

Democratic and popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ibn Khaldoun –Tiaret-
Faculty of Letters and Foreign Languages
Department of English



Violence among Learners and its Impact on the Learning Process
Case Study: second year middle school Pupils –MACHROUB RAMDHANE–
TISSEMSILET

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for the Master’s Degree in Didactics**

Submitted by:

Miss. Imane KAIS

Miss. Soumia MEHAYAOUI

Supervised by:

Mrs. Asma LAKHDAR TOUMI

Board of Examiners:

Dr. Khaled BELARBI (MCB)	Chairman	University Ibn Khaldoun - Tiaret
Mrs. Asma LAKHDAR TOUMI (MAA)	Supervisor	University Ibn Khaldoun - Tiaret
Dr. Amina BOUGUESSA (MCB)	Examiner	University Ibn Khaldoun - Tiaret

2023

Dedication

I thank Allah for everything

To my late father, though you are no longer with us, your memory lives on within me, serving as a reminder of the values you taught me. Your profound wisdom and support have been the driving force behind my pursuit of knowledge.

To my mother, your boundless love, sacrifices, and unwavering faith in my potential have been my guiding light. Your belief in me, even in the face of adversity, has instilled in me the courage to pursue my dreams fearlessly.

To my sisters, all by their name; Sarah, Louiza, and Hiba, and my little brother Islam, you have been my constant companions, offering love, support, inspiration, and laughter. Your presence has filled my life with joy, and your belief in my abilities has fueled my determination.

To my grandmother, aunts, uncles, and my lovely uncle's wife by her name Fadila, your words of wisdom, guidance, and unconditional love have shaped my character and provided a solid foundation upon which I built my aspirations.

To the bright and beautiful Kids of the house Roaya, Alaa, Mouhammed, and haitham, you are the innocent souls that bring joy and laughter to my world.

To my friends Hadjira and Nadjia, You have been my companions, confidants, and a source of encouragement. Your presence has brought confidence in myself and solace during the challenging times. Each of you has contributed to my growth, intellectually, emotionally, and spiritually.

Imane

Dedication

First of all, the great and true thanks to **Allah** who gave me strength and determination to accomplish this work

Special dedication to my lovely father "**Omran**" you have been always the constant supporter, the encourager and guider to me. You have taught me to be unique, determined, to believe in myself, and to always persevere. You have been that spark for me when my lightblew out. Thank you for your unwavering love, encouragement and support every single dayand especially along this journey I have taken. I love you so much, I am truly thankful and honored to have you. May Allah protect you and give you health.

My mother "**Mebarka**", Words can hardly describe my thanks and appreciation to you. To the most beautiful and spiritual queen in the world my "Mother" you always have been my source of inspiration and support, you are my happiness and my strength with your endless love and prayers for me. I truly appreciate your sacrifices and dedication, I love you so much and thank you for being my mom .may Allah protect you and give you health throughout your life.

To my bothers **Moatasem, Mohammed, Islem, Ali** and my sister **Anfel**, I love you from thebottom of my heart thank you for your daily support an encouragement. I adore you.

My soul mate Amel you are an angel. Thank you for being you and being there always for me,I truly appreciate your support and encouragement, you mean so much to me, we spend manyyears together full of happiness, joy and so much fun, keep shining I love you my twin may Allah keep our friendship forever. **Soumia**

Acknowledgments

Above of all, we thank Allah, the almighty, the greatest of all for lightening our way, granting us support, strength and guidance during our research study, thank you Allah for being with us all the time.

All thank and sincere gratitude to our supervisor Mrs. LAKHDAR TOUMI Asma for guiding us to deliver this research work.

We would like to express our veracious gratitude to the jury members for their interest and involvement in our work.

We would also like to thank all teachers of English department for their hard work with us for five years respectively.

Great thanks to all the school community including teachers and pupils of **MACHROUB RAMDHANE** middle school for letting us complete our research study and enjoying the whole process.

We are greatly indebted to all our friends and colleagues who encouraged and helped us during our journey.

Lastly our parents our source of strength, thank you for your prayers and for showing the right way to continue and achieve our dreams preferably, we hope to live up to your expectations and make you proud of us.

Abstract

This study examines the effects of violence among learners on the learning process and the prevalence of violence in middle schools. Utilizing a mixed-methods approach, incorporating both qualitative and quantitative methodologies, data were gathered through one questionnaire and a structured interview. The participants consisted of 120 second-year middle school pupils from MACHROUB RAMDHANE Middle School, as well as three teachers and one guidance counselor. The findings demonstrate that violence significantly influences the learning process, impeding pupil engagement in the classroom. Moreover, the study reveals the widespread nature of violence within the Algerian institutions. These outcomes highlight the urgency of addressing this phenomenon in order to establish a conducive learning environment.

Keywords: effects, learners, learning process, prevalence, violence

List of figures

Figure 1: Pupils' Gender	57
Figure 2: Pupils' Age ,,	58
Figure 3: School Violence Tolerance	59
Figure 4: Practicing Violence against Peer	60
Figure 5: Exposure to Violence.....	61
Figure 6: The Spread of Violence among Learners	62
Figure 7: Violence among Learners Causes.....	63
Figure 8: Feelings when Witnessing and Experiencing Violence.....	64
Figure 9: The Effects of School Violence among Learners on the Learning Process.....	65
Figure 10: Avoiding Places where Violence Occurs.....	66
Figure 11: Violence Effects on the School Engagement.....	67
Figure 12: The Use of Coping Strategies	69
Figure 13: The Effectiveness of Coping Strategies Used.	70
Figure 14: School Measures to Address School Violence	71
Figure 15: The Effectiveness of the School Measures	72

Table of Contents

	Pages
Dedication	I
Acknowledgments.....	VI
Abstract.....	IV
List of Figures	V
Table of Contents	VI
General Introduction	01
Chapter I: Violence among Learners.....	05
1. Definition of Violence	05
2. Violence among Learners from many Perspectives	07
3. The Roles Involved in Violence among Learners	08
4. School Violence Cause.....	09
4.1. Family Background.....	09
4.2. Social Factors	10
4.3. Cultural Factors	12
4.4. School Related Factors.....	14
5. Types of Violence.....	16
5.1. Physical Violence	17
5.2. Verbal Abuse.....	18
5.3. Verbal Abuse Signs	20
5.4. Bullying.....	21
5.5. Cyberbullying.....	23
6. Violence among Learners Evolution.....	24
7. Violence among Learners Statistics	27

8. The Effects of School Violence.....	28
8.1 Emotional and Psychological Effects	29
8.2 Academic Effects	29
8.3 Social Effects.....	30
8.4 Long-Term Effects	30
Chapter II: Dealing with Violence among Learners in the Algerian Educational System.....	32
1. Overview of the Current Situation of Violence among Learners in Algeria.....	32
2. Discipline	37
3. Strategies Can Be Done to Cope with Violence among Learners.....	38
3.1. Creating a Safe and Positive Learning Environment	38
3.2. Providing Training and Support for Teachers and Staff.	39
3.3. Involving Parents and Community Members	41
3.4. Implementing Conflict Resolution Programmes.....	41
4. Warning Signs a Learner is	43
4.1. A Victim.....	43
4.2. A Perpetrator.....	45
5. Response Strategies when Detecting Warning Signs of a Learner is Being Victimized.....	46
5.1. Teachers and School Staff.....	46
5.2. Parents.....	48
6. Programmes and Initiatives to Address Violence among Learners.....	50
6.1. The Olweus Prevention Programmes.....	50

6.2. The Second Step Social-Emotional Learning Programme	52
6.3. Restorative Justice Programmes	53
6.4. Positive Behavioural Interventions and Supports (PBIS)	54
Chapter Three: Field Work	56
1. Research Instruments	56
2. The Sample Population.....	57
3. Pupils’ Questionnaire Analysis	57
4. Teachers’ Interview Analysis.....	73
5. Guidance Consoler’s Interview Analysis	82
6. Discussion of the Findings	84
6.1. Students’ Questionnaire	84
6.2. Teacher’ Interview	87
6.3. Guidance Counsoler’s Interview	87
General Conclusion.....	89
Suggestions and Recommandations	90
Limitations of the Study	90
Appendices	92
Appendix A: Pupils’ Questionnaire.....	92
Appendix B: Teachers’ and Guidance Counselor’s Interview	97
References	99

General Introduction

Violence has been a persistent issue in schools for many years, and it has become a pervasive serious problem and trending topic that affects schools across the world. Teenage violence is a vital issue that considerably influences the learning process, the educational experience and students themselves that leaves physical and emotional scars on them and affecting the whole school community. Interpersonal acts of violence or range of aggressive and violent behaviour that occurs within a school setting is referred to as school violence.

Researchers sometimes define school violence as a subset of youth violence, involving victims, perpetrators or witnesses. It can cause both physical and psychological harm, and can take passive as well as active forms; physical violence, verbal abuse, bullying, and cyberbullying are different types of school violence. Fighting of all kinds, including punching, kicking, biting, and slapping, as well as assault with a weapon or gang affiliation, are examples of forms of school violence. These types of violence can have far-reaching consequences for students, staff, and entire communities. They can result in physical injuries, emotional trauma, disruptions to learning environments, and a decline in academic performance. Consequently, students may lose interest in attending school or actively participating in the classroom. Moreover, such acts of violence can lead to the development of reckless behaviours, as some individuals may resort to using violence to harm and intimidate weaker school pupils. If not addressed promptly, this cycle of violence is likely to persist, making it challenging to eradicate once it becomes a severe problem within a school community.

This research work will primarily investigate the negative influence of violence on learners' learning process, development, grades, and productivity. It aims to highlight the

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

causes of this behaviour, provide recommendations and guidelines for the entire school community to raise awareness, establish basic rules for dealing with this dangerous issue, and explore strategies and efforts by teachers, administrators, students, parents, and community members to prevent and reduce violence. The ultimate goal is to promote safe and healthy school environments where students can learn and grow without fear.

The purpose of this study is to investigate how violence experienced by learners within educational settings influences their ability to learn effectively and achieve positive academic outcomes. The thesis aims to contribute to the understanding of this issue and provide insights that can inform educational policies, interventions, and practices to create safer and more conducive learning environments for all pupils. For this aim, the current study primarily advanced two main questions that were justified in detail when reviewing research study, these questions are:

- 1- What is the prevalence of violence among learners within the Algerian educational institutions?
- 2- How can violence among learners affect their learning process, engagement, and well-being?

Depending on previous studies and researchers understanding, the following two possible hypothesis were defined to answer the questions:

- 1- The prevalence of violence among learners within the Algerian educational institutions is significant, indicating a concerning level of aggression and physical harm among learners.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- 2- Increased violence among learners negatively affects pupils learning engagement and overall well-being, leading to decreased academic performance, decreased motivation, and increased psychological distress.

A combination of qualitative and quantitative research methods are applied for effective practice to achieve research objectives. One translated questionnaire is designed for one hundred twenty (120) second year pupils at MACHROUB REMDHANE middle school in Tissemsilt, following a structured interview of six (06) questions done with three (03) teachers, and one (01) guidance counselor from the same middle school.

The current research study consists of three main chapters to better understand the impact of school violence among learners on them, their instructional process, their psychology, their well-being and schooling environment, and to what extent it is going to be negative. The first chapter is about the literature review that explores the main theme; definition of violence, reviewing violence among learners from many perspectives, school violence causes, its types, evolution, statistics, and finally, the physical, psychological, and social effects of violence among learners.

The second chapter focuses on the theoretical aspects of violence among learners specifically within the context of Algeria. It begins with an overview of the current situation of violence among students in Algerian educational institutions. The chapter explores strategies that can be implemented to address this issue, including identifying warning signs that indicate a learner is either a victim or a perpetrator of violence. Additionally, response strategies are discussed for effectively dealing with such situations once they are identified. Finally, the chapter concludes by proposing programs and initiatives that can be implemented to effectively tackle the issue of violence among learners in Algeria.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Finally, the third chapter is about collecting and analysing data from students' questionnaire, teacher's interviews and discussion of research findings.

Chapter One

Violence among Learners

School violence is a worldwide phenomenon that is rapidly spreading. Many events and researches have taken place over the years, to better understanding where classroom violence comes from and to investigate it in a specific level. Based on prior research studies, the first chapter will primarily focus on a review of literature to acquire sufficient information regarding violence in middle schools and everything linked to this issue.

1. Definition of Violence

The World Health Organization has provided a comprehensive definition of violence, stating that “*the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which results in physical or psychological harm, injury, or death*” (WHO, 2006, p. 5). This definition underscores the significance of the deliberate nature of violent behaviour and acknowledges the potential for detrimental effects on individuals or groups. Moreover, it recognizes the diverse manifestations of violence, ranging from physical aggression to verbal abuse, as well as the varying scales at which violence can occur, from interpersonal interactions to conflicts between nations.

Galtung (1969), in his work, provides an expanded understanding of violence that extends beyond physical harm. He defines violence as a condition wherein individuals’ actual physical and mental realizations fall short of their potential realizations (p. 170). This definition broadens the scope of violence to encompass power imbalances and structural inequalities that curtail individuals’ opportunities and potential.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

It is important to note that the definition of violence can vary depending on the context, discipline, and researcher's perspective. Nonetheless, according to Hamby (2017, p. 167), a comprehensive definition of violence should incorporate four fundamental elements: intentionality, unwantedness, nonessentiality, and harmfulness.

The first essential element of violence is intentionality, referring to the deliberate use of force or power to inflict harm upon another individual or group. This demarcates violence from accidental or unintentional harm, such as injuries resulting from accidents or falls.

The second essential element of violence is unwantedness, signifying that the behaviour is not desired or welcomed by the targeted person or group. This distinguishes violence from consensual or mutually agreed-upon activities, such as playful roughhousing between friends.

The third essential element of violence is nonessentiality, indicating that the behaviour is unnecessary and unjustifiable for achieving a legitimate goal. This differentiation sets violence apart from instances of self-defense or other forms of necessary force, such as those employed by law enforcement officials.

The fourth essential element of violence is harmfulness, which refers to the fact that the behaviour causes physical or psychological harm to the person or group being targeted. This distinguishes violence from other forms of aggression or conflict, such as verbal arguments or disagreements.

2. Violence among Learners from many Perspectives

School violence between learners is a pervasive phenomenon that has garnered significant attention from scholars, policymakers, and educators alike. It is defined as any act of physical or psychological harm, intimidation, or bullying that occurs within a school setting among students. From psychological, sociological, and educational perspectives, scholars have sought to understand school violence among peers.

From a psychological perspective, school violence between learners can be understood as an intentional behaviour that causes harm to another individual within a school setting. Whether as a witness or a victim, exposure to violence is related to a number of emotional and behavioural problems, such as posttraumatic stress, anxiety, anger, depression, dissociation, and self-destructive and aggressive behaviour (Flannerry et al., 2004, p. 561). In addition, from the view of Lewis and Carleton (2022), students who are more agreeable, exhibited prosocial behaviours, and attend schools with positive climates are less likely to engage in school violence. These findings underscore the importance of addressing school violence from a psychological perspective and developing interventions that target both the underlying causes and the negative outcomes of such behaviour.

From a sociological perspective, school violence between learners can be understood as a form of deviant behaviour that results from social processes within the school environment. Social and cultural norms are highly influential over individual behaviour in a broad variety of contexts, including violence and its prevention (National Academies of Sciences, Engineering, and Medicine [NASEM], 2018, para 1). In addition, the American Psychological Association stated that “*we need to examine the broader societal factors that contribute to violence, such as poverty, discrimination, and exposure to violence in the media*” (APA, n.d.).

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

These findings highlight the need to consider the social context of school violence and to develop interventions that address the underlying social processes that contribute to it.

From an educational perspective, school violence between learners can be understood as any behaviour that disrupts the learning process, for either the victim, the perpetrator, or other students. This definition highlights the impact that violent behaviour can have on the educational environment and the need for a safe and secure learning environment for all students. As stated by Verywell Mind (n.d)

Victims of school violence may get physically injured and experience cuts, scrapes, bruises, broken bones, gunshot wounds, concussions, physical disability, or death.

Emotionally speaking, the child might experience depression, anxiety, or rage. Their academic performance may suffer because it can be hard to focus in school when all you can think about is how to avoid being hurt again

3. The Roles Involved in Violence among Learners

Violence among learners involves multiple roles including

- **Perpetrator:** The person who initiates the violent behaviour and causes harm to others. This can include physical, verbal, or emotional abuse towards their peers.
- **Victim:** The person who is on the receiving end of the violent behaviour. They may suffer physical, emotional, or psychological harm as a result of the aggression.
- **Bystander:** The person who witnesses the violent behaviour but does not take any action to intervene or stop it. They may feel helpless, scared, or unsure of what to do in the situation.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- **Enabler:** The person who enables the violent behaviour to continue by either encouraging or supporting the perpetrator's actions. They may also minimize or dismiss the harm caused by the violence. Enablers often support bullies by laughing at their jokes, spreading rumours, or providing an audience for their behaviour.
- **Defender:** The person who intervenes or speaks out against the violent behaviour to protect the victim and prevent further harm. They may use conflict resolution skills or seek help from adults or authority figures.
- **Collaborator:** The person who actively participates in the violent behaviour with the aggressor. They may share similar attitudes or beliefs that support violence as a means of resolving conflicts.

4. School Violence Causes

School violence should be well understood alike the causes that may lead to the emergence of violence in the educational institutions.

4.1. Family Background

A student's family background can have a significant impact on their behaviour and mental health, which in turn can contribute in raising school violence. Several factors associated with family background can influence a child's risk of engaging in violent behaviour including

- ❖ **Parental involvement:** Parents who are involved in their children's lives and provide them with guidance and support can help build a strong sense of self-worth and self-esteem in their children. This, in turn, can reduce the likelihood of them developing violent tendencies. Children who feel loved and supported are also more likely to develop healthy coping mechanisms and problem-solving skills. "Parents play an

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

influential role in molding and shaping the behaviour of adolescents” Sarwaer (2016, p. 225).

- ❖ Parental style: The way parents discipline their children has a significant impact on their development, including their risk of practising violence. Children who grow up in households where discipline is consistent, fair, and focused on teaching rather than punishing are more likely to develop positive behaviours and attitudes towards conflict resolution. Such children understand the importance of respecting others’ boundaries and are more likely to communicate effectively to resolve conflicts. On the other hand, children raised in households with inconsistent, unfair, and punitive discipline may become aggressive, resorting to violence as a means of resolving conflicts. As WHO stated “*evidence shows corporal punishment increases children’s behavioural problems over time and has no positive outcomes*” (n.d).
- ❖ Exposure to violence: Children who witness violence in their homes, communities, and media are at risk of developing aggressive behaviours and seeing violence as a normal way to solve problems. The exposure to violence can lead them to believe that violence is an acceptable way to express themselves and prove their existence. It can also lead to desensitization to violence, making it seem less shocking and disturbing. “*Some children exposed to violence learn to resolve their own conflicts in a violent manner*” Crime, Violence, and Your Child, n.d).

4.2. Social Factors

There are some key social factors that play a significant role in the development of school violence.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- ❖ Socioeconomic status: It is well-established that students from low-income families and who experience economic inequality face numerous challenges that can negatively impact their well-being and academic success. One of the most significant of these challenges is the heightened levels of stress, trauma, frustration, and lack of opportunities that these students often experience. These negative experiences can contribute to feelings of hopelessness and anger, which can further exacerbate their struggles. These factors can lead to aggressive behaviour in schools. In a study conducted by Townsend Carlson (2006) on a sample of American adolescents, poverty was a significant predictor of violent victimization at school. Students from poorer families are at higher risk of violent victimization at school.
- ❖ Peer pressure: *“peer group has an important role throughout adolescence; nevertheless it may influence negatively adolescents’ risk behaviours, by enhancing their involvement in such actions”* Tomé et al. (2012, p.28). Peer pressure refers to the influence that peers have on an individual’s behaviour, beliefs, and attitudes. Adolescents are particularly susceptible to the effects of peer pressure as they seek to establish their identity and form social connections. Unfortunately, in some cases, this pressure can lead to negative behaviours, such as aggression, as individuals attempt to conform to group norms or gain social status. Such behaviour can be particularly harmful in the case of bullying or other forms of violence, as individuals may feel compelled to engage in these actions to maintain their social standing.
- ❖ Mental health issues: Students who struggle with mental health issues such as depression, anxiety, or ADHD may experience a range of challenges in their daily lives, including difficulty concentrating, social isolation, and feelings of hopelessness. These challenges can make them more vulnerable to developing violent behaviours if

their mental health needs are not properly addressed. For example, if a student with ADHD is not given the support they need to manage their symptoms, they may become easily frustrated and act out aggressively. Similarly, a student with depression who feels hopeless and isolated may turn to violence as a way to cope with their feelings. According to Rueve and Welton (2008) “*certain medical conditions are associated with violent behaviour*” (p. 41).

