horizontal violence among learners: It is physical through beating, wounding, and even killing, and its degrees vary according to the damage caused by it and according to the averages used, and it is also moral in the form of contempt, insults, intimidation, threats, harassment ... and other forms of violence classified under the category of moral, the reason for this violence may be the dependence of those who practice it on defense mechanisms, in order to avoid the pain of the future deficiencies of human nature, especially when it comes to mockery of moral defects.
- B. Vertical violence between learners and educators of all kinds: This is both material and moral, ranging from threats and intimidation, direct assault, Cursing, contempt, mockery, persecution, marginalization, frowning, harassment, and collective punishment.
- C. Learners' violence towards educational spaces: It is physical and moral violence as well, as it ranges from destroying and sabotaging facilities, breaking equipment and tearing educational documents, and graffiti (Dumitriu, 2013).

2.3 Causes of School Violence

- 1) Reasons related to the family institution: On top of the causes of school violence, we find the influence of the family institution, which attaches its children to school educational institutions with accumulations of violent behaviors that pour into similar behaviors within the school educational spaces, and the result is the phenomenon of school violence that is distinguished from other types of violence in society. The direct causes of violence that an individual transfers to school from his family is the family's marital status; where material and moral deprivation plays a major role in the individual's tendency to violence, as a response to this deprivation; The individual, by nature, expresses his refusal of deprivation in various forms, according to the stages of his life (Al-Julibi, 2008).

- 2) Reasons related to the school educational institution: It has already been mentioned that the school educational institution receives learners with different forms and levels of development (cognitive, emotional and sense-motor), that is, with different and varying types of education. Just as positive educational forms fuse into one melting pot within the spaces of school educational institutions, so negative educational forms or deviations fuse, on top of which is the violence that is attributed to the school, the causes of which are due to the authoritarian nature of educational administration, or the nature of the teacher's cruel and rude treatment of learners, or abuse between educational frameworks between them; Whether those in charge of teaching or those in charge of administrative management. In addition to this, the infrastructure of educational institutions may be due to poor or lack of rehabilitation due to their presence in marginal areas or poor neighborhoods, a cause of psychological tensions for the learners, who have violent reactions, and the absence of parallel cultural, artistic, sports and entertainment activities; it makes educational institutions spaces similar to detention centers, remand centers, and physical coercion, Methods and teaching methods along with evaluation methods would be sterile; The phenomenon of violence is born among the educated as a reaction to it. And what is related to that academic falterings that cause frustration and despair, due to the unsatisfactory results, and in addition to all that, the absence of specific controls for desirable behaviors within educational institutions, and this averages the absence of internal laws for institutions, or their suspension, or non-activation, and among the reasons that encourage school violence as well, it is treated as a positive value that reflects strength, courage, heroism and challenge (Al-Bishri, 2004).

2.4 The Consequences Of School Violence

Al-Jalibi (2008) indicated that, in light of the definition of school violence in the educational term, it has been limited to the entirety of behaviors that are not educationally acceptable and lead to negative results, and among the negative consequences of school violence are the following:

- 1) On the educational level: low levels of academic achievement, school dropout, academic faltering, and disruption of school and learning time systems, and this is what causes a loss of confidence in the educational system for learners, as they generate a hatred for school spaces, and a hatred for everything related to it.
- 2) On the psychological level of the learners: falling into violence in response to previous violence; Where the learner who is the victim of violence may find himself compelled to take revenge by practicing counter-violence; Whether against his peers or against educators or against academic spaces, and among what generates from school violence are fears that may turn into intractable psychological diseases, including: Suffering from a complex of phobias and nervous tensions, and subconscious tricks such as sickness and colic, to avoid studying, lying, introversion, depression, and stuttering, and other symptoms indicating psychological suffering, all because of school violence.

2.5 Methods of Preventing and Treating School Violence

Consistent with the famous saying "prevention is better than cure", the phenomenon of school violence can be confronted in two ways, or two methods, as Al-Beheiri (2001) explained:

- 1) Preventive method: It is a method of avoiding the factors that cause violence, and this is done but not limited to, by establishing a culture of non-violence, and that is by spreading the values of tolerance and human rights based on our tolerant faith, or from universally accepted principles, which do not contradict our values and constants, and early diagnosis of cases of educated practitioners of violence may be important and feasible, before it escalates and turns into intractable dilemmas, and focusing on methods of reinforcement is not without the benefits of violence prevention, success in communication, listening, and empathy, all of which can prevent school violence, and parallel to these preventive measures, it is necessary to work through workshops and meetings, which include everyone who has a relationship with learners practicing violence, such as parents, guardians and educators of all groups, with the help of specialists and those with experience directly related to the issue of school violence.

The therapeutic method: It is the method imposed in the event that the preventive method fails or is absent, and the treatment method may accompany the preventive method. Among the procedures of this method is to develop positive aspects in the personality of the learners, the practitioners of violence; In order to get it over the negative aspects, in addition to that, other treatment plans are necessary, the most important of which are: Behavior modification techniques instead of punishment, and awareness of the negative nature of violence, presenting it as an educational deviation in light of convincing scientific knowledge and its treatment, and training learners practicing violence in problem-solving techniques is also important, also,

supporting them psychologically in order to regain confidence in themselves, by changing their perceptions, beliefs, perceptions and misconceptions about the values of heroism and personality attractiveness, it helps to get rid of the scourge of violence, and also more attention must be shown for the educated victims of violence as practitioners or as victims of it, and the adoption of methods of guidance and counseling by specialists, who are linked within educational institutions, alongside educators on a permanent basis, that would address school violence as well, and the institutions of social upbringing and the rights of the child hold seminars and meetings with all those related to the learners who practice violence; In order to approach and solve their issues, as well as pay attention to the age stages of development, especially the adolescent stage, which reflects the image of violence and its intensity, and creating clubs within educational spaces, in order to practice various activities that discipline behavior, especially violent ones, in addition to creating parliaments for learners, in order to spread democratic practice among them, and developing programs that contribute to surrounding violent behaviors, and adopting summer or seasonal camp methods, which aim to cultivate violent behaviors, by engaging in teamwork and scouts, and adopting festivals and exhibitions methods, and the methods of flyers and posters that focus on addressing the phenomenon of school violence, as well as the matter of adopting contests and competitions that refine the behaviors of learners bent on violence by spreading the concept of what is known as the polite sporting spirit of violent temperament, and it is also known that the treatment methods for school violence in its entirety are the responsibility of specialists in the field of guidance and counseling; Those who need to prepare effective and adequate programs to address this scourge that greatly affects achievement, and then affects the educational system in our country, in addition to the competent authorities in the educational field, where it is necessary to seek the assistance of parallel educational institutions: such as mosques and civil society associations, especially those that work in the cultural, social and intellectual fields, and it is imperative that media campaigns be undertaken by the various media, in order to contribute effectively to surrounding the phenomenon of school violence.

3. Previous Studies

The study of Ghazal and Al-Rousan (2017) aimed to reveal the students' attitudes towards the phenomenon of school violence in the schools of the Royal Commission in Jubail Industrial City, and to the most important factors affecting their attitudes such as gender, stage and type of education, as the number of the study sample reached (173) male and female students, and the two researchers used a questionnaire consisting of (22) items distributed on four axes, namely: Student behavior with colleagues, student behavior with the teacher, student's behavior towards school techniques, general behaviors, and the results of the study indicated that there are statistically significant differences due to the effect of sex in favor of males, and that there are statistically significant differences attributed to the effect of education in favor of public education.