- ❖ **Media influences:** Prolonged exposure to violence media can desensitize students to violence and promote aggressive behaviour. This desensitization may make students more likely to view violence as an acceptable means of conflict resolution and may even lead to real-world violent behaviour. While the link between violent media and aggression is complex and multifaceted, it is important to acknowledge the potential impact of violent media on young minds and to take steps to limit exposure to such content. “*Prior research on the effect of viewing media violence has primarily examined aggressive outcomes in school-aged children and adolescents*” Fitzpatrick et al. (2016, p. 1).

4.3. Cultural Factors

School violence is influenced by a range of cultural factors.

- ❖ **Masculinity norms:** Masculinity is not an inherent trait but a social construct that is shaped by cultural and historical contexts. Societies create norms and expectations for men based on their gender, and these expectations can vary widely depending on the specific culture and time period. In some cultures, masculinity is associated with traits such as physical strength, aggression, and dominance. Men are expected to conform to these norms to be seen as “real men”. However, it is important to recognize that these

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

expectations can be harmful and limiting, as they can lead to toxic behaviours and attitudes. *“Aggression in males shifts to asserting power over another, particularly when masculinity is threatened”* APA (2018, para 4).

- ❖ **Discrimination and marginalization:** Children who face discrimination or marginalization based on their race, ethnicity, gender, social status, or other factors are at a higher risk of experiencing bullying or harassment. This can have a significant impact on their emotional and mental well-being, leading to feelings of anger and frustration that can ultimately lead to violent behaviour. The negative experiences they face can also contribute to a lack of trust in authority figures and institutions, leading to feelings of isolation and further marginalization. A study published in the National Library of Medicine by Hong et al. (2022) found a positive association between racial discrimination and bullying victimization among adolescents.
- ❖ **Gang culture:** In certain cultures, gangs are viewed as a symbol of power, respect, and belonging and the idea of joining a gang can seem appealing to some adolescents. However, this cultural emphasis on gang affiliation can also have dangerous consequences, as it often leads to violent behaviour. Adolescents may feel the need to prove their loyalty and worth to the gang by engaging in violent activities, and this can have lasting negative effects on their lives and those around them. Although joining a gang may provide a temporary sense of protection or belonging, it ultimately perpetuates a cycle of violence and harm. *“Propelling young people to become involved in a gang, which eventually can lead to risky and criminal behaviours”* Dajung et al. (2015, p. 132).

4.4 School Related Factors

One of the key environmental factors contributing to school violence is school-related factors. These factors refer to the characteristics and conditions of the school environment that can contribute to or help prevent violent behaviour among students. Some common school-related factors that can contribute to school violence including

- ❖ Discipline policies: The lack of effective school policies and practices is a significant contributor to the creation of a violent and unsafe school environment. When schools fail to establish and enforce clear guidelines and procedures for preventing and responding to violence, it sends a message that such behaviour is acceptable. As a result, students may feel more emboldened to engage in violent and aggressive behaviour towards their peers. *“The level of physical security may need to be modified in order to lower schools’ vulnerability to violent behaviours”* Justice et al. (2012, p. 4).
- ❖ Inadequate supervision and monitoring: Inadequate supervision and monitoring of students is a serious concern in educational institutions, as it can create opportunities for violence and other forms of misconduct to occur. When students are not closely monitored or left unsupervised, it can lead to bullying, harassment, and even violent behaviour. This can include a lack of adult supervision during breaks and transitions, which are high-risk times for students, and inadequate monitoring of student activities, such as social media use or interactions with peers. Insufficient security measures, such as a lack of secure entrances or security cameras, can also contribute to an unsafe learning environment. It is essential for school administrators and teachers to prioritize student safety by implementing proper supervision and monitoring protocols, as well

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

as providing staff training to recognize and respond to potential safety concerns. When left unsupervised, students can be influenced by any number of negative influences, leading to behaviour and outcomes that can be disastrous for the individual and the institution. Studies have shown that a lack of adult supervision of school-aged children is associated with antisocial behaviour, poor school performance, and an increased likelihood of using tobacco, pot, and alcohol (Neumann, 2015).

- ❖ **School size:** Larger schools may struggle to establish strong personal connections between students and staff. In smaller schools, it is easier for staff to get to know each student individually, allowing them to identify and address any potential issues early on. In contrast, larger schools may have so many students that it is difficult for staff to develop a meaningful relationship with each one. As a result, some students may feel disconnected and unsupported, which can increase the likelihood of violent behaviour. Larger schools may be more vulnerable to gang activity. Meador wrote *“large classes packed with students provide more opportunities for personality conflicts, tension, and general disruptive behaviour”* (2019).
- ❖ **Substance abuse:** Substance abuse among youth is a significant risk factor for violent behaviour, and schools with high levels of drug and alcohol use are more likely to experience incidents of violence. The use of drugs and alcohol can impair judgment, lower inhibitions, and increase aggression, leading to violent incidents. Additionally, substance abuse can create a culture that tolerates and even encourages violent behaviour. When students use drugs and alcohol, they are more likely to engage in risky behaviours that can lead to violent incidents, such as carrying weapons or fighting. *“Substance use disorders have been proven to vastly increase the risk of a violent incident”* Rueve and Welton (2008, p. 38).

- ❖ **Poor academic performance:** Poor academic performance and truancy can have a detrimental effect on a student's mental health and well-being. The frustration, anger, and hopelessness that can result from struggling academically or feeling disconnected from school can contribute to violent behaviour. Research suggests that there is a link between low academic achievement and engagement in violent behaviour among students. A meta-analysis found that low academic achievement is a predictor of violent criminal behaviour (Savage et al., 2017).

5. Types of Violence

Physical violence, verbal abuse, bullying, and cyberbullying are different types of school violence. Fighting of all kinds, including punching, kicking, biting, and slapping, as well as assault with a weapon or gang affiliation, are examples of forms of school violence. These types and forms are going to be discussed as following

5.1 Physical Violence

“Physical aggression in schools is a serious problem that can lead to injury, trauma, and even death” Swearer and Hymel (2015, p. 193). Physical abuse is a serious problem that can have long-lasting effects on its victims’ physical and mental health. The use of physical force, such as pushing, kicking, punching, or throwing objects, with the intention of causing harm, injury, or damage to another person’s body, is referred to as physical violence. An individual or a group can commit this kind of violence. Physical violence affects many people, including students in schools. It can take many different forms and manifest itself in schools, including

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

➤ Punching

It is a form of physical violence that involves using one's fist to strike another person. Punching can cause serious physical injury, including bruises, cuts, broken bones, and head injuries. Depending on the force and location of the punch, it can also lead to more severe injuries such as concussion, brain damage, or even death.

➤ Kicking

Kicking is the act of striking someone with one's foot or leg. It can be incredibly unpleasant for the person being kicked and result in bodily harm such bruises, swelling, wounds, and broken bones. Kicking can also be an extremely dangerous kind of physical abuse, especially if it is directed at the head, neck, or other delicate body parts

➤ Hitting

Physical force is used when hitting someone with a hand, fist, or other item. It is considered as a kind of physical violence. Depending on the force of the blow and the victim's susceptibility, hitting can result in bodily harm, injuries, or even death.

➤ Sexual assault

Sexual assault is a heinous crime that can have devastating effects on the victim's physical and mental health, as well as their sense of safety and trust in others. It is a form of physical violence that involves sexual activity without the victim's consent or against their will.

Among learners, sexual assault can manifest in various ways, including sexual harassment, sexual abuse, and rape. Sexual harassment is a type of sexual assault that involves unwanted sexual advances, comments, or gestures that create a hostile or intimidating environment for the victim. Sexual abuse, on the other hand, refers to any non-consensual sexual contact or behaviour that is perpetrated by someone in a position of power or authority over the victim.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Rape is the most severe form of sexual assault, and it involves sexual intercourse or other sexual acts against the victim's will or without their consent.

➤ Fighting

Physical altercation between two or more people. Serious injuries from fighting, such as broken bones or concussions, are possible. Additionally, it may lead to criminal charges and disciplinary action from the school administration. Fighting may take place once, or it may happen repeatedly over time. Numerous things, such as disputes between individuals or groups of people, bullying, or other aggressive behaviors, which can contribute to it.

➤ Weapon use

Weapon use refer to the use of any object or tool with the intent to harm someone physically, including firearms, knives, blunt objects, or even improvised weapons. In many cases, weapon use among learners is associated with other forms of violence, such as bullying, gang activity, or drug abuse.

➤ Hazing

Involves forcing someone to undergo humiliating or dangerous activities as a condition of joining a group or organization. Hazing can cause serious injuries or even fatalities and can take the form of physical, emotional, or psychological abuse.

5.2 Verbal Abuse

Inflicting verbal abuse on a victim can take many different forms, from overt acts like name-calling and threatening behaviours to more subtle ones like gas-lighting or persistently correcting, interrupting, putting down, and demeaning them. Verbal abuse can even take the

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

form of prolonged silence. When this occurs, the offender is trying to punish and control the victim by cutting off communication. For some people, especially those who have experienced verbal assaults as children or in the home, it can be difficult to recognize them because they seem like a natural part of communication. But it is not. Verbal abuse can take many different forms according to (Gordon, 2022)

➤ Blaming

Blaming is a form of emotional violence that can occur among learners and can have a significant impact on a victim's mental health and well-being. Blaming involves unfairly accusing someone of wrongdoing or responsibility for a situation, without any evidence or proof to support such accusations. Blaming can manifest in various ways, including blaming someone for a mistake they did not make, accusing them of being responsible for a problem they did not cause, or unfairly criticizing their behaviour or actions. This can result in the victim feeling attacked, humiliated, and ashamed, leading to a negative impact on their self-esteem and confidence.

➤ Contdescension

Contdescension can take many forms, from dismissive comments and gestures to mocking or ridiculing someone's abilities or ideas. It is often used as a way of exerting power and control over others, particularly those who are vulnerable or marginalized. This can be particularly damaging in educational settings, where students may already be struggling with academic or social challenges.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

➤ Criticism

This refers to direct, unforgiving criticism that is intended to make the target feel bad about themselves. It is not supportive and hurtful. Public or private criticism can hurt, especially if the critic is just being spiteful and has no intention to contributing anything.

➤ Humiliation

It involves intentionally belittling, shaming, or embarrassing someone in front of others, which can cause them to feel ashamed, helpless, and powerless. Humiliation can take many forms, including name-calling, mocking, public ridicule, and embarrassing pranks.

➤ Ridicule

Usually, people who use abusive language make fun of you in their jokes. Those who use abusive language frequently choose jokes that prey on sense of weakness or vulnerability.

➤ Threats

Threats are a form of intimidation that can be used to control or manipulate the victim, and they can come in various forms, including physical threats, emotional threats, or threats of harm to loved ones.

5.3 Verbal Abuse Signs

When student is subjected to verbal abuse, they are being called names, bullied, made fun of, intimidated, terrified, or under control. Explicit verbal abuse, such as yelling, screaming, or swearing, can fall under this category. These actions are attempts at gaining control with the intention of subduing you through fear and intimidation. It is therefore abusive and should not be overlooked or justified. But verbal abuse can also take on a much subtler form.

Some signs that students are experiencing verbal abuse as it is mentioned by (Gordon, 2022)

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- The abuser makes the learner nervous.
- They feel as though you must approach the other person cautiously.
- They feel uncomfortable discussing personal matters with them for fear of being mocked or made fun of.
- They are reluctant to accompany them out in public due to potential negative comments.
- They experience threat.
- They experience constant criticism of the way they appear, behave, think, dress, or speak.
- They yell but later imply that others are overly sensitive or lack humour, making them feel inferior or ashamed of whom they are.
- They overreact to minor issues and then hold others responsible for the consequences.

5.4. Bullying

According to Espelage and Swearer (2010), "*bullying is a repeated aggressive behaviours that is intentional and involves an imbalance of power or strength. It can take many forms, including physical violence, verbal abuse, and social exclusion*" (p. 1). Bullying in schools can be defined as persistent and aggressive behaviours that are directed at a person or group of people who are defenseless. This behaviours, which can be physical, verbal, or interpersonal in nature, is meant to hurt, distress, or frighten the target(s). Within schools, bullying can take place in a variety of places, including classrooms, hallways, playgrounds, and online spaces. There may be an imbalance of power between the bully and the victim, the bully may use this power to manipulate or harm the victim, and it includes many types

➤ Verbal Bullying

In schools, verbal bullying refers to the use of words to hurt, demean, or intimidate another person. From name-calling and teasing to threats and insults, verbal bullying can take many different forms. It can include, Calling someone derogatory names or insults, Teasing or mocking someone about their appearance, ethnicity, or other personal characteristics. Making threats or intimidating someone, Criticizing or belittling someone's abilities or accomplishments. Because it can cause emotional and psychological distress, low self-esteem, anxiety, and depression, verbal bullying can be particularly harmful. In addition, it might foster a hostile school environment and culture that encourages more aggression and violence.

➤ Physical Bullying

Refers to the use of physical force to harm or intimidate another person. Physical bullying examples include pushing or shoving someone. It can be especially dangerous because it can result in physical dangerous consequences. In addition to harming the culture and climate of the school, physical bullying can also increase levels of aggression and violence.

➤ Social Bullying

This involves using social exclusion, rumours, and gossip to harm or manipulate someone's social relationships. Social bullying can include spreading rumours, ostracizing, and cyberbullying. social bullying can include spreading rumours or gossip about someone, excluding someone from a group or social activity, ignoring or giving someone the silent treatment, insulting or teasing someone in a public setting, using social media to bully, harass or intimidate someone. Social bullying can be particularly harmful as it can affect a student's sense of identity and self-worth. Additionally, it may result in difficulties making friends and

social isolation. Socially bullied students may also struggle with anxiety, depression, and other emotional and psychological issues.

5.5. Cyberbullying

According to Kowalski et al.(2012), *“cyberbullying can be defined as an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly and over time against a victim who cannot easily defend him or herself”* (p. 3).

Cyberbullying in schools refers the use of electronic communication technologies, such as social media, texting, or email, in order to target, harass, intimidate, or harm another student. This kind of bullying can take many different forms, such as spreading rumours, threatening others, publishing embarrassing images or videos, or sending hurtful messages or even blackmailing. It can happen during and after school hours, and it can have a serious negative impact on the victim's mental health and general wellbeing.

Schools must be aware of the various forms of cyberbullying and take action to stop and address them such as online forums, text messages, social media sites, and other digital channels of communication and these are the several types of cyberbullying that can occur in schools

➤ **Harassment**

This involves repeatedly sending hurtful, threatening, or offensive messages or comments to another person online.

➤ **Exclusion**

This involves deliberately leaving someone out of online groups, events, or conversations in order to isolate or ostracize them

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

➤ Impersonation

This involves pretending to be someone else online in order to trick or deceive others, often with the intention of causing harm or embarrassment.

➤ Cyber Stalking

Sending unwanted messages to a victim repeatedly or keeping tabs on their online activities. This involves repeatedly following, monitoring, or harassing another person online, often with the intention of causing fear or anxiety.

➤ Denigration

This involves spreading rumours or making negative comments about another person online, often with the intention of damaging their reputation or social standing.

➤ Outing

This involves sharing private or personal information about another person online without his or her consent, often with the intention of causing embarrassment or harm.

➤ Trolling

This involves intentionally posting inflammatory or offensive comments online in order to provoke a reaction or upset others.

6. Violence among Learners Evolution

School violence has been a concerning issue that has persisted throughout the years, and it has undergone a notable evolution. To delve into the intricacies of this topic, let us

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

explore the various periods in history and the changing nature of violence among learners.

During the 19th century, violence within educational institutions was an omnipresent aspect of schooling. In those times, disciplinary methods could sometimes escalate to the point of resembling outright torture. Acts of student defiance that would potentially result in the intervention of law enforcement in contemporary classrooms were not uncommon. This era of education was marked by a stark contrast to the modern-day approach to discipline and student behaviour (Fuentes, 2018). During the late 1960s to the early 1970s, there was a noticeable increase in incidents such as assaults, robberies, and vandalism within U.S. schools. However, by 1975, the level of school violence stabilized. Unfortunately, in the early- and mid-1980s, reports indicated a resurgence of school violence, which reached its highest point in the early 1990s (Rudd, n.d). Creary and Rimbey (n.d.) in their study mentioned that *“in the 1990s with the Columbine High School shooting in Littleton, Colorado, where two students shot and killed 13 people and wounded more than 20 others before committing suicide”*.

Data that is more recent suggests a potential decrease in school violence today. In essence, the occurrence of school violence seems to follow cyclical patterns, mirroring the trends observed in our broader society (Constitutional Rights Foundation, n.d). Shen (n.d) in his study the evolution of violence in schools noted that fast forward to the academic year of 1993-1994, when the National Center for Education Statistics (NCES) conducted a survey involving 50,000 teachers.

The results shed light on an alarming perception among secondary teachers who consistently rated violence, vandalism, and verbal abuse as more severe within their schools compared to elementary schools.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Teachers at all educational levels expressed apprehension regarding physical conflicts among their students. What is intriguing is that despite the severity of these problems, a discernible pattern emerged, with the prevalence of violence decreasing steadily from urban to suburban schools, and then from suburban to rural schools. According to a joint report of the Departments of Education and Justice, violent crime overall has declined since the early and mid-1990s. However, this decline is relatively small. Juvonen (2001) noted, “*the percentage of students who reported being victims of crime at school decreased from 10 percent in 1995 to 8 percent in 1999*” (para 5). Whereas the chances of serious violence, such as shootings, are very low, violence continues to take place in schools (Nadine, 2020). The latest data available on criminal incidents (school year 1996–1997) reveal that about half of public middle and high schools reported at least one incident of physical attacks, fights (without a weapon), theft, larceny, or vandalism. What is more, official statistics are often lower than the actual rates of violent behaviour because of biases in reporting (Nadine, 2020). Analyzing the period from 1995 to 1999, it becomes apparent that efforts to combat school violence were yielding some positive outcomes. The percentage of students who reported being victims of theft or violent crime declined from 10% to 6%. This decline suggests that measures implemented during this timeframe were starting to bear fruit, creating a safer environment for learners (Fuentes, 2013).

The turn of the millennium marked a significant milestone in addressing school violence. In 2001, it was evident that overall levels of violence in schools had decreased since 1992. This positive trend was corroborated by a decline in physical bullying victimization, which had been steadily diminishing since the academic year of 2009 -

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

2010. Educational institutions were making notable strides in curbing incidents of violence, vandalism, and verbal abuse, indicating a shift towards a more peaceful and conducive learning environment (Nadine, 2020). In 2019, approximately 7 percent of high school students (grades 9-12) disclosed experiencing threats or injuries with a weapon on school premises within the past year. The proportion of students reporting such incidents decreased from 8 percent in 2009 to 6 percent in 2017. While the percentage in 2019 was slightly higher than that in 2017, it did not exhibit a significant deviation from the percentage observed in 2009 (NCES, 2022).

The most recent data sources indicate that students are less frequently victims of violent and serious crimes within schools. These trends have been steadily declining since 2001, highlighting the ongoing efforts to maintain a safe educational environment. Furthermore, the downward trajectory of physical bullying victimization since 2009-2010 demonstrates a sustained commitment to combating bullying behaviours and fostering a culture of respect and empathy among students.

7. Violence among Learners Statistics

From 2009 to 2020, the total victimization rate for students aged 12-18 experienced a decline both within and outside of school. Specifically, the victimization rate within schools decreased from 51 victimizations per 1,000 students in 2009 to 30 victimizations per 1,000 students in 2019. During the 2019-2020 school year, approximately 77% of public schools reported one or more incidents of crime, resulting in a total of 1.4 million incidents. This corresponds to a rate of 29 incidents per 1,000 enrolled students in that academic year (NCES, n.d). In the 2015-2016 school year, there were 38 school-associated violent deaths, amounting to approximately 10 deaths per 1,000 students. According to the most recent available data,

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

during the 2017-2018 school year, about 71% of schools reported at least one incident of a violent crime (Creary & Rimbey, n.d). Examining the 2018-2019 school year, it was found that 18% of violent incidents at schools occurred without the involvement of a firearm. Additionally, during the same year, students were responsible for 87% of reported violent threats (Chang, 2023). Over the past decade, the incidence of school shootings has been increasing. In the 2019-20 school year, there were 93 school shootings resulting in casualties at both public and private schools, marking the highest number since the 2000-2001 school year (Irwin et al., 2022, p. 5). Furthermore, there is growing concern regarding violence in schools, as indicated by anecdotal reports from teachers and incidents involving students who were found in possession of guns or other weapons on school campuses in several high-profile cases (Sawchuk, 2021).

8. The Effects of School Violence:

According to (Brenda, 2021), the issue of student violence has spread throughout educational institutions all over the world. The physical repercussions of such violence can persist well beyond the immediate aftermath of an incident and affect both the victim and the perpetrator. We will examine how violence affects students

- Emotionally and psychologically
- Academically
- Socially
- Long-termly

8.1 Emotional and Psychological Effects

Violence among learners in educational settings inflicts severe emotional and psychological effects, creating a climate of fear, chronic anxiety, and stress. Victims of violence suffer from diminished self-esteem, decreased self-confidence, and bear the weight of insults and attacks. The lasting impact on their mental well-being is profound, as they experience deep scars and endure a cycle of negative emotions. The constant exposure to aggression leaves them vulnerable to depression, emotional trauma, and in some cases, post-traumatic stress disorder (PTSD). The emotional burden carried by victims of violence is substantial, affecting their overall mental health and well-being.

8.2 Academic Effects

Violence among learners has severe emotional and psychological effects while also significantly hindering their academic journey. One major consequence is a decline in academic performance as learners struggle to concentrate and focus due to fear and stress. The constant threat of violence disrupts the learning environment, making it challenging to absorb information effectively. Moreover, violence leads to heightened anxiety, causing some learners to avoid school or drop out prematurely. The fear of encountering further violence becomes a major obstacle to their education. Additionally, violence diminishes learners' engagement in the educational process, leading to disinterest and detachment. Emotional distress hampers their motivation to participate actively, complete assignments, or pursue additional learning opportunities. This disengagement further limits their growth and development. The consequences of violence extend to the entire learning community, creating a toxic atmosphere that diminishes motivation and enthusiasm for learning among both learners and educators. The cycle of disengagement perpetuates a suboptimal learning environment, hindering collective progress and success.

8.3 Social Effects

Violence among learners hampers learners' ability to form positive relationships, disrupts classroom dynamics, and contributes to feelings of isolation and loneliness. Learners face difficulties in establishing meaningful connections with their peers due to the erosion of trust and the creation of a hostile atmosphere caused by violence. Fear and trauma lead to guarded behaviour and hinder the development of healthy relationships. Learners may withdraw from social interactions as a protective measure, resulting in isolation and a lack of crucial social connections. Violence disrupts classroom dynamics, fostering tension, mistrust, and hostility, which impede collaboration and positive interactions. Learners become preoccupied with self-preservation rather than learning and growth. Exposure to violence can also lead to negative peer influence, perpetuating a cycle of violence within peer groups. The normalization of violence undermines social interactions and creates a toxic environment, further hindering the development of positive relationships and social cohesion in the learning community.

8.1 Long-term Effects

Violence among learners has far-reaching consequences that extend beyond their educational years and can profoundly impact their adult lives. The long-term effects encompass various aspects, such as psychological well-being, behaviour, relationships, career prospects, academic achievements, and overall health. Those who have experienced violence are at a higher risk of perpetuating the cycle themselves, as aggression and conflict become normalized means of problem-solving and asserting power. Breaking free from this cycle requires dedicated efforts to unlearn harmful patterns and adopt healthier coping mechanisms. The impact on future relationships and career prospects is significant, as trust issues, emotional barriers, and difficulties in expressing emotions can hinder the formation of

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

meaningful connections. Additionally, violence's lingering effects can impede career advancement due to self-esteem, confidence, and assertiveness issues.

Violence among learners is a pervasive issue that persists in various forms and locations, causing significant harm and disruption. The motives behind such violence can stem from personal problems and a desire for dominance. This poses a major obstacle to maintaining a balanced and healthy school environment, affecting the well-being and learning progress of learners.

Chapter Two

Dealing with Violence among Learners in the Algerian Educational System

School violence is a serious issue in Algeria, it has been reported in primary, secondary and high schools. Violence among learners can take many forms, including physical aggression, verbal abuse, bullying, sexual harassment, and even weapons possession. It can only produce different quantitative and qualitative harmful and negative components that contribute to the destruction of rules, systems and tools of social and scientific building of the human being. Therefore, it is imperative that Algerian educational institutions be transformed into environments that promote knowledge, peace, and rights. Failure to address and mitigate school violence may result in these institutions becoming breeding grounds and sources of violence, ultimately making it exceedingly challenging, if not impossible, to eradicate this social phenomenon. As El Kholi (2008, p. 57) stated, our schools must not succumb to violence and must instead prioritize creating a conducive and nurturing atmosphere for all. In the same context, Khaled Abdou Salam clarified that school violence is every behaviour harming to others either physically or psychologically. For instance, irony, mockery of the individual, forceful opinions and hearing obscene words are all different forms of the same phenomenon, namely violence (Abdou Salam, 2014, p. 317).

1. Overview of the Current Situation of Violence among Learners in Algeria

School violence phenomenon in Algeria is a research space for researchers in various fields of human knowledge (sociology, psychology, education sciences...etc.). Especially since the educational system today has disclosed an unprecedented increase in this phenomenon, as it has crossed the red lines set by educators to ensure a successful educational process in order

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

to achieve the ultimate goal that all societies aspire to, which is to produce individuals who are capable of achieving scientific and developmental renaissance. Educational institutions and various global, local and national communication means that provide with daily statistics and incidents, all of which indicate that the Algerian school is experiencing a serious moral and value crisis that threatens its entity and tampers with the educational goals it aims to achieve.

In recent years, school violence in Algeria has significantly increased, particularly physical and verbal aggression among learners. A recent field study conducted at the University of Algiers entitled by “Characteristics of Violence in Algerian Schools”, has unveiled alarming statistics regarding the prevalence of violence in schools. These numbers have positioned Algeria as the frontrunner among Arab Maghreb countries in terms of this phenomenon. Shockingly, the study found that 60% of the approximately 8 million students have engaged in acts of violence, resulting in nearly 5,000 reported incidents of assault against teachers. Among these cases, 200 were reported by primary school students, with an additional 20,000 instances of violence among students documented. The study recorded 3,500 cases of violence that occurred among primary students, 13,000 cases among middle school students, and 3,000 in secondary school, while nearly 5,000 students assaulted their teachers, and 1455 assaults were committed by high school students (Sahel & Mokrane, 2019, p.26). The Algerian news agency (2009) stated that the Ministry of Education and National Education recorded in the school year)2006-2007(more than 59,000 acts of violence in the different levels. 12,000 cases of physical and material assault were indicated, and 342 cases of possession of prohibited weapons (Hadj khlouf & Hamani, 2022, p.26).

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Moreover, another study led by the Ministry of Education 2010-2011, emphasized that the extent of violence in educational institutions increased. For instance, it registered 25000 cases, 2899 ones of them were in middle schools. And the years 2011-2013, the Ministry of National Education announced through media the seriousness of this phenomenon and its spread in the school environment. The statistics were frightening and terrifying, the report stated that 4,555 teachers were subjected to violence by students, while 1,942 students who were subjected to violence by teachers and administration staff.

As for the cases of violence among students, they amounted to 17,645 cases. In addition, 16 cases of suicide among students within less than four months (Djazaris, 2015). Regarding how to develop mechanisms and reduction strategies for school violence, there are several issues to be addressed. Different manifestations of the threat of violence can be seen in Algerian schools. For instance, in 2016, the Algerian Ministry of Education recorded 1661 incidents in the country's 48 towns, of which 1427 cases of violence were among learners (Delomi, 2017).

Additionally, a 2016 study by the Algerian Ministry of Education on the issue of school violence found that Middle Schools had the highest rates of it (52%), followed by Primary Schools (35%), and Secondary Schools (13%). Besides, it claimed that school violence, pupils against pupils represents 80%, pupils against their teachers 13%, teachers against pupils 5%, teachers against teachers 2%. The same study showed that 75% of violence is moral, including 44.20% of cursing, 17.37% of threats, and 13.15% of disrespect. On the other hand, 25% of cases involve physical violence. Chaib Draa believed that the development of audio-visual means that depict violent scenes of danger and the improper use of social media contributed to the rise in violence over the past few years (Agha Samia, 2017). In addition, Al-Nahar newspaper (2017) dealt with the case of students in a middle school, in Chlef who raped their classmate in the washroom of the school. Which lead the police to open an investigation about

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

the incident, to be surprised that there were students who take drugs and sell them inside the institution.

According to Akhbar Elwatane (2019), During the first term of 2018-2019, the same ministry reported that almost 200 school violence cases were registered among pupils, The latest statistics announced 161 school violence cases in the three different school stages between pupils who behaved aggressively toward their peers. In 2019 a series of attacks and crimes that took place, the most prominent of which was a murder in 2019. It began with a quarrel between two minor cousins from the state of Guelma who were about the 14-year-old, one of them was killed and the other one was taken to juvenile trial (Akhbar elwatane, 2023).

According to official figures during the academic year (2020-2021), about 6,293 violent incidents were recorded in schools, an increase of four percent compared to 2019 (Independent Arabia, 2022).

Cases of school violence are increasing year by year. Most, if not all, educational institutions, especially middle schools as the previous studies revealed, suffer from this dilemma. Hardly no day passes without a complaint or a case of violence among students being registered. The student began to attack his classmate by cursing, ridiculing, then beating, leading to murder. In recent years, a heinous cases of killing and assaulting by students under 18 years have been recorded. The latest and the worst acts of violence recorded among students are:

Bornan Haddam Middle School in Zaramneh, Skikda, tragically witnessed the death of a fourth-year student, Boukarma Kamal. A group of individuals from the same middle school fatally stabbed the 15-year-old victim. He was immediately rushed to Abdul Razzaq Buhara

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Hospital, but unfortunately, he passed away on the same day. This incident sparked widespread protests throughout the state, which continued for several days in response to the tragedy. Another incident was recorded in a middle school in Tebessa Road in Sharia, after a fight broke out between two students aged 12 and 13 years. One of them took out an iron stick and hit his colleague on the head with it. The suspect was arrested and the injured was taken to the hospital. Another murder case was widely spread on the social media sites, a student stuck a pencil in the head of his classmate, a picture proved the worst forms of school violence. Moreover, Shoaib Abd-el-Kader Middle School in Oran witnessed a murder caused by a minor studying in the fourth year in middle school. The victim was a student studying in the first year. The cause of the dispute between was a girl studying in the same institution with them, and after an arguments between them, the killer stabbed him with a knife in separate places of his body. In the same city another incident that happened inside the middle school located in “Shtibo” in Oran, A student violently beat and stabbed his classmate, which caused his death (El djazair eldjadida, 2019).

EL Nahar TV newspaper (2023) posted that in the city of Tachouda, in the state of Setif. A fourth-year intermediate student was killed by his classmate in the institution Bashir Saed middle school. The student is 14 years old, where he was studying with him in the self-phase. The same sources that reported the news added that the perpetrator was removed from school 10 days ago because of his misbehaviour. He stabbed the victim at the heart level with a knife outside the middle walls. After that, some citizens intervened to take him quickly to the city of Al-Alamah, in Sorob Al-Khathir Hospital, before he died there. It should also be noted that this institution suffers from overcrowding, where the number reached 826 students, it was the

only middle school at that area which is surrounded by many of the social pests known to the teenagers.

All the levels suffer from various forms of violence starting from primary schools to high schools, and these were a few samples of thousands of cases of school violence experienced by the Algerian school and educational institutions in various places in the recent years.

2. Discipline

Discipline plays a crucial role in preventing and addressing violence among learners in Algeria, because the establishment of a disciplinary system that is clear and effective can help to prevent violence in schools. In addition, effective discipline strategies should be tailored to the specific needs of learners and should be designed to promote positive behaviour rather than simply punishing negative behaviour. Positive discipline should exist when learners are at schools so that they feel comfortable, wanted, valued, accepted, and safe and secure in the environment where they interact with perpetrators of violence. This can be achieved by creating a supportive learning environment that encourages students to develop self-discipline and self-control, as well as fostering positive relationships between teachers, students, and parents.

The prevention and treatment of violence among Algerian students are greatly aided by discipline. Positive conduct and a secure and encouraging learning environment may be encouraged through a clear and efficient disciplinary system that is adapted to the individual requirements of the students. To encourage healthy conduct and prevent violence, educators should employ clear communication, consistency in the application of rules and punishments, positive reinforcement, and address underlying issues.

3. Strategies Can Be Done to Cope with Violence among Learners

Prevention of violence in Algerian institutions is an important topic that requires attention and action. Creating a safe and positive school environment is a fundamental step towards achieving this goal. Schools must be a place where students feel secure, supported, and respected. It is the responsibility of school administrators and staff to create an atmosphere that promotes positive behaviour and discourages violence. Preventing violence in Algerian institutions requires a concerted effort from school administrators, teachers, students, parents, and community members by

- Creating a safe and positive school environment
- Providing training and support for teachers and staff
- Involving parents and community members
- Implementing conflict resolution programs

3.1. Creating a Safe and Positive Learning Environment

Creating a safe and positive school environment is essential to promoting student well-being and preventing violence. According to Cohen et al. (2009) *“this climate includes norms, values, and expectations that support people feeling socially, emotionally, and physically safe”* (pp. 180-181). Safe and positive school environment promotes positive behavior and helps students feel valued and respected. School administrators and staff have a critical role to play in creating a safe and positive school environment. As stated by National Center on Safe Supportive Learning Environments (NCSSLE, n.d), *“building and maintaining safe supportive learning environments requires a collaborative effort among stakeholders inside*

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

and outside the classroom to be successful” (para 1). Therefore, it is essential for school leaders to take a proactive approach to create a culture of safety and respect.

One way to promote a positive school environment is by implementing policies and procedures that promote positive behaviour and discourage violence. Schools must develop policies and procedures that clearly define acceptable and unacceptable behaviour and the consequences for such behaviour. These policies should be communicated effectively to all stakeholders, including students, staff, and parents.

Another way to promote a positive school environment is by providing students with opportunities to feel connected to their school community. As stated by Center of Disease Control and Prevention (CDC, n.d), *“students who feel more connected to school are Less likely to engage in risky behaviours”* (para 1). Schools can promote student connectedness by providing opportunities for students to participate in extracurricular activities, community service, and other school-related events.

Schools must be a place where students feel secure, supported, and respected. School administrators and staff have a critical role to play in creating a culture of safety and respect by implementing policies and procedures that promote positive behaviour, communicating these policies effectively, and providing students with opportunities to feel connected to their school community.

3.2 Providing Training and Support for Teachers and Staff

Training and support for teachers and staff are essential to creating safe and healthy learning environments for students. Schools can play a central role in reducing violence against children by providing teachers and staff with the knowledge and skills necessary to identify

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

and address violence effectively. By being aware of risk factors, signs, and consequences of violence, and by being trained in prevention and intervention strategies, teachers and staff can create a safe space for students to learn and grow. Moreover, providing training and support for teachers and staff can improve their well-being and job satisfaction, which in turn can contribute to the prevention of violence in schools.

Training teachers is essential in preventing violence among learners because teachers are often the first people to notice changes in student behaviour and the first responders to the warning signs of violence in our schools. Teachers interact with students daily, and they can easily identify changes in behaviour or attitude. By providing training on violence prevention, teachers can learn how to recognize early warning signs of violence and respond appropriately. This way, they can prevent violent behaviours before they escalate. In addition, supporting teacher well-being and professionalism can contribute to the prevention of violence in schools. Teachers who are well-supported are less likely to burn out or become overwhelmed, making them better equipped to create a positive and safe learning environment for their students.

Teachers and staff need to be equipped with the knowledge and skills necessary to identify and address violence in schools effectively. Moreover, training and support can improve their well-being and job satisfaction, making them better equipped to prevent violence among learners. By prioritizing the safety and well-being of students and teachers alike, schools can play an important role in reducing violence against children.

3.3. Involving Parents and Community Members

Preventing violence in Algerian institutions requires a collaborative effort from various stakeholders, including parents and community members. Parents can play an essential role in preventing violence by being informed about the school's policies and encouraged to reinforce positive behaviour at home. This can be achieved through various means, such as parent-teacher conferences, newsletters, and workshops, where parents can learn about the school's policies and how to support their children in adopting positive behaviour. Parents can also monitor their children's behaviour and intervene early if they notice any signs of violence or aggression. They can teach their children conflict resolution skills, empathy, and respect for others. By doing so, parents can contribute to creating a safe and positive learning environment for their children.

Community members can also play an important role in preventing violence in Algerian institutions. They can support schools by volunteering their time, resources, and expertise to help create a safe and positive learning environment. For instance, community members can organize after-school programs and activities that promote positive behaviour, such as sports, art, and music. Community members can also advocate for positive change in schools by working with school administrators, teachers, and parents to identify and address the root causes of violence. They can provide feedback and suggestions for improving school policies and practices, such as implementing restorative justice programmes, increasing mental health support, and promoting positive discipline practices.

3.4. Implementing Conflict Resolution Programmes

Implementing conflict resolution programs is a proactive approach to preventing violence in schools. These programs are designed to help students learn essential skills to manage their emotions, communicate effectively, and resolve conflicts peacefully. Conflict resolution

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

programmes can be implemented in various forms, including training workshops, peer mediation programmes, or classroom-based programmes. One of the key benefits of conflict resolution programmes is that they teach students how to manage their emotions. Students who struggle with emotional regulation may be more likely to become involved in conflicts, leading to a cycle of escalating tension and potentially violent behaviour. By teaching students how to recognize and regulate their emotions, conflict resolution programs can help prevent conflicts from escalating and turning violent.

Effective communication is also a critical component of conflict resolution programmes. Students learn how to communicate their feelings, needs, and concerns in a way that is clear, respectful, and assertive. Effective communication can help students avoid misunderstandings and prevent conflicts from escalating into violence. Empathy is another skill that is developed through conflict resolution programmes. Students learn how to understand and appreciate other people's perspectives and feelings. By developing empathy, students can better understand the root causes of conflicts, which can help them find solutions that are mutually beneficial.

Conflict resolution programmes teach students how to find solutions to problems without resorting to violence. Students learn how to identify common goals and interests, brainstorm solutions, and negotiate outcomes that are fair and equitable. These skills can help students resolve conflicts peacefully, which can contribute to a more positive school environment and better academic outcomes.

4. Warning Signs a Learner is

4.1. A Victim

Violence have long-lasting and detrimental effects on the well-being and academic success of those affected. Unfortunately, learners may be hesitant to report incidents of violence or seek help, either out of fear from perpetrators, or because they are not sure how to identify and respond to warning signs. In order to effectively identify and respond to incidents of violence, it is important for stakeholders to be aware of the warning signs that a learner may be experiencing violence from their peers. These signs can manifest in a variety of ways, both physical and emotional. It is important to recognize that these signs may not always be obvious, and may vary depending on the individual and the context. By understanding and being alert to these warning signs, we can take proactive steps to prevent further harm and create a culture of safety and respect in our schools and communities. In the following section, we will explore some common warning signs that may indicate that a learner is a victim of violence from his or her peer.

- Physical injuries such as bruises, cuts, or broken bones that cannot be explained or that occur repeatedly.
- Unexplained absences or changes in attendance, particularly if the learner is absent after a confrontation or altercation with another learner.
- Changes in behaviour, such as becoming withdrawn or anxious, or displaying sudden mood swings or aggressive behaviour.
- Changes in academic performance, such as a sudden decline in grades or a loss of interest in school.
- Changes in eating or sleeping habits, such as loss of appetite or difficulty sleeping.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- Social isolation or a loss of interest in social activities, particularly if the learner was previously outgoing and engaged in social activities.
- Reports of bullying or harassment by other learners.
- Unexplained damage to or loss of personal belongings, particularly if it occurs repeatedly.
- A sudden loss of interest in activities or hobbies that were previously enjoyed.
- A decline in self-esteem or self-confidence, such as becoming excessively self-critical or avoiding social situations.
- Unexplained or frequent headaches or stomach-aches, which may be a physical manifestation of stress or anxiety.
- Engaging in self-harm or other risky behaviours, such as substance abuse, which may be an attempt to cope with the trauma of violence.
- Becoming overly compliant or obedient, or exhibiting signs of learned helplessness, which may be a result of feeling powerless in the face of violence.
- Unexplained emotional outbursts or crying spells, particularly if they occur in response to seemingly minor incidents.
- Avoidance of specific areas or places within the school or community, such as certain hallways, classrooms, or playgrounds.
- Changes in appearance, such as a sudden change in hairstyle, or clothing which may be an attempt to hide physical injuries or changes in self-esteem.
- An increase in aggression or bullying behaviour towards others, which may be a result of the learner experiencing or witnessing violence.