The study conducted by Qanifa and Thawelt (2017) aimed to identify the differences in the perceptual mental image of school among adolescents practicing and not practicing school violence in light of the gender variable, the causal-comparative approach was adopted, and a questionnaire was designed on an intentional sample of (344) practitioners of both sexes, divided into two groups: The first practiced violence at school, and the second did not practice it. The results showed that the level of the perceived mental image of school among adolescents who practice and not practice school violence is moderate, the results also showed that there are statistically significant differences in the perceived mental image of the school among the members of the two study groups according to the gender variable and in favor of the females.

The study carried out by Athamna (2019) aimed at identifying the role of the school environment in alleviating the phenomenon of school violence for the primary stage from the point of view of teachers and school principals in the Bani Ubaid District, it also aimed to identify the differences between the responses of the study sample individuals about the role of the school environment in alleviating the phenomenon of school violence for the primary stage according to the variables of job title, experience and gender and to achieve the objectives of the study, the researcher designed a questionnaire. In selecting the study sample, the researcher relied on the method of the stratified random sample, and the researcher concluded that the school environment has a moderate influence in reducing the phenomenon of school violence in the primary stage from the viewpoint of teachers and school principals in the Bani Ubaid District, it also showed that there were no differences in the opinions of the individuals of the study sample, according to their personal variables.

The Ammarin study (2019) aimed to identify the causes of school violence for high school students in the Education Directorate of the Southern Shuna District from the viewpoint of school principals. For the academic year (2015-2016), the researcher used the descriptive approach, and the study population consisted of (18) Male and female directors, who were chosen by the intentional method, and to achieve the goal of the study, a tool for

that purpose is represented by a questionnaire consisting of (36) paragraphs, distributed on three reasons for measuring violence (social, scholastic, and psychological). The results showed that social causes have the largest role in school violence, while school causes came in second place, and psychological causes ranked last.

3.1 Foreign Studies

The study by Johnson et al. (2017) aimed to identify how the environmental, physical, and social features of the school are observed, related to student perceptions of the school climate and how these are associated with the student and involvement in violence. Monitoring evaluations of the environments were conducted through a questionnaire, and the study sample consisted of 28,592 students, multi-level structural equation models were used for testing, and indirect effects and the results were as follows. A good fit was found for all models, no direct impacts on the environment, observations on the involvement of violence were identified, however no significant direct effects on violence were found, specifically lighting through perceptions of violence, according to estimates.

The study of Varela et al. (2018) aimed at identifying the extent of life satisfaction, school satisfaction and school violence. The study sample consisted of 805 students from the seventh grade with an average age of 12 years from three different cities in Chile, the study found a relationship between school violence as a victim or perpetrator, and levels of life satisfaction among youth and adolescents in particular. And involvement in school violence was evident from lower levels of life satisfaction compared to people not participating in it. Moreover, school climate and life satisfaction can contribute to school violence, and the existence of a negative association between the school climate and participation in school violence.

The study of Ispiej et al. (2018) aimed to identify violence among gay youth and the impact of school violence. This study examined the moderate role of school violence and peer abuse between sexual orientation and mental health. The sample consists of 11,794 high school students, participants completed a self-survey through a report on sexual orientation, race, gender identity and experiences of victimization (such as peer and acquaintance), school perceptions, violence and crime as well as anxiety and suicide, the multi-level analyzes indicated that LGBT people compared to individuals who were less victimized as suicide rates were significantly lower with LGBTI individuals and sexual orientation. Transgender and bisexual people in schools have high students' perceptions of school violence and crime.

4. Methodology and Procedures

4.1 Study Methodology

The study used the descriptive survey method for its suitability for the purposes of this study.

4.2 Study Population

The study population consisted of all secondary school teachers in Liwa al-Qasr in Karak Governorate. As their number reached (880) male and female teachers, according to the statistics of Al-Qasr Directorate of Education

4.3 The Study Sample

The study sample was chosen by simple random method, as the study sample consisted of (225) male and female teachers who made up (25.5%) of the study population. (9) questionnaires were excluded because they were not valid for analysis, or for non-return, so that the sample was made up of (216) male and female teachers. The sample constituted (25%) of the study population, and Table (1) shows the distribution of the study sample according to the two variables (gender, and the number of years of teaching experience).