- Social media activity that suggests the learner is experiencing or witnessing violence, such as posts or messages that indicate fear or distress.

4.2. A Perpetrator

It is important to be aware of the warning signs that indicate a learner may be at risk of perpetrating violence. These warning signs can help identify learners who may need additional support and resources to prevent violent behaviour and promote a safe learning environment. In this discussion, we will explore some common warning signs that could indicate a learner is at risk of engaging in violent behaviour.

- Learners who have a history of bullying others or being the victim of bullying may be more likely to engage in violent behaviour to cope with their situation.
- Learners who abuse drugs or alcohol may be at a higher risk of perpetrating violence.
- Learners who struggle to manage their anger or have intense feelings of rage may be at a higher risk of perpetrating violence.
- If a learner frequently makes threats or engages in aggressive behaviour, this could be a warning sign of future violence.
- Learners who have a preoccupation with violent movies, TV shows, video games, or other forms of media may be at a higher risk of engaging in violent behaviour.
- Learners who experience extreme mood swings, such as going from calm to enraged quickly, may be at a higher risk of engaging in violent behaviour.
- Learners who have difficulty understanding or caring about the feelings of others may be at a higher risk of perpetrating violence.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- Learners who feel trapped, hopeless, or helpless may be at a higher risk of engaging in violent behaviour.
- If a learner has easy access to weapons, such as guns or knives, this could increase the risk of violence.
- Learners who withdraw from previously enjoyed activities, such as sports or hobbies, may be at a higher risk of engaging in violent behaviour.

5. Response Strategies when Detecting Warning Signs of a Learner is Being Victimized

One of the most important responsibilities is ensuring the safety and well-being of students. Unfortunately, there are times when warning signs arise that a learner may be a victim of abuse or victimization. In these situations, it is crucial that teachers, school staff, and parents have effective response strategies in place to address the situation and support the victims. This could involve a range of actions, from providing emotional support to reporting concerns to the appropriate authorities. In this discussion, we will explore key response strategies that educators can employ when detecting warning signs of a learner being victimized

5.1. Teachers and School Staff

As a teacher or staff member, it is important to be vigilant for warning signs of violence between students, and to take action when necessary to protect the safety and well-being of all learners. When a learner has experienced violence from their peer, it is essential to provide compassionate and supportive care that addresses their unique needs. The response strategies listed above can help to create a safe and inclusive learning environment, promote positive behaviour, and support learners in their recovery from violence.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- Listen to the students' concerns and take their report seriously. Assure them that they are not to blame and that you will take action to address the situation.
- Report the incident to the appropriate school officials, such as the principal or school counselor, and follow the school's protocol for reporting and documenting incidents of violence.
- Provide emotional support to the victims by listening to their concerns, validating their feelings, and offering counseling or other support services as needed.
- Work with the victims and their families to develop a safety plan that includes measures to keep the students safe and minimize their risk of further violence.
- Encourage victims and witnesses to report incidents of violence again, and make it clear that they will be taken seriously and kept confidential.
- Look for patterns of violence and bullying with the help of the victims and witnesses, and take steps to address the underlying causes.
- Seek outside support from mental health professionals, law enforcement, or other community resources when necessary.
- Provide individualized support that meets the unique needs of the victims, such as counseling or academic support.
- Ensure the safety of the students by developing a safety plan and taking measures to keep them safe.
- Build a relationship of trust with the victims so that they feel comfortable seeking support and discussing their experiences.
- Encourage the students to engage in self-care practices that promote their overall well-being, such as exercise and stress reduction techniques.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- Provide ongoing support to the students as needed, such as regular check-ins or ongoing counseling.
- Take serious actions against the perpetrators.
- If the violence involves criminal activity, involve law enforcement to ensure the safety of the student and the rest of the school community.
- Contact the parents or guardians of the student who was victimized to inform them of the incident and provide support.
- Document the incident as soon as possible, including details of what happened, when it happened, and who was involved.
- Responding to warning signs of violence between students requires a proactive and collaborative approach that involves the entire school community. By working together to promote positive behaviour and provide support to those in need, teachers and staff can help to create a safe and inclusive learning environment for all students.

5.2. Parents

When parents discover that their child is experiencing violence, it can be a very distressing and overwhelming situation. However, by taking a proactive approach and seeking support from trusted resources, parents can help to ensure the safety and the health of their child by doing the following

- One of the most important things a parent can do when their children are experiencing violence is to listen to them. Give the children the space to share their experiences and feelings without judgment or interruption.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- Provide emotional support for children by showing empathy, offering comfort, and helping your child develop coping strategies.
- Work with the school to address the violence and ensure that children are safe. This may involve meeting with teachers or administrators, working with a school counselor, or developing a safety plan.
- Consider counseling or therapy for the child to help him/her cope with the effects of the violence and develop healthy coping strategies.
- Teach children to assert themselves and set boundaries with the person who is perpetrating the violence. This can help to build confidence and reduce the risk of future incidents.
- Set clear boundaries and consequences with children regarding the violence. This can help them understand what is and is not acceptable behaviour and encourage them to take responsibility for their actions.
- If the violence involves criminal activity, involve law enforcement to ensure that the perpetrator is held accountable and that children's rights are protected.
- Seek support from outside organizations, such as victim advocacy groups or mental health professionals, who can provide additional resources and support to help your child cope with the effects of the violence.
- Parents should educate themselves about violence prevention and the resources available to address it. Attend parent-teacher conferences and community meetings to learn more about how you can support your child and prevent violence in your community.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- Teach children conflict resolution skills to help them learn how to handle difficult situations and disagreements in a non-violent way.
- Encourage children to form positive relationships with friends, family, and peers. This can help to build their self-esteem and reduce the risk of being targeted by someone who is violent.
- Create a safety plan with children to help them stay safe in the event of a violent incident. This may include identifying safe places to go, creating a code word or signal to use in emergencies, and practicing how to call for help.
- It is important for parents to remember that addressing violence can be a complex and challenging process, but by taking a proactive approach and seeking support from trusted resources, they can help to ensure the safety and well-being of their child.

6. Programmes and Initiatives to Address Violence among Learners

6.1. The Olweus Prevention Programmes

The Olweus Bullying Prevention Programme (OBPP), the world's oldest and most thoroughly researched bullying prevention programme, takes a holistic approach to the whole educational system. This strategy incorporates elements such as school-wide, classroom, individual, and community involvement. The programme's goal is to achieve both short-term and long-term improvements that will result in a safe and healthy environment for the school community. Its key goals are to reduce current bullying issues among kids, prevent future bullying incidents, and strengthen peer relationships. These objectives are met through reorganizing the school environment in order to restrict chances and incentives for bullying conduct while also building a feeling of community. Although the curriculum was designed and tested for elementary, middle, and junior high schools, it is adaptable enough to be

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

utilized in various educational settings. The programme consists of several interconnected components, including:

- **School-wide training:** School staff receive training on the nature and dynamics of bullying, how to recognize bullying behaviour, and effective strategies for intervening and preventing bullying.
- **Classroom-level interventions:** Teachers receive training on how to create a positive classroom environment, establish clear rules and expectations for behavior, and promote positive social interactions among students.
- **Individual-level interventions:** Students who engage in bullying behaviour or are at risk for being bullied receive individualized support, such as counseling or social skills training.
- **Parents' involvement:** Parents are involved in the program through newsletters, parent-teacher conferences, and parent education programs.
- **School-wide rules and policies:** The program includes clear rules and policies that define bullying behavior, establish consequences for bullying, and provide support for students who are bullied.
- **Students' involvement:** Students are actively involved in the program through peer-led activities, such as anti-bullying clubs, and through classroom-based activities that promote empathy, respect, and positive social interactions (Limber et al., 2018, p 57).

Overall, the OBPP aims to create a school culture that values and promotes positive relationships among students and adults, and provides a safe and supportive environment for all students to learn and thrive.

6.2. The Second Step Social-Emotional Learning Programme

With the intention of reducing violence and enhancing academic achievement in middle school students, the Second Step is a Social-Emotional Learning SEL program that is taught in classrooms. Techniques for problem-solving, decision-making, emotion regulation, and preventing bullying and sexual harassment are all covered in the course. The program, which is designed for several age groups, has been shown to lessen physical aggression among middle-school participants over the course of a year. The Second Step SEL programme intended to lessen violence and promote academic performance among middle school children (National Institution of Justice [NIJ] 2019, para 1). When NIJ-funded researchers examined the programme's impact on participants during their high school years, they discovered that it had a favourable impact on lowering violence (NIJ, 2019).

The main components of this programme are

- Skills for learning; which teach children to pay attention, listen, use self-talk to stay on task, and use effective problem-solving strategies.
- Empathy; which teaches children to recognize and understand others' feelings, perspectives, situations, and to respond with care.
- Emotion management; which helps children learn to identify their own feelings, express them appropriately, and regulate them effectively.
- Problem solving; which teaches children to identify problems, think of alternative solutions, evaluate the consequences of each option, and choose the best solution. (Durlak et al., 2011, p. 407).

The course imparts social and emotional skills that aid in goal-setting, problem-solving, empathy, emotion recognition, and management. The middle school curriculum is especially designed to provide knowledge about how to stop sexual assault. The Second Step SEL program is a useful strategy for reducing classroom violence. It has been demonstrated that the programme, which is catered to different age groups, reduces physical violence among middle-school participants over the course of a year. The Second Step SEL Programme is a crucial component of that strategy since preventing violence is a complicated issue that calls for a public health approach.

6.3. Restorative Justice Programmes

Restorative Justice Programmes are becoming increasingly popular in schools as a way to reduce violence among students. Rather than punishing offenders, these initiatives focus on repairing the harm caused by crime or conflict *“Restorative Justice Programmes strive to make the offender take responsibility for their actions by helping them understand the harm they have created”* fresh essays (2022, para 2). The goal is to help offenders transform and reintegrate into society. At its core, restorative justice sees justice as a means of healing the suffering caused by crime and conflict, rather than simply punishing the perpetrator. This means that the focus is on repairing the victim's injury rather than punishing the criminal. As the National Training and Technical Assistance Center (NTTAC, 2021) stated, *“rather than justice as “punishment” restorative justice conceives of justice as “repair” to the harm caused by crime and conflict”* (para 1). Restorative Justice Programs often involve face-to-face conversations between victims and offenders, during which the victim's needs are taken into consideration. This type of communication fosters empathy and understanding among all

parties involved and can be an effective way to prevent future violence, Rogers and Miller (2019) said in the same context

They involve a face-to-face meeting between the offender and victim(s), with the purpose of: (a) conduct the mediation session; (b) sign a restitution agreement; (c) schedule a follow-up conference, when appropriate; and (d) communicate the agreement to the referring agency (p 171).

Research has shown that schools that use restorative justice have lower rates of suspension and expulsion, higher rates of student participation, and better academic achievement. By promoting a positive school culture where students feel valued and encouraged, restorative justice programmes can address the underlying causes of violence, such as trauma, mental health challenges, and substance abuse.

Restorative Justice Programmes play a critical role in reducing violence among students. They promote empathy and understanding among all parties involved, focus on repairing the harm caused by crime and conflict, and help students overcome the underlying issues that lead to aggressive behaviour.

6.4. Positive Behavioural Interventions and Supports (PBIS)

PBIS is a framework used to bring about important changes in behaviour through a multi-tiered approach. Its primary aim is to promote good behaviour and ensure school safety. The approach involves teaching students about behaviour expectations and strategies, with an emphasis on prevention rather than punishment. PBIS is based on the belief that positive reinforcement is more effective in changing behaviour than punishment, as Stephanie et al, (2015), noted *“the implementation of PBIS in schools and classrooms has demonstrated*

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

positive outcomes for students time and again in the area of growth in behavioural management”(para 12). It is designed to support the success of all students and create an environment in which appropriate behaviour is the norm. The framework requires integrating evidence-based behavioural interventions into a continuum that enhances academic and social outcomes for all students, not just those who are struggling with behaviour issues. One of the key benefits of PBIS is that it promotes engaging and effective instruction, which is especially beneficial for the 1 in 5 students who may need additional support. By maximizing instructional time, positive behaviour strategies can ensure that all students have their academic needs met. PBIS also helps staff manage behavioural issues in a healthier and more productive manner. Overall, PBIS is an evidence-based and effective approach to preventing violence among students by promoting positive behaviour and creating a safe and supportive learning environment.

Combating violence among students is a serious issue that necessitates a multifaceted strategy. A good school culture can be established where violence is not allowed by fostering a safe and inclusive learning environment, strengthening social-emotional skills, supporting children who may be experiencing violence, and including parents, teachers, and the larger community in preventative efforts. It is critical to acknowledge that violence among students is a complicated issue with no one-size-fits-all solution, and that enduring change needs continual efforts and collaboration from all stakeholders. Good educational settings should be fostered where every student has the chance to grow and realize their full potential by addressing the well-being and safety of all learners.

Chapter Three

Field work

This chapter focuses on the practical aspects of our dissertation, where we aim to thoroughly investigate the impact of violence among learners on the learning environment of the victim students in Algerian schools. Our approach combines quantitative and qualitative methods, employing fundamental tools such as a questionnaire for students, and interviews with teachers and guidance counselor. We conclude this process by engaging in an in-depth discussion of the findings, providing a comprehensive explanation of the results and confirming the hypotheses through the aforementioned instruments. The study was conducted in MACHROB RAMDHANE middle school in Tissemsilet with second year pupils.

1. Research Instruments

We conducted our study using a combination of a questionnaire and an interview. The questionnaire was administered to learners to gain a better understanding of their perceptions of school violence and its impact on the learning environment and process. The questionnaire is consisted of 13 questions, translated into Arabic to facilitate learners' responses, and was divided into three sections. The first section focused on learners' demographic information, the second section explored their experiences with violence and its effects, and the final section sought their opinions on the measures and procedures implemented by their institution. Additionally, we conducted an interview with three teachers and one guidance counselor, which included six questions. This mixed approach incorporated elements of both quantitative and qualitative research methods, allowing for a more comprehensive understanding of the topic. By utilizing this

combination, we were able to capture numerical data from the questionnaire and gain in - depth qualitative insights from the interviews.

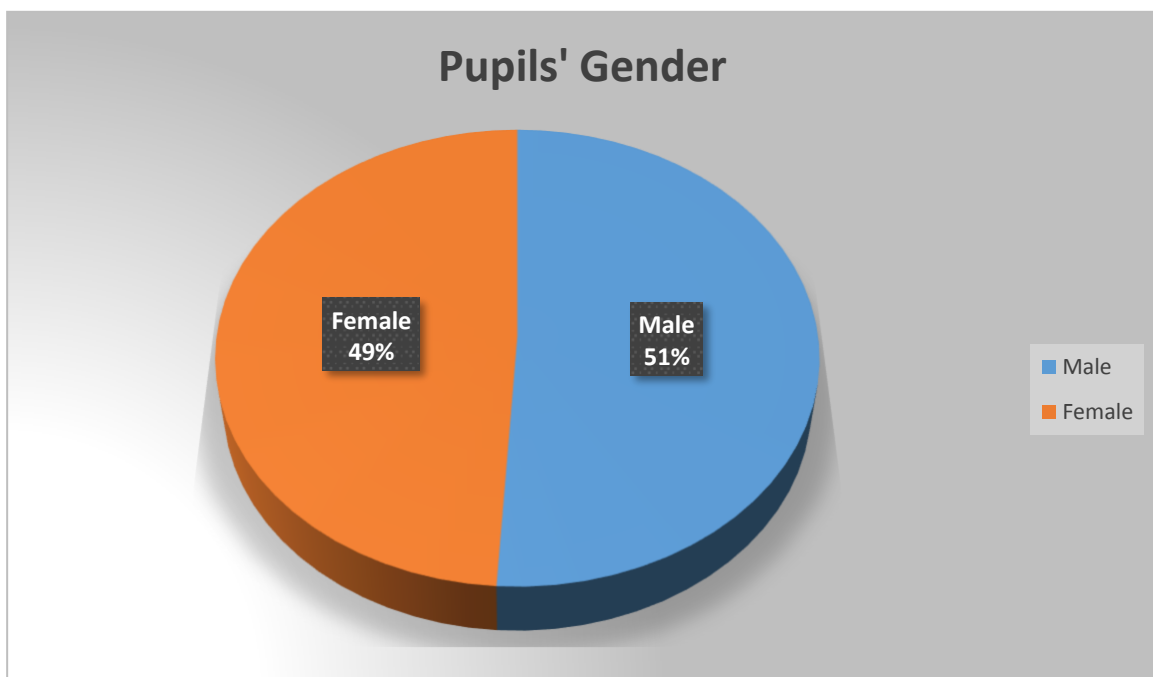
2. The Sample Population

Our research study included a population of four entire classrooms from the second year of middle school. The total number of participants was 120 pupils, comprising both male 61 and female 59 students. Additionally, we conducted interviews with 3 teachers and one guidance counselor as part of our research.

3. Pupils' Questionnaire Analysis

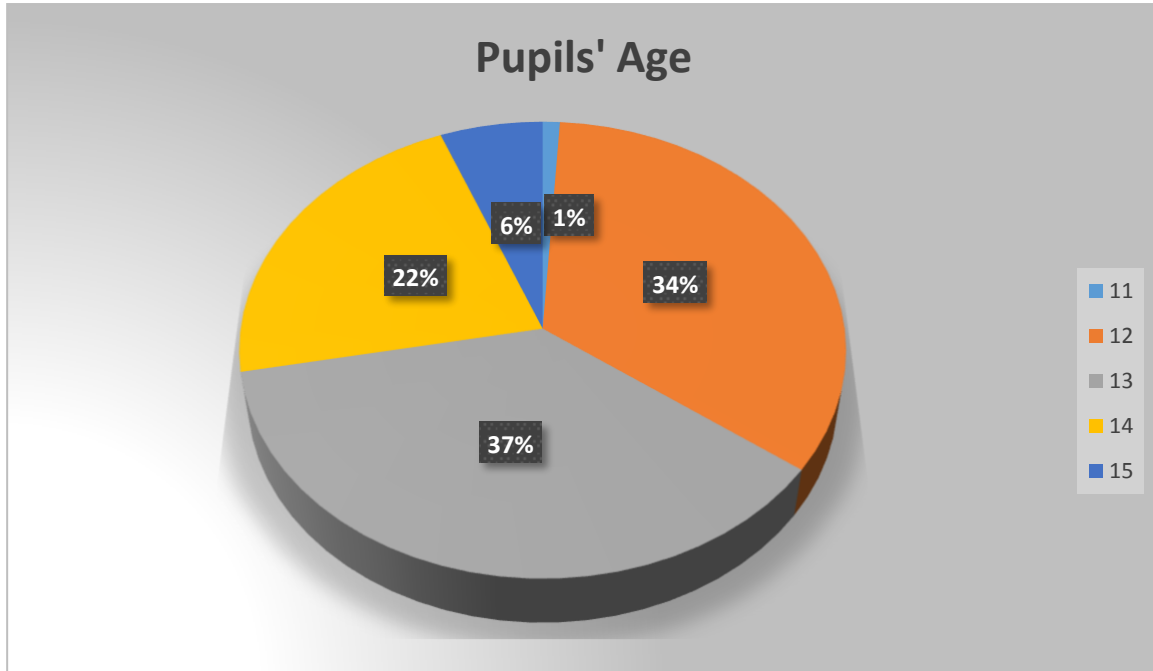
Gender

Figure 1: Pupils' Gender



Pupils' Age

Figure 2: Pupils' Age

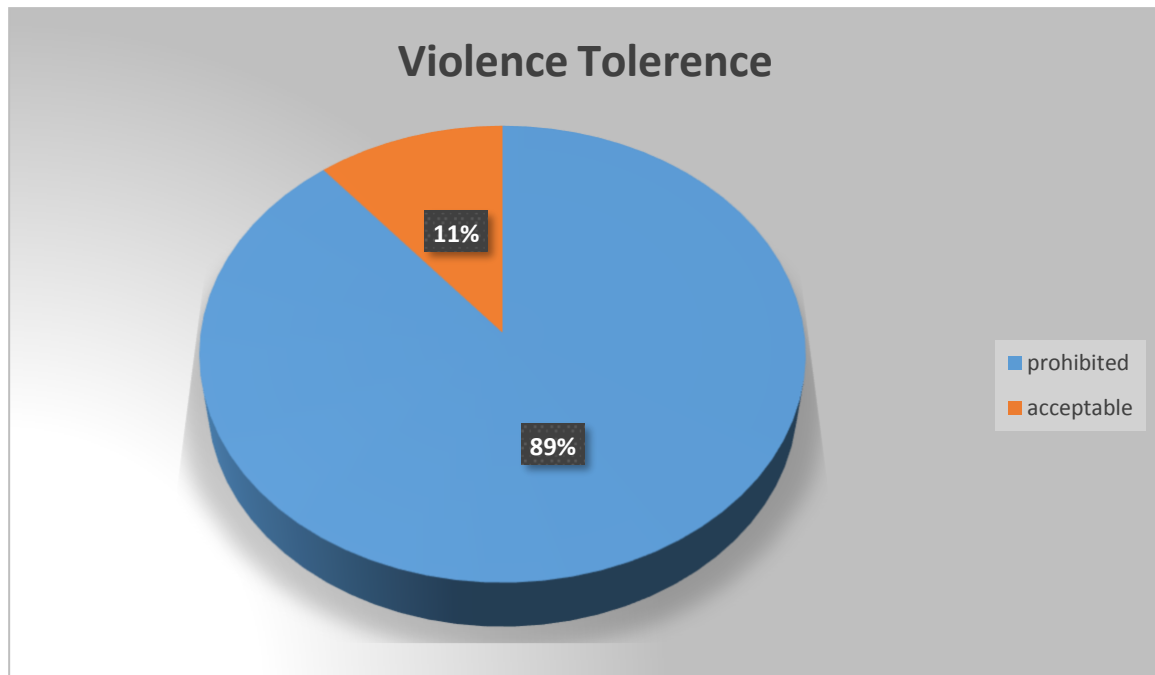


Q1: Practising violence against my peers is:

Acceptable

Prohibited

Figure 3: School Violence Tolerance



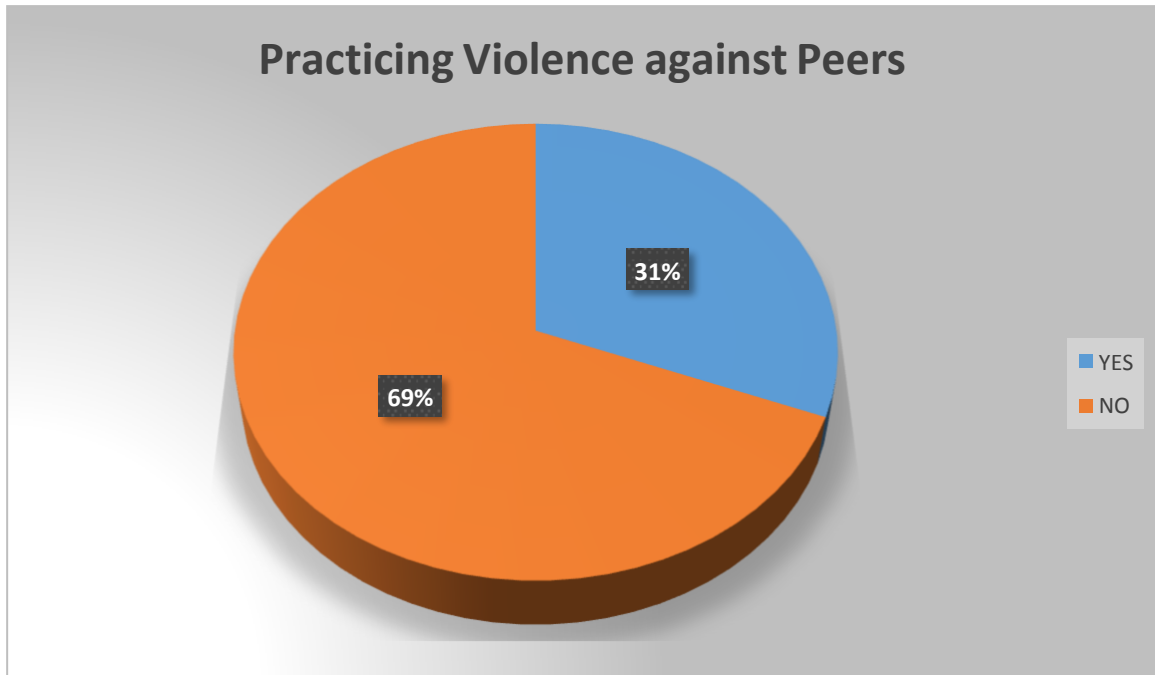
This question seeks to determine whether this critical issue is considered as a normal behaviour. The majority of pupils 89% responded that violence is unacceptable and seen as a gross act of aggression towards others and should never be tolerated. While 11% of students replied that violence is acceptable, particularly at the adult stage, they thought it is a normal experience and an impulsive reaction to feel liberated and manipulate others. Those students themselves are violent and practice violence.

Q2- Have you ever engaged in a violent behaviour towards your peers in your educational institution?

Yes No

-If yes, what was it? (Physical violence, verbal abuse, bullying ...)

Figure 4: Practicing Violence against Peers



This question indicates whether students are violent towards their peers and what types of violence they experience most often. 31% have engaged in violence including physical, verbal, bullying and even cyberbullying. These abusers do this act because they want to insult others to elevate and make themselves feel better. They said that violence was their icon, a style that does not care about the damage on or inside the victim's body. However, 69% of pupils have not engaged in violent behaviours.

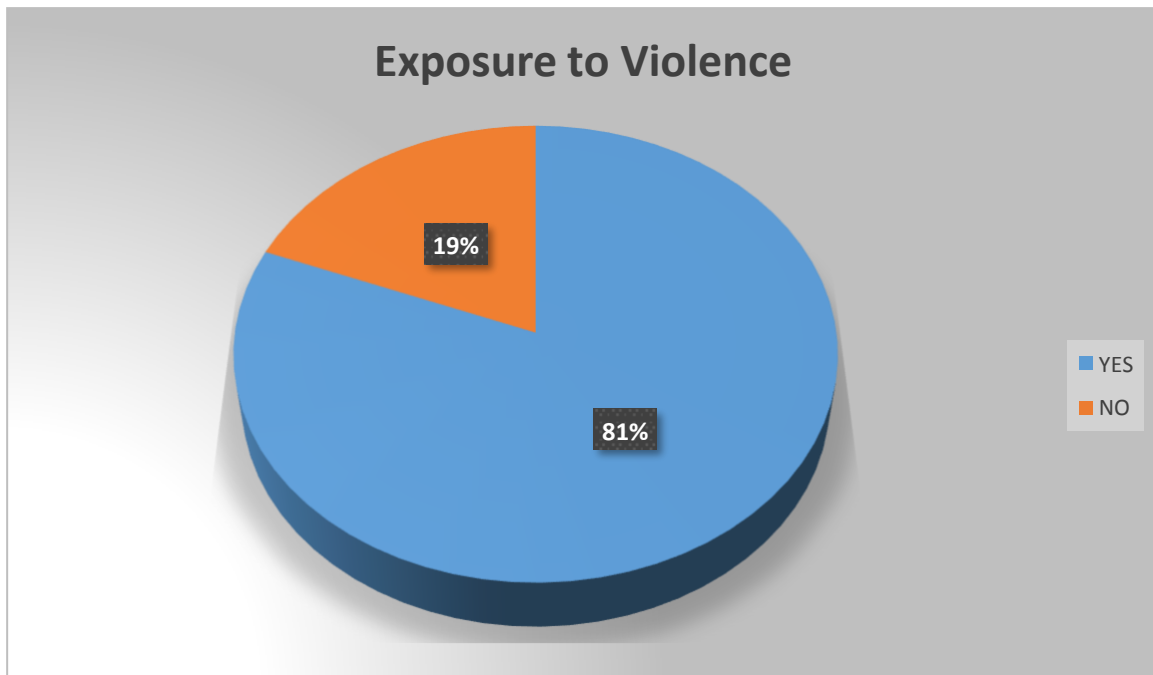
Q3. Have you experienced or witnessed any form of violence from other learners at your educational institution?

Yes

No

-If yes, describe it.

Figure 5: Exposure to Violence



This question is designed to determine whether pupils have seen or experienced any form of violence. School violence is more dangerous when it threatens the victim's health or targets his body through abuse such as unstoppable hitting, hurting, and leaves visible scars. 81% of pupils lived a serious violence experience " my classmate hit me, he pushed me down and broke my leg", "I saw my classmates cursing each other with hurtful expressions", "He made me bleeding", " She scratch my face with her nails and left scars", and " he made fan of me in front of my classmates" were some of their expressions. While 19% of pupils did not experience, but maybe they saw a verbal harm, they are living under bullies' mercy, they receive verbal insults and threats from their classmates, hurtful expressions and inappropriate name-calling.

Q4. How frequently do you think violence among learners occur in your educational institution?

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

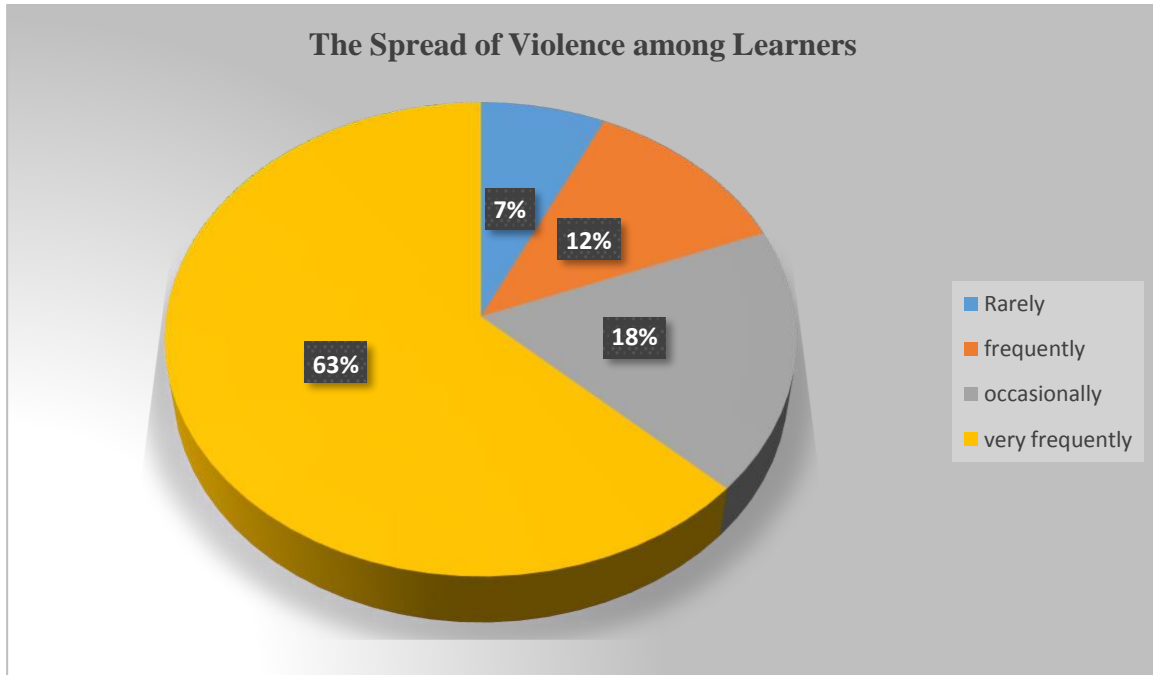
Rarely

Occasionally

Frequently

Very frequently

Figure 6: The Spread of Violence Among Learners



A common question aims at finding out how quickly violence spreads among students. The majority 63% and 18% answered by very frequently and occasionally. They believe that violence is spreading rapidly and almost touched all levels due to the increasing number of dangerous violent cases that they witness each day. Which means also the increasing number of violent pupils and the number of victims. Whereas, the lowest rates 12% and 7% indicate that violence is spreading slowly.

Q5. In your opinion, what are the main reasons for violence among learners in your school?

-Lack of effective disciplinary measures

-Peer pressure

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

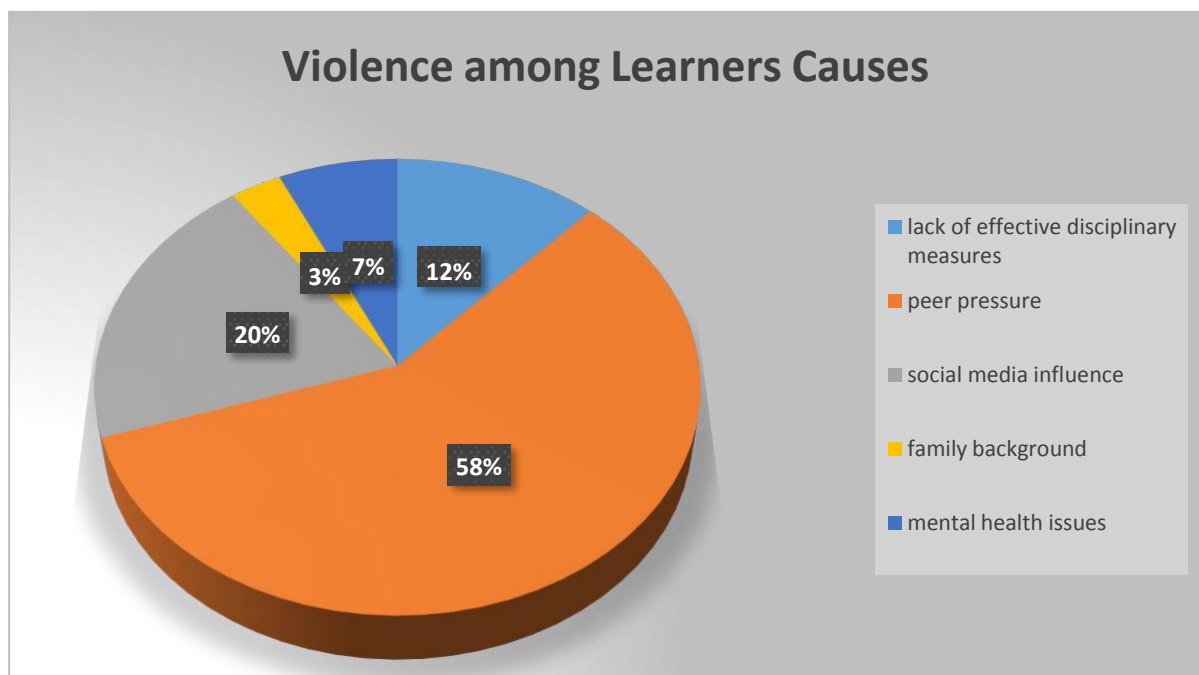
-Social media influence

-Family background

-Mental health issues

-Other (please specify).....

Figure 7: Violence among Learners Causes



This question aims to know the causes behind school violence among learners. Low percentages indicates that 3% is family background that cause this phenomena, 7% is because of mental health issues, they do it for fun or to make fun of their peers and enjoying by humiliating them, 12% because of the lack of effective disciplinary measures, and social media influence takes 20%. As for the main cause of school violence, 58% of pupils replied by peer pressure to show power and control, dominant, they put others down to lift themselves higher, and also they push and incite each other's to engage in violent behaviours.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Q6. How do you feel when you witness or experience violence?

- Fearful and Anxious
- Angry
- Sad
- Unaffected

Figure 8: Feelings when Witnessing and Experiencing Violence



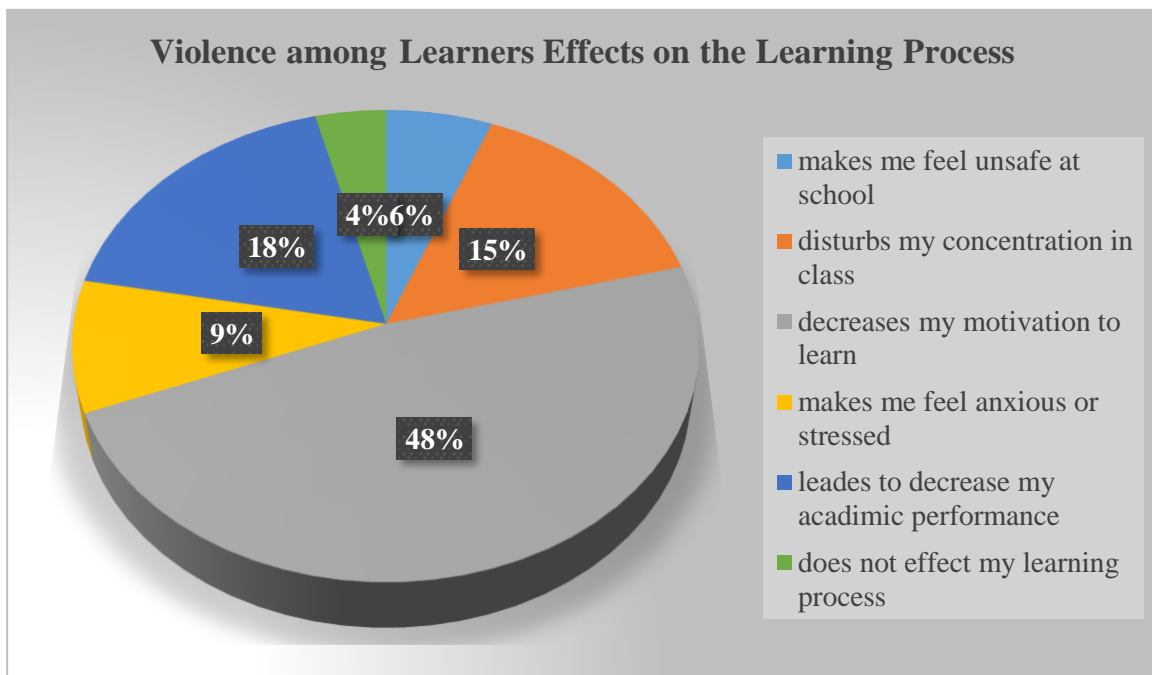
This question is planned to know pupils feeling about violence. Most of them 48% feel angry from these acts and do not control their reactions against aggressors, also 18% feel sad and 17% others are fearful and anxious, All these negative emotions and sensations directly affect learners psychology, motivation and learning development. Whereas 17% are not affected by this phenomenon.

Q7. How do you think school violence affect your learning process?

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- Makes me feel unsafe at school
- Disturbs my concentration in class
- Decreases my motivation to learn
- Makes me feel anxious or stressed
- Leads to decrease my academic performance
- Does not affect my learning process

Figure 9: The Effects of School Violence among Learners on the Learning Process



The most important issue is knowing that school violence has a significant impact on the development of the learning process and learners' performance in school. The majority 48% said that this issue reduce their motivation to learn. 18% of them answered that this phenomena leads to decrease their academic performance and mostly loosing completely interest in learning and developing their educational capacities. 15% of pupils responded that

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

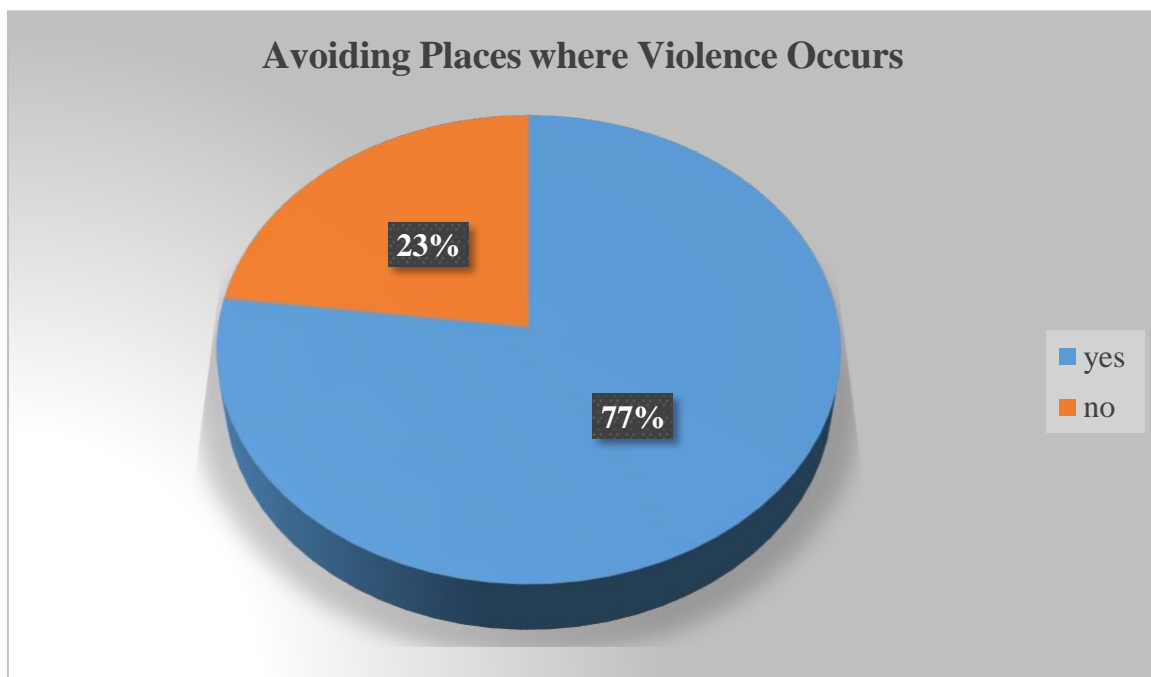
it disturbs their concentration in class because they feel shy and embarrassed due to their experience with violence. 6% feel unsafe at school because of the incidents they are watching. Whereas, 4% of them replied that this act does not affect their learning process. Their strong character and the confidence to stay educated are important to them, but talking about their experiences with violence can protect their learning process and help them avoid bad memories.

Q8. Have you ever avoided going to school or certain school areas due to fear of being subjected to violence from your peers?

Yes

No

Figure 10: Avoiding Places where Violence Occurs



School violence is a serious neglected problem, the reason behind this question is to know whether pupils are avoiding going to school because of violence experience. Unfortunately,

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

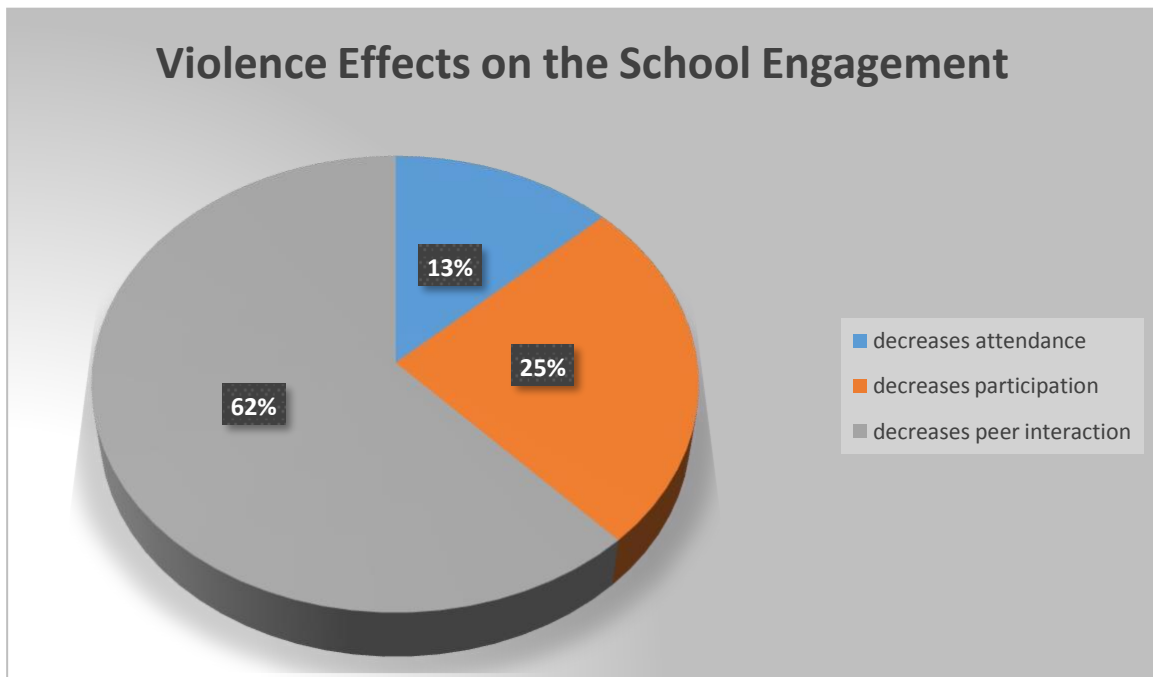
the majority 77% of them avoided school and some places of it because of abusers’ threats and their fear to get violenced in the same places they saw some incidents in and feel themselves in a constant danger. Whilst 23% said that they go to school normally even if they get violent before or have seen it and defeat that fear inside them.

Q9. How do you think violence among learners effect the school engagement of the victims?

- Decreases attendance
- Decreases participation
- Decreases peer interaction

Other please specify.....

Figure 11: Violence Effects on the School Engagement



This question points to the effects of violence on learners’ engagement. 62% said that this issue decreases peers interaction, the victims have problems in their relationships with their

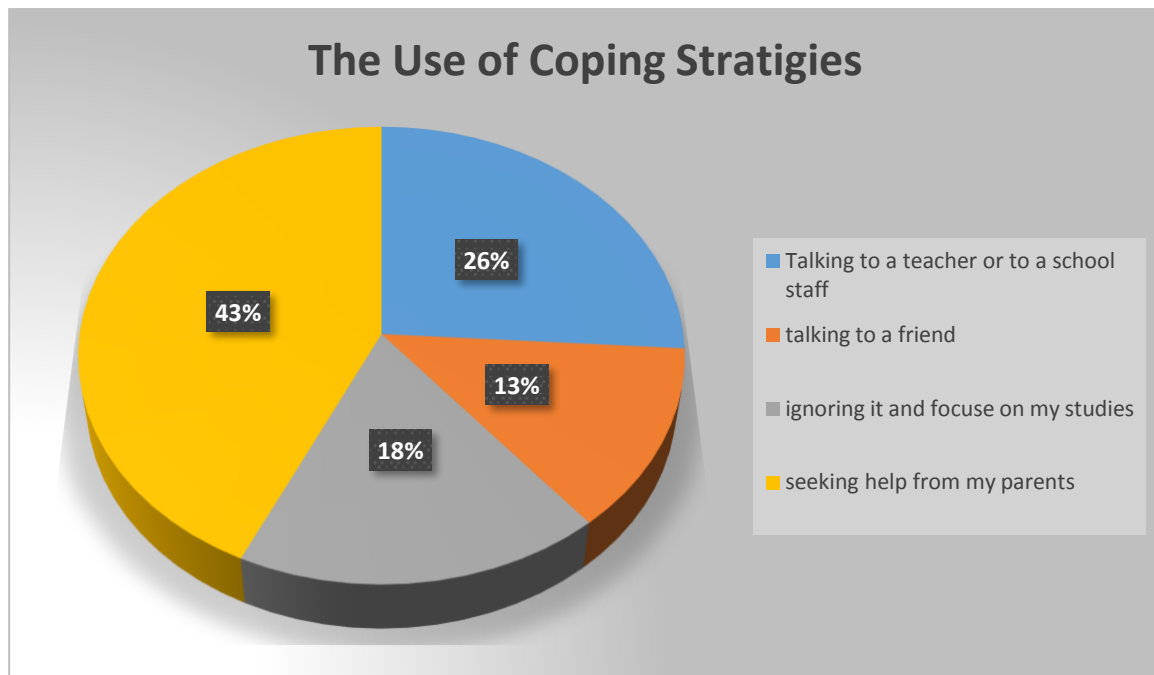
VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

peers, and they show less popularity and more withdrawal. However 25% said that it decreases their participation, violence acts undoubtedly impairs students' ability to participate in discussions inside and outside the classroom. As for the rest 13%, it decreases their attendance and this is the worst, because the fear of danger, the feeling of being unsafe and permanent disputes, which gradually grow the idea of leaving, schools seats.

Q10. How do you cop when witnessing or experiencing violence among peers in your school?

- Talking to a teacher or school staff
- Talking to a friend
- Ignoring it and trying to focus on my studies
- Seeking help from my parents
- Other (Please specify).....

Figure 12: The Use of Coping Strategies

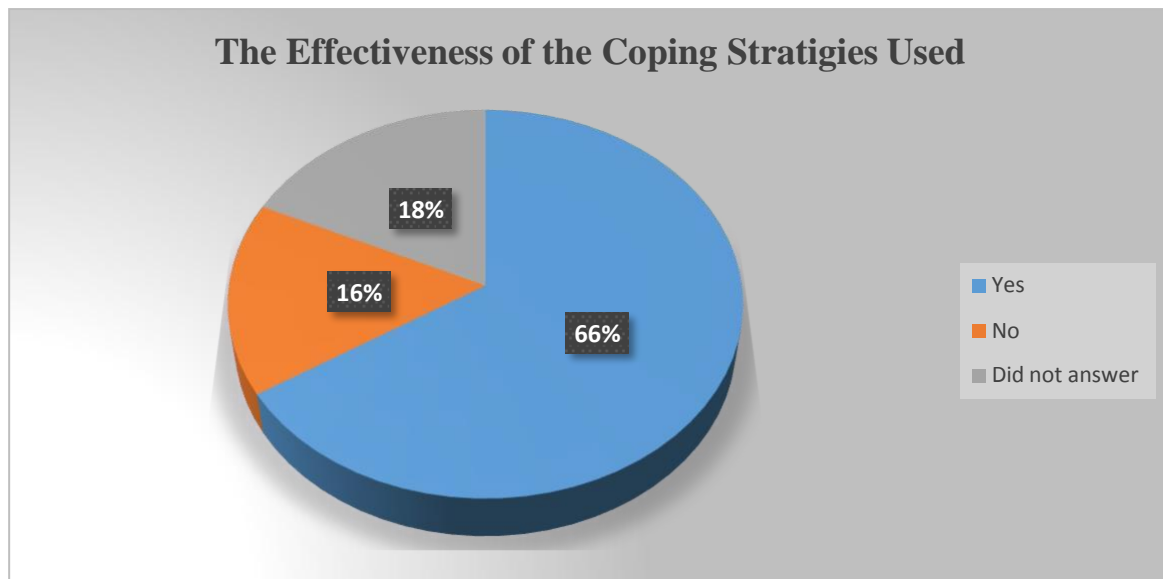


This question aims to show whom the victims share their violence experience with. The majority 43% of pupils chose their parents as their first choice to discuss and solve problems together. 26% of respondents reported that they would confide in their teachers or involve school staff as the first step in addressing their issues of violence, considering them as the primary authority to handle such problems. On the other hand, 18% chose to prioritize their studies and ignore the issue instead of seeking help. Meanwhile, 13% preferred to turn to their friends, seeking support from them as a way to alleviate the stress and trauma they experienced.

Q11. Do you think that the coping strategies you used were effective in preventing the incident from happening again?

Yes No

Figure 13: The Effectiveness of Coping Strategies Used

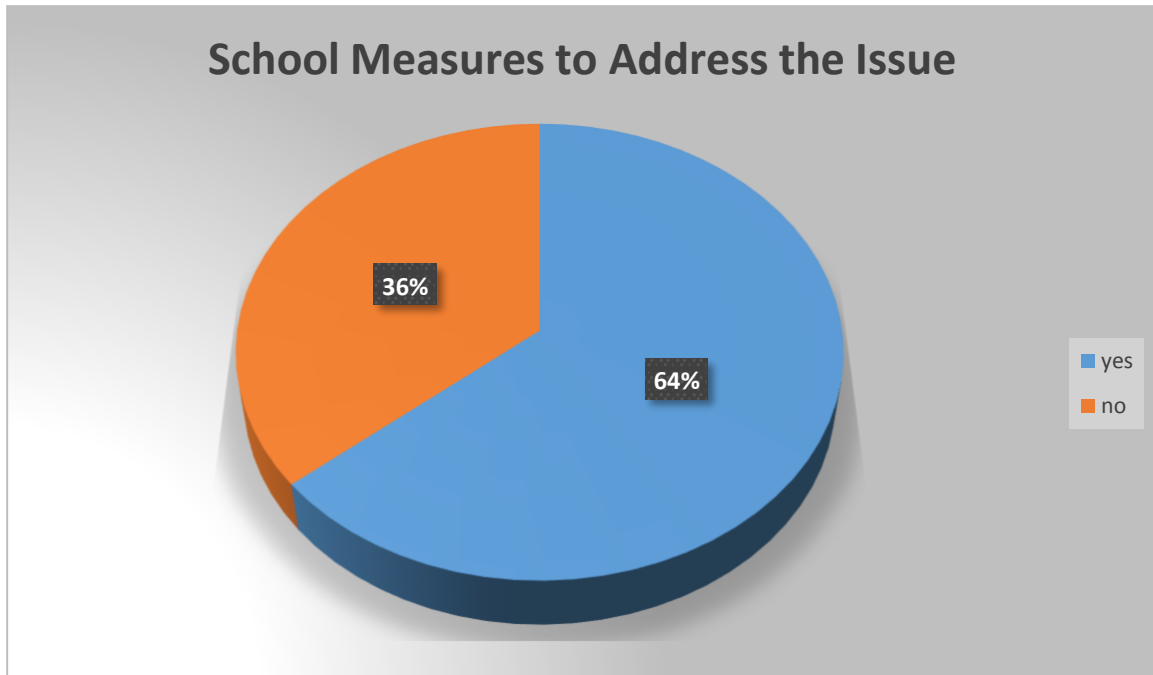


The interesting results of this question concerning the effectiveness of strategies in preventing the incident from happening again, in which most of the students 66% received positive responses to their complaints against the aggressors, and they found solutions to their problems inside the school, but 16% of them their problems have not been resolved against this phenomenon and these abusers. While 18% of them chose to not answer the question, and we suggest that this percentage is the one who chose to ignore the incidents and focus on their studies.

Q12. Do you think that your school take the appropriate measures to address violence among learners?

Yes No

Figure 14: School Measures to Address School Violence



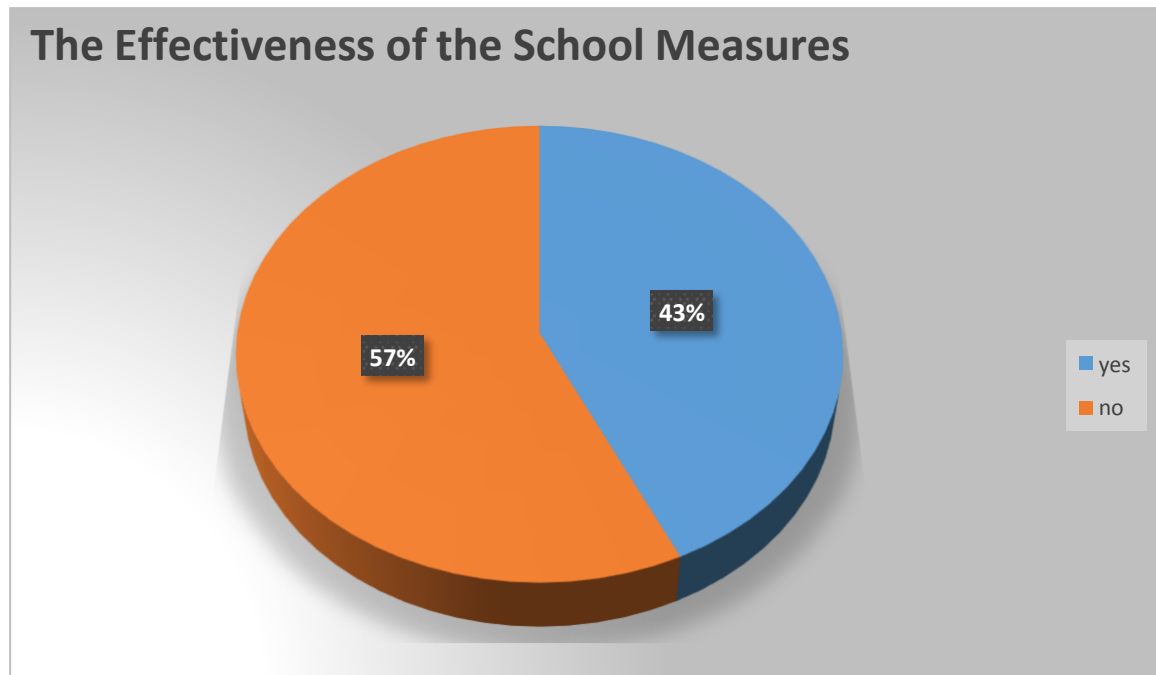
This question indicates the measures and policies taken to prevent all forms of school violence by school, 64% said that their school provides everything necessary to measure and fight this issue. Nevertheless, 36% of pupils said that there are no applicable rules from school to limit this problem.

- If yes, are they effective?

Yes

No

Figure 15: The Effectiveness of School Measures



This question seeks to prove the effectiveness of school measures against violence. The majority 57% of pupils replied that the taken policies and rules are not effective although they revealed in the previous statistics the school apply the needed measures. While 43% of the students said that the measures followed are not effective maybe because they still experience violence or witness it.

Q13. If you have any additional comment regarding violence among learners, feel free to write it down.

Students in this questionnaire attempted to express their overwhelming emotions regarding violence and other issues. Some of their statements include: "I need help, I'm being bullied because of my glasses," "The disciplinary measures here are insane," "Teachers subject us to violence on a daily basis," "I cry almost every day in my room out of fear of violence," "We're not allowed to wear sportswear or have modern haircuts," "All kinds of drugs are being used in the restroom, they even smell of correction fluid," "A group of girls constantly

make fun of me to impress our classmates,” and “Every time I go to the restroom, a group of students prevent me from entering, and if they do let me in, I’m bullied either by being forced to smoke or having my hair burned with a lighter.” All of this comments show that they are really suffering and no one knows.

4. Teachers’ Interview Analysis

The interview was done with three teachers and one consoler. They did not dedicate much time to our interview because they were dealing with tests with their pupils.

A. The First Teachers’ Answer

Q1: Can you describe and categorize any incidents of violence among learners you have witnessed in the classroom or the schoolyard?

Answer: Well hello there, thank you for having me for this interview. As an educator, it is always disheartening to see any form of violence among learners. It is important to categorize incidents of violence so that we can address them appropriately and work towards preventing them in the future. One category of violence is physical violence, which includes any form of physical harm such as hitting, pushing, or kicking. Another category is verbal violence, which includes insults, name-calling, and threatening language. There is also emotional violence, which involves intentionally causing harm to someone's emotional well-being, such as spreading rumours or excluding someone from a group. In my experience as a teacher, I have witnessed incidents of all three types of violence. For example, I have seen students physically fight in the schoolyard, use hurtful language towards each other, and engage in bullying behaviour that harms others emotionally.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Q2: how do you think violence among learners effects the learning environment? Moreover, do you notice any changes in victims' behaviour?

Answer: As a middle school teacher, I can tell you that violence among learners can have a significant negative impact on the learning environment. When learners engage in violent behaviour, it can create an atmosphere of fear, tension, and anxiety that can make it difficult for other learners to focus on their studies. In addition, violent behaviour can cause disruptions in the classroom and lead to a loss of instructional time. Teachers may have to spend more time managing student behaviour and less time teaching, which can have an adverse effect on academic progress. Furthermore, learners who are victims of violence can experience a wide range of negative emotions, including fear, anxiety, and shame. This can cause them to withdraw from social interactions, become isolated, and struggle with academic performance. They may also become more aggressive themselves as a way to defend against future violence, which can further perpetuate a cycle of violence. As a teacher, I try to be aware of any changes in behaviour among my students, especially those who may have been victims of violence. These changes can include increased anxiety, a reluctance to participate in class, difficulty concentrating, and changes in mood or behaviour. By being aware of these signs, I can intervene early and provide support to help students cope with the effects of violence and minimize any negative impact on their academic progress.

Q3: In your opinion, what role should you, as a teacher or guidance counselor, play in addressing violence among learners?

Answer: As a middle school teacher, I believe that addressing violence among learners is one of the most important aspects of my role. My primary goal is to create a safe and welcoming learning environment for my students, and to ensure that they feel comfortable and supported

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

both in and out of the classroom. To that end, I believe that it is my responsibility to identify and address any signs of violence or aggression among my students. This may involve working with school administrators, other teachers, and guidance counselors to develop strategies for prevention and intervention. As a teacher, I also believe that it is important to model positive behaviour and promote respect and empathy among students. By encouraging students to work together and build positive relationships, we can create a culture of kindness and compassion that reduces the likelihood of violence or conflict.

Q4: How do you deal with learners who have been exposed to violence from their peers so that you can address any disruptions to their academic progress or their ability to concentrate in the classroom?