Table 1. Distribution of study sample individuals according to gender and years of teaching experience

variable		Number	Percentage
Age	Male	100	%46.3
	Female	116	%53.7
	Total	216	%100
Years of teaching experience	Less than 10 years	116	%53.7
	10 years or more	100	%46.3
	Total	216	%100

The table shows the distribution of the sample members according to the two variables (gender and years of teaching experience), as the study sample consisted of (100) male teachers and (116) female teachers, with a percentage of (46.3% and 53.7%), respectively. The study sample individuals were also distributed according to

the variable categories, years of teaching experience (less than 10 years, 10 years and more), with numbers amounting to (116, 100), respectively, and by (53.7% and 46.3%), respectively.

4.4 Study Tools

The researchers developed a scale of the level of school violence among secondary school students, by reviewing the theoretical literature, and their review of previous studies on the subject of school violence, such as the study of (Al-Shami, 2006) and the study of (Wiley, 2005), as the scale consisted in its final form of (18) items, divided into (3) dimensions: the teacher (6) items, the student (6) items, and the school administration (6) items. Likert's five-point scale was used (always, often, sometimes, rarely, never) in its scale.

4.5 The Validity and Reliability of the Scale

The scale was prepared in its initial form, which consisted of (18) paragraphs, divided into (3) dimensions, and then presented to a group of arbitrators and specialists in educational administration, measurement, and evaluation, as their number reached (10) arbitrators; With the aim of judging the scale in terms of clarity of the paragraphs, their relevance, the accuracy of their wording, and their suitability for the purpose for which they were designed, the paragraphs that were agreed upon were retained by more than 80% of the arbitrators, and in light of the arbitrators' proposals, the wording of some paragraphs was modified. To become in its final form, consisting of (18) paragraphs, divided into (3) dimensions, namely: the teacher (6) paragraphs, the student (6) paragraphs, and the school administration (6) paragraphs. Likert's five-point scale was used (always, often, sometimes, rarely, never) in its scale.

4.5.1 Construct Validity

The scale was applied to an exploratory sample from outside the study sample consisting of (22) teachers from outside the study sample, and the correlation coefficient of each paragraph was calculated with the dimension to which it belongs, and Table 2 shows that.

Table 2. Paragraph correlation coefficients for the dimension to which they belong

Dimension	Paragraph number	Correlation with pattern	Pattern	Paragraph number	Correlation with pattern	Pattern	Paragraph number	Correlation with pattern
Teacher	1	0.74**	Student	7	0.61**	School administration	13	0.66**
	2	0.64**		8	0.82**		14	0.75**
	3	0.71**		9	0.79**		15	0.61**
	4	0.82**		10	0.65**		16	0.77**
	5	0.59**		11	0.76**		17	0.67**
	6	0.85**		12	0.77**		18	0.86**

** Significant at significant level (0.01) level.

Table 2 shows that the values of the correlation coefficients of each dimension's paragraphs with the total degree of the dimension to which they belong are Significant at significant level (0.01).

4.5.2 Reliability of the Scale

To ensure the reliability of the scale, the two researchers used the internal consistency method (Cronbach Alpha) by applying the scale to a sample consisting of (22) male and female teachers from outside the study sample, who were randomly selected, and Table (3) shows the results.

Table 3. Values of the coefficient of reliability using an internal consistency method for each dimension of the study tool

Dimension	Internal consistency Cronbach Alpha
Teacher	0.85
Student	0.89
School administration	0.87

Table 3 shows that the values of the reliability coefficients using Cronbach Alpha internal consistency ranged from (0.85-0.89). These values are considered sufficient for the purposes of this study.

4.5.3 Scale Correction Standard

The five-point Likert scale was adopted to correct the study tool, by giving each of its paragraphs one score from

among its five degrees (always, often, sometimes, rarely, never) which are represented numerically (5, 4, 3, 2, 1), respectively.

4.6 Study Application Procedures

The study steps were carried out as follows:

- 1) After reviewing the theoretical literature and previous studies on the subject of the study (school violence), the study tool was built.
- 2) Official approvals were taken from the competent authorities to apply the study to the study population.
- 3) The psychometric properties (validity and reliability) of the study tool were verified, then the tool was applied to the study sample, the information was entered into the computer memory and the study questions were answered.
- 4) Extraction and discussion of results.
- 5) The formulation of recommendations.

4.7 Criterion for Judging the Paragraphs of the Study Tool

The following criterion was used to judge the score of paragraphs:

- 1) If the arithmetic Average of the paragraph is less than or equal to (2.33), the score for the paragraph is low.
- 2) If the arithmetic mean of the paragraph is between (2.34-3.66), the score for the paragraph is intermediate.
- 3) If the arithmetic mean of a paragraph is greater than or equal to (3.67), then the paragraph score is high.

4.8 Study Variables

Independent variables, namely:

First: Gender and it has two classes: males and females.

Second: Years of teaching experience, and it has two categories: Less than 10 years and 10 years and more.

Dependent variables, namely:

The first variable: school violence among high school students in Al-Qasr Directorate of Education Schools.

4.9 Statistical Processors

- 1) To answer the first study question, arithmetic Averages and standard deviations were used.
- 2) To answer the second and third study questions, T-test was used for independent samples.

5. Review the Results

5.1 Results Related to Answering the Main Question

To answer the study's first question: "What is the level of school violence among secondary school students in Al-Qasr Directorate of Education Schools from the teachers' point of view?" The arithmetic averages and standard deviations were used for the dimensions of the study tool and its paragraphs, and Table 4 shows the values of the arithmetic averages, standard deviations, the rank, and the degree for each dimension.

Table 4. Arithmetic averages, standard deviations, rank and score for school violence dimensions

Dimension number	Dimension	Arithmetic averages	standard deviation	Rank	Degree
1	Teacher	3.76	1.12	1	High
2	Student	3.34	0.61	2	Average
3	School administration	3.20	0.58	3	Average
The total degree		3.43	0.59	-	Average

Table 4 shows that the total score for school violence was moderate, with the arithmetic average (3.43), and a standard deviation (0.59). The teacher dimension was ranked first, with an arithmetic average (3.76) and a standard deviation (1.12) with a high degree, and the student dimension came in second place with an arithmetic average (3.34). With a standard deviation (0.61) and a medium degree, and in the last place, the school administration dimension came with an arithmetic average (3.20), a standard deviation (0.58), and with an Average degree.

The following is a detailed presentation of each of the dimensions of school violence among secondary school

students in Al-Qasr Directorate of Education, which are as follows:

1) The teacher's dimension

The arithmetic averages and standard deviations were calculated, and the rank and degree were determined for the paragraphs of the teacher's dimension. Table 5 shows these results.

Table 5. Arithmetic averages, standard deviations, rank and score for responses of study sample individuals to the paragraphs of the teacher dimension

Item	Paragraph content	Arithmetic average	Standard deviation	Rank	Degree
1	Students are subjected to insults and verbal abuse by teachers	3.88	1.31	1	High
4	Students get scorned by the teacher	3.78	1.33	2	High
6	Students are beaten by the teacher	3.77	1.25	3	High
3	Students are exposed to indifference and neglect on the part of the teacher	3.75	1.35	4	High
2	Students are exposed to ridicule by teachers	3.69	1.30	5	High
5	Students experience inequality on the part of the teacher	3.64	1.34	6	Average
Dimension as a whole		3.76	1.12		High

Table 5 shows that the arithmetic average of the teacher's dimension reached (3.76) and a standard deviation (1.12). This score is considered high. The first paragraph which states that "students are exposed to insulting and insulting by teachers" ranked first with an arithmetic average (3.88) and a standard deviation (1.31) and with a high degree, in second place came the fourth paragraph, "Students are subjected to contempt by the teacher," with an arithmetic average (3.78) and a standard deviation (1.33), and in the last place came the fifth paragraph, which states that "students are exposed to inequality on the part of the teacher" with an arithmetic average (3.64) and a standard deviation (1.34).