Answer: The first step I would take is to ensure that the student feels safe and supported. I would take the time to talk to the student one-on-one and let them know that I am there to help them. I would also encourage them to speak up if they ever feel unsafe or uncomfortable at school. Next, I would work closely with the school's guidance counselor or social worker to provide the student with any necessary counseling or support services. These professionals are trained to help students deal with the emotional effects of violence and can provide valuable resources to both the student and their family. In the classroom, I would make sure to provide a safe and inclusive learning environment. This means setting clear expectations for respectful behaviour and addressing any instances of bullying or violence immediately. I would also be mindful of any triggers or sensitivities the student may have and work to create a comfortable and supportive learning environment for them. Finally, I would make sure to stay in close communication with the student's family to ensure that they are aware of the situation and can provide any necessary support at home. By working together, we can help

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

the student feel safe and supported both in and out of the classroom, and ensure that the effects of violence do not disrupt their academic progress.

Q5: How do you support learners who have been exposed to violence in the classroom from their peers, both in terms of their emotional well-being and their academic progress?

Answer: First and foremost, I would ensure that the learner feels heard and supported. This means providing a space for them to talk about their experiences in a non-judgmental and confidential manner. It is important to listen actively, validate their feelings, and provide empathy. I would also connect them with any necessary resources such as school counselors, social workers, or mental health professionals. In terms of their academic progress, it is important to recognize that trauma can influence a student's ability to learn and concentrate. I would work with the student to identify any areas where they may be struggling and provide additional support and resources as needed. This could include extra one-on-one time, alternative assignments, or accommodations such as extended time on tests. Overall, my goal would be to create a supportive and inclusive classroom environment where all learners feel valued and respected. By providing emotional support and academic accommodations, I hope to help learners who have been exposed to violence in the classroom feel empowered to overcome their challenges and succeed.

Q6: In your experience, what are the effective interventions or strategies for preventing or reducing incidents of violence among learners in the school setting?

Answer: Firstly, promoting positive behaviour and values among learners is key. This can be done through school-wide initiatives such as character education programs, peer mentoring, and positive reinforcement. Encouraging and recognizing positive behaviour can create a

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

culture of respect and empathy among students and reduce the likelihood of violent incidents occurring. Secondly, establishing clear and consistent rules and consequences is important. Learners need to know what behaviour is expected of them and the consequences for not meeting those expectations. This can be done through a school-wide code of conduct or individual classroom rules. Thirdly, providing support for learners who may be at risk of engaging in violent behaviour is critical. This could include counseling services, mentorship programs, and other forms of social-emotional support. Finally, creating a sense of community and belonging among learners can also be effective in preventing violence. This can be done through extracurricular activities, clubs, and other opportunities for students to connect with their peers and feel like they are part of something larger than themselves.

B. The Second Teachers' Answer

Answer 1: Well, hello there. Thank you for having me here today. To answer your question Of course, as a middle school teacher, ensuring the safety and well-being of my students is a top priority. Over the years, I have unfortunately witnessed incidents of violence among learners in both the classroom and the schoolyard. To categorize these incidents, I would say that they fall into two main categories: physical and verbal. Physical violence includes any behaviour where a student intentionally causes harm to another student through physical contact, such as hitting, pushing, or kicking. Verbal violence, on the other hand, involves the use of words to intimidate, insult, or humiliate another student. Examples of physical violence that I have witnessed include pushing and shoving matches between students, fights where punches were thrown and even incidents where weapons such as knives or other sharp objects were brought onto school grounds. Verbal violence, on the other hand, can include name-calling, spreading rumours or lies about another student, or using threatening language.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Answer 2: I think violence among learners can have a significant impact on the learning environment. When students feel threatened or unsafe, they may struggle to concentrate on their studies, and their academic performance can suffer as a result. Moreover, students who experience violence or bullying may become anxious, depressed, or withdrawn. They may be hesitant to speak up or participate in class discussions, and they may have trouble forming positive relationships with their peers. When it comes to victims of violence, we may notice changes in their behaviour, such as increased absenteeism, changes in mood or demeanour, or changes in academic performance. It is important that we reach out to these students and provide them with the support they need to feel safe and supported in school.

Answer 3: As a middle school teacher, I believe that it is essential to take a proactive and preventive approach in addressing violence among learners. There are some ways in which I can play a role like:

- Creating a safe and supportive classroom environment where students feel comfortable sharing their concerns and experiences.
- Teaching conflict resolution and problem-solving skills to students to help them handle conflicts in a peaceful manner.
- Fostering a sense of empathy and respect for others by modeling positive behaviour and promoting diversity and inclusion.
- Educating students about the negative effects of violence and providing resources for help and support.
- Working closely with school administrators, counselors, and social workers to identify students who may be at risk and provide early intervention.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- Developing strong relationships with parents to promote a collaborative approach in addressing violence.
- Encouraging students to speak out against violence and providing opportunities for them to get involved in anti-violence initiatives.

Overall, I believe that as a teacher, I have a unique opportunity and responsibility to promote a safe and positive learning environment that fosters healthy relationships and equips students with the skills and knowledge they need to address violence in their lives.

Answer 4: I understand that dealing with learners who have been exposed to violence from their peers can be a sensitive and challenging matter. It is important to remember that every learner's situation is unique, and there is no one-size-fits-all approach to addressing his or her needs. The first step in dealing with such students is to provide a secure and supportive school atmosphere in which they feel at ease and respected. You may accomplish this by establishing strong connections with your students, demonstrating empathy and understanding, and fostering open communication. It is also critical to discover any obstacles to their academic development or ability to concentrate in class. If you observe that a student is suffering, you may need to give further assistance, such as tutoring or counseling. These services can assist students in coping with their experiences while also providing them with the tools they need to achieve academically.

Answer 5: One way to support these students is to provide access to counseling services or refer them to school counselors who can provide specialized support. It is also essential to actively listen to them, show empathy, and acknowledge their feelings.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Academically, it is necessary to work with the student and their parents to identify any areas of difficulty or missed lessons due to their exposure to violence. Teachers can also create a personalized learning plan that takes into account the student's unique needs and circumstances.

Answer 6: Firstly and first, it is critical to build a healthy and respectful school atmosphere in which all students feel secure and supported. This may be accomplished by instituting school-wide programs that encourage social-emotional development and conflict resolution skills. Teachers should also continue to educate and teach students on how to detect and respond to incidents of violence, such as bullying or harassment. Setting clear and consistent consequences for aggressive behaviour is another helpful technique. Students must realize that their acts have consequences and that violence is never acceptable.

C. The Third Teachers' Answer

Answer 1: incidents of violence among school learners may occur in different and many forms such as bullying, verbal violence like the use of aggressive words, sexual violence, non-verbal violence or the physical one, hitting, threatening, and fighting. I witnessed a violent incident two weeks ago between two scholars in the schoolyard during their break, one pupil started provoking his mate verbally and making jokes about his appearance, as a reaction, the other one started hitting him and saying aggressive words, and when their mates separated them, they started threatening each other's, violence begets violence .

Answer 2: violent students always struggle with attention and isolate themselves from others while being quiet and sad. Students who experience fear and trauma at school are likely to have difficulties concentrating on their studies and education. Misbehaviours can be noticed

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

because violence affects the learning environment deeply, some of these misbehaviours are dropping out of school, missing school for days, unfocused disruptive behaviour, stressful, and reduced academic process.

Answer 3: teachers can play an important role such in addressing violence such as supporting victims and paying attention to them, giving positive feedback about their progress, having discussions about violence prevention with the students and involving parents in the process, and communicating.

Answer 4: addressing disruptions to academic progress or ability to concentrate in learners who have been exposed to violence from their peers requires a compassionate and individualized approach. By building trust, providing support, being aware of triggers, collaborating with school support staff, and establishing clear behavioural expectations, teachers can help these learners succeed in the classroom.

Answer 5: supporting learners who have been exposed to violence in the classroom requires a comprehensive approach that addresses their emotional well-being and academic progress. By taking care of them in collaboration with psychologists, providing feelings of safety and stability, providing emotional support, addressing academic gaps, using trauma-informed teaching practices, and collaborating with parents. Teachers can help these learners succeed in the classroom and have a normal life style inside their educational institutions.

Answer 6: Preventing or reducing incidents of violence among learners in the school setting is a complex issue that requires the use of a range of effective strategies and I will mention some of them because I have already applied them. Modify the social and

physical environment, reduce exposure to community-level-risks, reporting the incidents to the school administrators, informing parents.

5. Guidance Counsoler's Interview Analysis

A. The Counsoler's Answer

Answer 1: The school environment is full of incidents of school violence, which can be classified according to the source as verbal or physical violence, including insults, bullying, contempt, and harassment. This can be attributed to several factors, such as family issues (such as divorce, having many children, favouritism towards one child over another, neglect, and poor academic performance), as well as educational factors, where the primary nurturing family is the foundation for the child's personality development, and any flaw in the family reflects on the formation of the individual's personality.

Additionally, growth and adolescence factors are important in a student's tendency to prove their existence and identity, especially students who are academically delayed, who resort to expressing themselves through violent behaviour. Furthermore, having a high number of classes and programs and adopting ineffective teaching methods can also contribute to school violence.

Answer 2: The consequences and impact of violence on the educational atmosphere include a delay in academic achievement, scattered thinking, school dropout, and an inability to adapt to the school environment, as well as the production of further violence since violence only begets more violence. This is evident in the behaviour of both perpetrators and victims, as students persist in practicing violence to find themselves in a

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

circle of neglect and hatred by everyone, including teachers and peers, and their academic performance suffers as a result.

Answer 3: The role of the counselor and teacher should be proactive, observing deviant behaviours and dealing with them through dialogue, advice, and guidance, by listening to the students and attempting to understand the reasons behind their actions, and by adopting behaviour change methods such as positive reinforcement and ignoring the negative behaviours. However, students who exhibit violent behaviours should be referred to the school counseling department, where a deeper dialogue can take place with the student and their family to uncover the real reasons behind the violence and work with the family to overcome this stage.

Answer 4: students who have experienced violence tend to become withdrawn and harbour hatred towards the school environment, and in some cases, most of them resort to violence as a means of expressing their rejection, exhibiting other characteristics such as lying. Therefore, they require care, attention, and psychological support to overcome these negative effects.

Answer 5: supporting victims should focus on the psychological aspect of accepting other and building a resilient personality capable of overcoming difficulties. This can be achieved by focusing on the academic achievement, and hence pedagogical support. A support schedule should be developed for difficult educational subjects to instil hope in students and reduce the academic workload, and making it suitable for the modern era.

Answer 6: based on my field experience, sports are considered as an important means of instilling the spirit coexistence and acceptance among students. Where healthy

competition can replace disputes. Educational trips are also important in opening up horizons for learners, rich in the love of exploration and research. We also praise the role of cultural and sports associations in opening up various branches such as theatre, which plays an important role in demonstrating these behaviours to everyone through plays and intellectual sports competitions such as chess, physical sports, and opening up space for expression in drawing and music.

6. Discussion of the Findings

6.1. Students' Questionnaire

The objective of this study was to investigate the prevalence and the impact of school violence among second-year students at MACHROUB RAMDHANE Middle School in Tissemsilt, Algeria, on the learning process. By analyzing the results of a student survey, the study aimed to provide a comprehensive overview of the roots of school violence within Algerian schools. It was widely acknowledged by all students that this phenomenon poses a threat to school safety and instils fear within the entire school community. A significant proportion of students reported experiencing various forms of school violence, including verbal abuse, physical aggression, bullying, and cyberbullying, which have detrimental effects on their well-being.

The initial survey question revealed that an overwhelming majority of pupils (89%) considered school violence as an unacceptable and abhorrent act. This finding emphasizes that learners perceive school violence as a menacing issue that should never be tolerated. However, it is noteworthy that a minority of perpetrators (11%) perceived such violence as a normal reaction during the teenage phase.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Regarding pupils' involvement in school violence, the results from figure 4 indicated that (31%) of respondents had engaged in different types of violent behaviour, including physical aggression, verbal abuse, bullying, and cyberbullying. Conversely, the majority of pupils (69%) reported not engaging in any form of violence. Additionally, figure 5 revealed that a substantial proportion of pupils (81%) had personally experienced serious instances of violence, while the remaining (19%) had not experienced abuse directly but had witnessed incidents of verbal harm or physical insults.

Figure 6 presented the perspectives of students on the prevalence of violence within the school setting. The findings demonstrated that a significant majority (63%) believed that violence was rapidly spreading and affecting all levels of the school, while a smaller percentage indicated a slower rate of spread. Moreover, figure 7 explored the primary reasons for school violence, identifying peer pressure and social media influence as the two main contributing factors, accounting for 58% and 20%, respectively. Other factors, such as the lack of effective disciplinary measures, mental health issues, and family background, were reported with comparatively lower percentages.

Examining pupils' emotional responses towards school violence, figure 8 revealed predominantly negative reactions. Anger was the most prevalent emotional response, reported by (48%) of students, followed by sadness (18%) and fear (17%). However, a notable proportion (17%) indicated that they were unaffected by this phenomenon, potentially even exhibiting perpetrating behaviours.

Figure 9 focused on the effects of school violence on the learning process and academic performance. The findings indicated that the majority of pupils (48%) experienced reduced motivation to learn, accompanied by diminished academic performance, loss of interest in

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

learning, and a feeling of anxiety and stress (9%). A small percentage (6%) expressed a sense of insecurity within the school environment, while 4% reported no noticeable effects.

The implications of school violence were further elucidated in figure 10, revealing that a significant majority of pupils (77%) avoided attending school due to fear of violence from peers, with some contemplating the idea of leaving school altogether. In contrast, (23%) of pupils remained unaffected and continued attending school normally. Furthermore, the consequences of school violence on pupils' engagement were evident in figure 11. The findings indicated a decrease in peer interaction among the majority of students (62%), reduced participation (25%), and lower attendance rates (13%), highlighting the severe negative impact of violence on students' educational experiences.

The reluctance of pupils to report incidents or share their experiences of violence significantly affected their sense of safety. figure 12 demonstrated that (43%) of pupils preferred to confide in their parents as their first choice for problem resolution, while (26%) sought the involvement of teachers or school staff, considering them as the primary authorities in addressing such issues. Additionally, (18%) chose to prioritize their studies over disclosing the incidents, and (13%) preferred seeking help from friends.

Figure 13 evaluated the effectiveness of strategies in preventing the recurrence of violent incidents. A majority of pupils (66%) reported receiving positive responses to their complaints and having their issues resolved, while (18%) indicated that their concerns were ignored. The remaining percentage opted not to respond.

In terms of preventive measures implemented by the school, the validity of these measures was assessed in figure 14. Results showed that (64%) of pupils affirmed that the school

provided necessary resources and initiatives to address the issue of school violence. However, a considerable portion (36%) reported the absence of applicable rules and policies aimed at curbing this problem. Additionally, figure 15 examined the perceived effectiveness of school measures in combating school violence, with the majority of pupils (57%) expressing confidence in the policies implemented to ensure pupils' safety and well-being. Nonetheless, (43%) of students expressed reservations, stating that the existing rules and policies were not sufficiently effective in combating and preventing school violence.

6.2. Teacher' Interview

The interviewees discussed their experiences with different types of violence among learners including physical, verbal, and emotional violence. They also highlight the negative effects of violence on the learning environment, such as creating fear, tension, and anxiety, which can influence the academic progress. The teachers emphasize their role in identifying and addressing violence among learners by modeling positive behaviour, promoting respect and empathy among students, and working with school administrators and guidance counselors to develop strategies for prevention and intervention. They stress the importance of providing a safe and inclusive learning environment and providing support to learners who have been exposed to violence, including academic accommodations and emotional support.

6.3. Guidance Counsoler's Interview

The interview discusses various factors contributing to school violence, including family issues, educational factors, and adolescence. It also highlights the consequences of violence on the educational atmosphere and suggests the role of counselors and teachers

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

in dealing with violent behaviour. The interview emphasizes the importance of supporting both perpetrators and victims of violence, including psychological support and pedagogical support. It also suggests the role of sports, cultural, and educational trips in instilling coexistence and acceptance among students.

The findings of this chapter shed light on the prevalence, causes, emotional responses, and consequences of school violence among second-year learners at MACHROUB RAMDHANE Middle School in Tissemsilt, on the learning process. The results highlight the urgent need for comprehensive strategies, including effective disciplinary measures, addressing peer pressure and social media influence, and involving parents and educators in creating safe and supportive learning environments to combat school violence effectively.

General Conclusion

The second most important institution for a child after the family, in terms of social development, is considered to be the school. Schools are responsible for instilling values such as holding onto one's principles, among other things. On the other hand, middle schools are among the most vulnerable institutions when it comes to violence among learners. This is due to the country's general social problems, which have seen widespread growth in recent years. This hindrance to educational work has increased as it has grown in middle schools, which are considered to be a crucial stage in a teenager's life.

Through the chapters of this research paper, we aimed to focus on the literature review of the issue. In the first chapter, we explored the concept of violence, examining it from various perspectives and exploring the roles associated with it. We then delved into the causes and factors contributing to its occurrence, the different types of violence, and its evolution over time, and relevant statistics. Finally, we discussed the physical, psychological, and social effects of violence. The second chapter is another theoretical part in which we discussed the issue in the Algerian educational system context starting with talking about the current situation of the phenomena in the Algerian institutions, then we tried to suggest some strategies and initiatives to cope with the problem and some response strategies to follow when detecting a pupil is being victimized. In chapter three, the research setting was examined, and the data obtained from two different methods of investigation, including a questionnaire for pupils and interviews with three teachers and one guidance counselor, was analyzed. The chapter concludes with a discussion and interpretation of the significant findings. The results validated our two main hypothesis that violence among

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

learners is spreading between learners and increasing inside the Algerian institutions, moreover violence among peers is affecting learners' well-being, and educational lives. On the other hand, middle schools are taking this issue into consideration, but they are not effective enough due to the misbehaviours of the learners.

Suggestions and Recommendations

Based on our research findings, we would like to recommend the following ways to fight violence among learners:

1. Establish a safe and inclusive school environment with clear policies against violence.
2. Foster positive relationships and social-emotional skills through programs and interventions.
3. Promote awareness and prevention through workshops and educational campaigns.
4. Enhance teacher training and support in conflict resolution and classroom management.
5. Involve parents in violence prevention efforts.
6. Implement restorative justice practices to address harm and restore relationships.
7. Provide support services for victims and intervention programs for perpetrators.
8. Conduct research and collect data on violence among learners.
9. Promote a positive school culture that values respect, inclusivity, and empathy.

Limitations of the study:

- The study was conducted with a relatively small sample size of 120 second-year middle school pupils from a specific school, which may limit the generalizability of the findings to a larger population.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

- Participants were selected from a single middle school, which may not represent the diversity and characteristics of learners in other schools or regions. This could introduce a potential sampling bias.
- The data collected through the questionnaire and interviews relied on self-reporting by the participants. This may introduce biases such as social desirability bias, where participants may underreport or provide socially acceptable responses.
- The study focused on violence among learners within the school environment. It may overlook other forms of violence that learners might experience outside of the school setting, such as community or family violence, which could also impact the learning process.
- Potential confounding variables: The study did not explicitly account for other factors or variables that could influence the learning process, such as socio-economic status, family background, or individual differences among learners. These variables could potentially confound the relationship between violence and learning outcomes.
- Limited perspective: The study involved only the perspectives of learners, teachers, and one guidance counselor. Including the perspectives of other stakeholders, such as parents or school administrators could provide a more comprehensive understanding of the issue.

Appendices

Appendix A:

Pupils' Questionnaire

Dear second year middle school students

We are Master two students of English at Ibn Khaldoun University in Tiaret, Algeria. Thank you for participating in this survey. The purpose of this survey is to understand the impact of violence among second-year middle school learners on the learning process. Your honest responses will help us gather important information for our dissertation. This survey is anonymous, and your responses will be kept confidential. Please answer the following questions to the best of your ability.

Thank you in advance for your participation!