5.1.1 Student Dimension

The arithmetic averages and standard deviations were calculated, and the rank and score were determined for the paragraphs for the student's dimension, and Table 6 shows these results.

Table 6. Arithmetic averages, standard deviations, rank and score for responses of study sample individuals on paragraphs of the student's dimension

Item	Paragraph content	Arithmetic average	Standard deviation	Rank	Degree
8	Students get ridiculed by other students	3.82	1.10	1	High
7	Students are exposed to insults and verbal abuse by other students	3.70	1.16	2	High
11	Students are exposed to inequality by other students	3.22	0.96	3	Average
10	Students get scorn from other students	3.18	0.98	4	Average
12	Students get hit by other students	3.11	0.99	5	Average
9	Students are exposed to indifference and neglect from other students	3.00	1.08	6	Average
Dimension as a whole		3.34	0.61	-	Average

Table 6 shows that the arithmetic average of the student's dimension was (3.34) and a standard deviation (0.61), as this score is considered average, The eighth paragraph, which states "Students are being ridiculed by other students," ranked first, with an arithmetic average (3.82), a standard deviation (1.10), as this score is considered average, the seventh paragraph came in second place, "Students are subjected to insults by other students," with arithmetic average of (3.70) and a standard deviation (1.16) as this score is considered high degree. And in the last place came the ninth paragraph, "Students are subject to indifference and neglect by other students," with an arithmetic average (3.00), a standard deviation (1.08), and with a moderate degree.

5.1.2 The School Administration Dimension

The arithmetic averages and standard deviations were calculated, and the rank and grade were determined for the items for the school administration dimension, and Table 7 shows these results.

Table 7. Arithmetic averages, standard deviations, rank and degree for responses of study sample individuals on paragraphs of the school administration dimension

Paragraph number	Paragraph content	Arithmetic average	Standard deviation	Rank	Degree
14	Students are being mocked by the school administration	3.27	1.07	1	Average
15	Students are exposed to indifference and neglect by the school administration	3.22	1.06	2	Average
18	Students are beaten by the school administration	3.21	1.00	3	Average
16	Students get scorned by the school administration	3.19	1.01	4	Average
13	Students are subjected to insults and verbal abuse by the school administration	3.17	1.01	5	Average
17	Students are exposed to inequality by the school administration	3.15	1.07	6	Average
Dimension as a whole		3.20	0.58	-	Average

Table 7 shows that the arithmetic mean of the school administration dimension reached (3.20) with a standard deviation (0.58). This degree is considered medium, and the paragraphs of this dimension came with a moderate degree, the fourteenth paragraph, which states that “students are ridiculed by the school administration,” ranked first with an arithmetic mean (3.27) and a standard deviation (1.07), and in the second place came the fifteenth paragraph, “Students are exposed to indifference and neglect by the school administration,” with an arithmetic mean (3.22) and a standard deviation (1.06), and in the last place came the seventeenth paragraph, which states that “students are exposed to inequality by the school administration,” with an arithmetic average (3.15) and a standard deviation (1.07).

5.2 Results Related to the Answer to the First Sub-Question

To answer the second study question: Are there statistically significant differences at the significance level α (0.05) in the level of violence in secondary schools in Al-Qasr Directorate teachers’ viewpoint that is attributable to gender?

The arithmetic averages and standard deviations of the teachers’ responses to the study tool were calculated, and to demonstrate the significance of the statistical differences between the arithmetic averages, the independent samples T-test was used, and Table 8 shows these results.

Table 8. The arithmetic averages and standard deviations of the level of violence in secondary schools in the education of minors and the “T-test” for independent samples depending on the gender variable

Dimension	Gender	Arithmetic average	standard deviation	T value	Degrees of freedom	The level of significance
Teacher	Male	4.17	0.75	5.33	214	0.000*
	Female	3.40	1.26			
Student	Male	3.45	0.53	2.63	214	0.009*
	Female	3.23	0.67			
The school administration	Male	3.28	0.55	1.81	214	0.07
	Female	3.13	0.61			
Total degree	Male	3.63	0.44	4.93	214	0.000*
	Female	3.26	0.64			

Table 8 shows that there are statistically significant differences in the arithmetic averages in the total score of the level of violence in secondary schools from the teachers’ point of view, where the values of ($t = 4.93$), which are statistically significant values at the level of significance ($\alpha = 0.05$), the results also showed that there are statistically significant differences in the arithmetic averages in the dimensions (first, second) of the level of violence, in secondary schools in the Directorate of Minors ‘Education from the teachers’ point of view, and it is attributed to the variable of gender; Where the values of (T) were respectively (5.33, 2.63), in favor of males, whether in the total score or the two dimensions (teacher and student), while no statistically significant differences appeared in the arithmetic averages of the school administration dimension due to gender. Where the value of ($t = 1.81$), which is not statistically significant at the level of significance ($\alpha = 0.05$).

5.3 Results Related to the Answer to the Second Sub-Question

To answer the third study question: Are there statistically significant differences at the significance level of 0.05

$\geq \alpha$) in the level of violence in secondary schools in Al-Qasr Directorate of Education from the teachers' viewpoint that is attributable to experience?

The arithmetic averages and standard deviations of the teachers' responses to the study tool were calculated. To demonstrate the significance of the statistical differences between the arithmetic averages, the independent samples T-test was used and Table 9 shows these results.

Table 9. Arithmetic means and standard deviations of the level of violence in secondary schools in Al-Qasr Directorate of Education and "T" test for independent samples according to the experience variable

Dimension	Experience	Arithmetic average	standard deviation	T value	Degrees of freedom	The level of significance
Teacher	Less than 10 years	3.74	1.13	0.33	214	0.74
	10 years or more	3.79	1.11			
Student	Less than 10 years	3.34	0.66	0.09	214	0.99
	10 years or more	3.33	0.57			
The school administration	Less than 10 years	3.18	0.58	0.57	214	0.57
	10 years or more	3.22	0.60			
Total degree	Less than 10 years	3.41	0.59	0.39	214	0.69
	10 years or more	3.45	0.58			

Table 9 shows that there are no statistically significant differences in the arithmetic averages in the overall degree of the level of violence in secondary schools from the teachers' point of view, where the value is ($t = 0.39$), which is not statistically significant at the level of significance ($\alpha = 0.05$), the results also showed that there were no statistically significant differences in the arithmetic means in the dimensions (teacher, student, school administration) of the level of violence. In secondary schools in the Directorate of Minors 'Education from the teachers' point of view and it is attributed to experience, where the values of (t) were respectively (0.33, 0.09, 0.57), which are non-statistically significant values at the level of significance ($\alpha = 0.05$).

This result may be attributed to the fact that everyone considers the phenomenon of school violence a negative one, and it has its effect on students and their behavior, and that everyone has sufficient awareness and knowledge about the negative effects of this phenomenon on society, and experience has no role in distinguishing about this phenomenon, which confirms that all teachers, regardless of their experience and the length of their work, perceive this phenomenon in the same way.

6. Recommendations

In light of the findings of the two researchers through the results presented, they recommend the following:

- The need to pay attention to the phenomenon of school violence, and to emphasize the role of the school administration, the teacher, and the student in avoiding the negative aspects of this phenomenon.
- Activating the role of educational curricula in reducing the phenomenon of school violence.
- Emphasize the role that the school plays, with all its elements, in reducing the phenomenon of school violence.
- Inclusion of moral education in the school curriculum.

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