أعزائي تلاميذ السنة الثانية متوسط

نحن طالب السنة الثانية ماستر، لغة إنجليزية في جامعة ابن خلدون بتيارت، الجزائر. شكراً لكم على المشاركة في هذا الاستطلاع. الهدف من هذا الاستطلاع هو فهم أثر العنف بين تلاميذ الصف الثاني من المدرسة المتوسطة على عملية التعلم. إجاباتك الصريحة ستساعدنا في جمع معلومات مهمة لرسالتنا العلمية. يُؤمن سرية الاستبيان، وسيتم الحفاظ على سرية إجاباتك. يرجى الإجابة على الأسئلة التالية بأكبر قدر من الدقة. شكراً مقدماً على مشاركتكم

Gender: Male (ذكر)

Female (أنثى)

Age : (العمر)

1- Practicing violence against my peers is (ممارسة العنف ضد المرأة)

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Acceptable (مقبول)

Prohibited (ممنوع)

2- Have you ever engaged in a violent behaviour towards your peers in your educational institution? (هل سبق لك أن انخرطت في سلوك عنيف اتجاه زملائك في مؤسستك التربوية)

Yes

No

-If yes, what was it? (Physical violence, verbal abuse, bullying ...)

.....
.....

3- Have you experienced or witnessed any form of violence from other learners at your educational institution? (هل تعرضت او شاهدت أي شكل من أشكال العنف من المتعلمين الآخرين في مؤسستك التعليمية ؟)

Yes

No

-If yes, describe it.

.....
.....

4- How frequently do you think violence among learners occur in your educational institution? (مرة تعتقد أن العنف بين المتعلمين يحدث في مؤسستك التعليمية ؟)

Rarely (نادرا)

Occasionally (احيانا)

Frequently (بشكل متكرر)

Very frequently (كثيرا جد)

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

5- In your opinion, what are the main reasons for violence among learners in your school

(ماهي الأسباب الرئيسية للعنف بين المتعلمين في مدرستك براك)?

- Lack of effective disciplinary measures (نقص التدابير الوقائية الفعالة)
- Peer pressure (الضغط النفسي من الاقران)
- Social media influence (تأثير مواقع التواصل الاجتماعي)
- Family background (الخلفية العائلية)
- Mental health issues (الصحة النفسية)
- Other (please specify) (اخر).....

6- How do you feel when you witness or experience violence? كيف تحس عندما تشاهد او

تعرض للعنف)

- Fearful and Anxious (خائف و متوتر)
- Angry (غاضب)
- Sad (حزين)
- Unaffected (غير مرغوب)

7- How do you think school violence impacts your learning process? كيف تعتقد ان العنف ياتر على دراستك?)

- Makes me feel unsafe at school (يجعلني اشعر بعدم الأمان في المدرسة)
- Disturbs my concentration in class (يعرقل تركيزي في القسم)
- Decreases my motivation to learn (يخفض من دافعي للتعلم)

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

-Makes me feel anxious or stressed) يجعلني اشعر بالقلق او التوتر (

-Leeds to decrease my academic performance) يؤدي الى تراجع ادائي الكاديمي (

-Does not affect my learning process (-دراستي على يؤثر لم)

-Other (please specify) (اخر. حدد رجاءا).....

8- Have you ever avoided going to school or certain school areas due to the fear of being

subjected to violence from your peers? (الذهاب الى مدرستك او الى مناطق معينة منها خوفا من)

التعرض للعنف من طرف زملائك)

Yes

No

9- How do you think violence among learners effect the school engagement of the victims? (كيف تعتقد ان العنف بين التلميذ ياتر على انخراط الضحايا في المدرسة)

-Decreases attendance (تراجع الحضور)

-Decreases participation (تراجع المشاركة)

-Decreases peer interaction (تراجع التواصل مع القران)

-Other please specify (اخر حدد رجاءا).....

10- How do you cop when witnessing or experiencing violence among peers in your

school? (كيف تتصرف عند مشاهدتك او تعرضك للعنف من قبل اقرانك في مؤسستك)

-Talking to a teacher or school staff (اتحدث الى المعلم او موظفي الدارة)

-Talking to a friend (التحدث الى صديق)

-Ignoring it and trying to focus on my studies (التجاهل و التركيز على دراستي)

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

-Seeking help from my parents (طلب المساعدة من والدي)

-Other (Please specify).....

11- Do you think that the coping strategies you used were effective in preventing the

incident from happening again ? (هل تعتقد ان استراتيجيات التبليلغ التي استخدمتها كانت فعالة في منع الحادث من (الوقوع مجددا

Yes No

12- Do you think that your school takes the appropriate measures to address violence

among learners ? (هل تعتقد ان مدرستك تطبق التدابير الوقائية اللازمة للحد من العنف بين المتعلمين)

Yes No

If yes, are they effective ? (اذا كانت اجابتك نعم. هل هي فعالة)

Yes No

13- If you have any additional comment regarding violence among learners, please feel

free to write it down (إذا كان لديك أي تعليق إضافي بخصوص العنف بين المتعلمين، فال تتردد في

كتابه).....

.....

Appendix B:

Teachers' and Guidance Counselor's Interview

Students: good afternoon, we are master two students in didactics. Firstly, we would like to express our thanks for dedicating your precious time to be a part of our research, which is under the title of “violence among Learners and its Impact on The Learning Process” at MACHROUB RAMDHANE- middle school in the district of Tissemsilt. Your answers will be of such great importance in addressing this phenomenon.

Teacher - Guidance Counselor: good afternoon, yes, I may start.

Question 1: Can you describe and categorize any incidents of violence among learners you have witnessed in the classroom or the schoolyard?

Question 2: How do you think violence among learners affects the learning environment? And do you notice any changes in the victims' behaviours ?

Question 3: In your opinion, what role should you, as a teacher or guidance counselor, play in addressing violence among learners?

Question 4: How do you deal with learners who have been exposed to violence from their peers so that you can address any disruptions to their academic progress or their ability to concentrate in the classroom?

Question 5: How do you support learners who have been exposed to violence in the classroom from their peers, both in terms of their emotional well-being and their academic progress?

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Question 6: In your experience, what are the effective interventions or strategies for preventing or reducing incidents of violence among learners in the school setting?

References

Books

- Espelage, D. L., & Swearer, S. M. (2010). *Bullying in North American Schools*. *Routledge*.
- Irwin, V., Wang, K., Cui, J., and Thompson, A. (2022). Report on Indicators of School Crime and Safety: 2021 (NCES 2022-092/NCJ 304625). *National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice*. Washington, DC. Retrieved February 6, 2023? from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022092>
- Justice, U. D. O., Assistance, B. O. J., & Police, I. a. O. C. O. (2012). *Guide for Preventing and Responding to School Violence (Second Edition)*. *Createspace Independent Pub*.
- Juvonen, J. (2001). *School Violence: Prevalence, Fears, and Prevention*. In *RAND Corporation eBooks*. <https://doi.org/10.7249/ip219>
- Khouli, M. (2008). *School violence Reasons and Ways of Confrontation*, As cited in Kowalski, R. M., Limber, S. P., & Agatston, P. W. (2012). *Cyberbullying: Bullying in the Digital Age*. *John Wiley & Sons*.
- National Academies of Sciences, Engineering, and Medicine. 2018. *Addressing the Social and Cultural Norms That Underlie the Acceptance of Violence: Proceedings of a Workshop—in Brief*. *Washington, DC: The National Academies Press*.
<https://doi.org/10.17226/25075>
- Robers, S., Kemp, J., and Truman, J. (2013). *Indicators of School Crime and Safety: 2012 (NCES 2013-036/ NCJ 241446)*. *National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice*. Washington, DC. as cited in Shen, J.

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

(1996, November 30). The evolution of violence in schools. *Educational Leadership*. <https://eric.ed.gov/?id=EJ551999>

Rogers, R., & Miller, H. V. (2019). Restorative Justice. *John Wiley & Sons, Ltd EBooks*, 167–180. <https://doi.org/10.1002/9781119372394.ch12>

Woo, D., Giles, H., Hogg, M. A., & Goldman, L. (2015). Social psychology of gangs: An intergroup communication perspective. *The handbook of gangs*, 136-156.
DOI:10.1002/9781118726822.ch8

Articles

About Salam, K. (2014). The Roots and Backgrounds of Violence as a Factor of Crisis within the School: Algeria case study, *The World of Education Magazine*. As cited in Sahel, M., & Mokrane, F. (2019). Violence in Algerian Society and its Eradication between Reality and Challenge: The Case of Algerian School. *European Journal of Social Science Education and Research*, 6(2), 65–72. <https://doi.org/10.26417/ejser.v6i2.p65-72>

Agha, S. (2017). School Violence From a Value Perspective blogs. *El Jazeera*. As cited in Sahel, M., & Mokrane, F. (2019). Violence in Algerian Society and its Eradication between Reality and Challenge: The Case of Algerian School. *European Journal of Social Science Education and Research*, 6(2), 65–72.
<https://doi.org/10.26417/ejser.v6i2.p65-72>

Cohen, J., McCabe, L., Michelli, N., & Pickeral, T. (2009). School Climate: Research Policy, Teacher Education and Practice. *Teachers College Record*, 111(1), 180-213. DOI:10.1177/016146810911100108

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432.

<https://doi.org/10.1111/j.1467-8624.2010.01564.x>

Fitzpatrick, C., Oghia, M. J., Melki, J., & Pagani, L. S. (2016). Early childhood exposure to media violence: What parents and policymakers ought to know. *South African Journal of Childhood Education*, 6(1), DOI: <http://dx.doi.org/10.4102/sajce.v6i1.431>

Flannery, J., Wester, L., & Singer, I. (2004). Impact of violence exposure at school on child mental health and violent behaviour. *Journal of Community Psychology*, 32(5), 559–573. <https://doi.org/10.1002/jcop.20019>

Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), 167–191. <https://www.jstor.org/stable/422690>

Hamby, S. (2017). On defining violence, and why it matters. *Psychology of Violence*, 7(2), 167–180. <https://doi.org/10.1037/vio0000117>

Hong, J. S., Kim, D. H., Thornberg, R., Wachs, S., & Wright, M. F. (2022). Racial Discrimination to Bullying Behaviour among White and Black Adolescents in the USA: From Parents' Perspectives. *International Journal of Environmental Research and Public Health*, 19(12), 7084. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/ijerph19127084>

Hymel, S., & Swearer, S. M. (2015). Four decades of research on school bullying: An Introduction American Psychologist, 70(4), 293–299. <https://doi.org/10.1037/a0038928>

- Jazairis. (2015). *Violence in Algerian Society*. Jazairis, As cited in Sahel, M., & Mokrane, F. (2019). Violence in Algerian Society and its Eradication between Reality and Challenge: The Case of Algerian School. *European Journal of Social Science Education and Research*, 6(2), 65–72. <https://doi.org/10.26417/ejser.v6i2.p65-72>
- Krug, E. G., Mercy, J. A., Dahlberg, L. L., & Zwi, A. B. (2002). The world report on violence and health. *The Lancet*, 360(9339), 1083–1088. [https://doi.org/10.1016/s0140-6736\(02\)11133-0](https://doi.org/10.1016/s0140-6736(02)11133-0)
- Limber, S. P., Olweus, D., Wang, W., Masiello, M., & Breivik, K. (2018). Evaluation of the Olweus Bullying Prevention Program: A large scale study of U.S. students in grades. *Journal of School Psychology*, 11(3), 56–72. <https://doi.org/10.1016/j.jsp.2018.04.004>
- Rueve, M. E., & Welton, R. S. (2008). Violence and mental illness. *Psychiatry (Edgmont (Pa. : Township))*, 5(5), 34–48.
- Sahel, M., & Mokrane, F. (2019). Violence in Algerian Society and its Eradication between Reality and Challenge: The Case of Algerian School. *European Journal of Social Science Education and Research*, 6(2), 65–72. <https://doi.org/10.26417/ejser.v6i2.p65-72>
- Sarwar, S. (2016). Influence of parenting style on children's behaviour. *Journal of Education and Educational Development*, 3(2), 222-249
- Savage, J., Ferguson, C. J., & Flores, L. (2017). The effect of academic achievement on aggression and violent behaviour: A meta-analysis. *Aggression and Violent Behaviour*, 37, 91–101. <https://doi.org/10.1016/j.avb.2017.08.002>

the School: Algeria case study, *The World of Education Magazine*, 25. As cited in Sahel, M., & Mokrane, F. (2019). Violence in Algerian Society and its Eradication between Reality and Challenge: The Case of Algerian School. *European Journal of Social Science Education and Research*, 6(2), 65–72.

<https://doi.org/10.26417/ejser.v6i2.p65-72>

Tomé, G., Matos, M., Simões, C., Diniz, J. A., & Camacho, I. (2012). How can peer group influence the behaviour of adolescents: explanatory model. *Global journal of health science*, 4(2), 26–35. <https://doi.org/10.5539/gjhs.v4n2p26>

Townsend Carlson, K. (2006). *Poverty and Youth Violence Exposure: Experiences in Rural Communities*. *Children & Schools*, 28(2), 87–96. As cited in Violence Lab. (n.d.). Poverty and peer violence at school. Retrieved January 27, 2023, from <https://www.violence-lab.eu/poverty-and-peer-violence-at-school/>

News articles journals

Aouimar, I. (2022, November 03). Calls for Modern Methods to Reduce School Violence in Algeria. *Independent Arabia*. Retrieved April 03, 2023 at 09:00 am, from <https://www.independentarabia.com>

Choudar, A. (2017, January 30). Algerian Schools are Drowning in Blood. *ElNahar TV*. Retrieved April 04, 2023 at 11:00 am, from <https://www.ennaharonline.com>

Hadj khlouf, F & Hamani, H. (2022). التصورات الاجتماعية للتعرف المدرسي لدى المراهقين المتعلمين. [Perceptions of School Violence among Educated Adolescents]. Constantine: University of Constantine- Abd Elhamid Mahri

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Mahfouf,N. (2023,March 10). A Student in Setif Kills his Classmate in Front of The Middle School. *ElNahar* tv. Retrieved April 03, 2023 at 10:00 am, from <https://www.ennaharonline.com>

Tefliss,K.(2023, January17). Schools are no Longer Safe. *Akhbar Elwatane*. Retrieved April 01, 2023 at 16.00 pm, from <https://akhbarelwatane.dz>

Wali,M. (2019, February 01). 160 Cases Annually The Algerian School is Drowning in Violence. *ElDjazair ElDjadida*. Retrieved April 03, 2023 21:00 pm, from <https://www.eldjaziiredjadida.dz>

Web references

American Psychological Association. (2010). violence & socioeconomic status. Retrieved January 21, 2023 at 16:30 pm, from <https://www.apa.org/pi/ses/resources/publications/violence>

American Psychological Association. (2018, September). Harmful masculinity: Understanding and addressing the roots of men's aggression. *APA Public Interest Directorate Newsletter*. Retrieved January 29, 2023 at 13:55, from <https://www.apa.org/pi/about/newsletter/2018/09/harmful-masculinity>

Brenda. P. (2021, November 5). The Classroom | Empowering Students in Their College Journey. Consequences of school violence. <https://www.theclassroom.com/consequences-school-violence-7980709.html>

Centers for Disease Control and Prevention. (n.d.). School Connectedness. Retrieved March 19, 2023 at 17: 28 from https://www.cdc.gov/healthyschools/school_connectedness.html

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Colombano, D. M. (1974). Juvenile delinquency and the school: an application of controltheory. Retrieved January 31, 2023 at 15:23, from <https://dx.doi.org/doi:10.21220/s2-jxmh-v26>

Constitutional Rights Foundation. (n.d). Challenge of School Violence. Retrieved February 2, 2023 at 22:34, from <https://www.crf-usa.org/school-violence/challenge-of-school-violence.html>

Creary, J., & Rimbey, C. (n.d.). School Violence Statistics & Causes. *study.com*. Retrieved February 6, 2023 at 14:05, from <https://study.com/learn/lesson/school-violence-statistics-causes.html>

Frederique, N. (2020, November 13). What Do the Data Reveal About Violence in Schools? *National Institute of Justice*. Retrieved February 2, 2023 at 17:21, from <https://nij.ojp.gov/topics/articles/what-do-data-reveal-about-violence-schools>

Fuentes, A. (2018, March 22). A Brief History of School Violence in the United States (2011). *Verso*. Retrieved January 31, 2023 at 18:17, from <https://www.versobooks.com/en-gb/blogs/news/3705-a-brief-history-of-school-violence-in-the-united-states-2011>

HealthyChildren.org. (n.d.). Crime, Violence, and Your Child. Retrieved January 27, 2023, from <https://www.healthychildren.org/English/safety-prevention/at-home/Pages/Crime-Violence-and-Your-Child.aspx>

Lewis, A., & Carlton, M. P. (2022, February 23). What Are Predictors of School Violence? What Are Its Consequences? *National Institute of Justice*. Retrieved January 21, 2023,

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

from <https://nij.ojp.gov/topics/articles/what-are-predictors-school-violence-what-are-its-consequences>

Meador, D. (2019). Solutions for Teaching in an Overcrowded Classroom. *ThoughtCo*.

Retrieved January 30, 2023, from <https://www.thoughtco.com/teaching-in-an-overcrowded-classroom-3194352>

National Center for Education Statistics. (2022). Threats and Injuries With Weapons on School Property. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved February 4, 2023,

from <https://nces.ed.gov/programs/coe/indicator/a04>.

National Center for Education Statistics. (n.d.). Fast Facts: Indicators of School Crime and Safety. Retrieved February 6, 2023, from

<https://nces.ed.gov/fastfacts/display.asp?id=49>

National Center on Safe Supportive Learning Environments. (n.d.). Roles. Retrieved March 14, 2023, from [https://safesupportivelearning.ed.gov/training-technical-](https://safesupportivelearning.ed.gov/training-technical-assistance/roles)

[assistance/roles](https://safesupportivelearning.ed.gov/training-technical-assistance/roles)

National Institute of Justice. (2019, April). Effects of the Second Step Program in Middle

School on Violence, Victimization, and Substance Use in High School. Retrieved

March 31, 2023, from <https://nij.ojp.gov/topics/articles/effects-second-step-program-middle-school-violence-victimization-and-substance-use>

National Training and Technical Assistance Center. (2021, August 13). What Is “Restorative Justice” and How Does It Impact Individuals. Retrieved March 31, 2023, from

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

<https://bjatta.bja.ojp.gov/media/blog/what-restorative-justice-and-how-does-it-impact-individuals-involved-crime>

Neumann, J. (2015, September 18). Unsupervised teens more likely to use tobacco, pot and alcohol. *U.S.* Retrieved January 30, 2023, from <https://www.reuters.com/article/us-health-adolescents-unstructured-time/unsupervised-teens-more-likely-to-use-tobacco-pot-and-alcohol-idUSKCN0RI1LL20150918>

Rudd, A. (n.d.). What causes fights in school? *NBCCOMEDYPLAYGROUND*. Retrieved February 4, 2023, from <https://www.nbccomedyplayground.com/what-causes-fights-in-school/>

Sawchuk, S. (2021). Violence in Schools Seems to Be Increasing. Why? *Education Week*. Retrieved March 19, 2023, from <https://www.edweek.org/leadership/violence-seems-to-be-increasing-in-schools-why/2021/11>

Verywell Mind. (n.d.). School Violence: Types, Causes, Impact, and Prevention. Retrieved January 21, 2023 at 13:30 pm from <https://www.verywellmind.com/school-violence-types-causes-impact-and-prevention-5216631>

Gordon, S. (2022). What is verbal abuse? *Verywell Mind*. <https://www.verywellmind.com/how-to-recognize-verbal-abuse-bullying-4154087>

Violent Threats and Incidents in Schools. (n.d.). The Educator's School Safety Network. as cited in Chang, J. (2023, April 21). 66 Chilling Student Crime Statistics: 2023 Data & Demographics. *Financesonline.com*. Retrieved February 6, 2023, from <https://financesonline.com/student-crime-statistics/>

VIOLENCE AMONG LEARNERS AND ITS IMPACT ON THE LEARNING PROCESS

Wikipedia contributors. (2023). School integration in the United States. *Wikipedia*. Retrieved January 31, 2023, from https://en.wikipedia.org/wiki/School_integration_in_the_United_States

World Health Organization. (n.d.). Fact sheet: Corporal punishment and health. Retrieved January 25, 2023, from <https://www.who.int/news-room/fact-sheets/detail/corporal-punishment-and-health>

Summery

This study investigates the impact of violence among learners on the learning process and the prevalence of violence in middle schools. It employs a mixed-methods approach, combining qualitative and quantitative methodologies. Data were collected through a questionnaire and structured interviews involving 120 second-year middle school students from, as well as three teachers and one guidance counselor. The results indicate that learner violence significantly hinders pupil engagement in the classroom, thus affecting the learning process. Additionally, the study highlights the widespread occurrence of violence within the institution. These findings emphasize the urgent need to address learner violence in order to establish a conducive learning environment.

Keywords: violence, learners, learning process, effects, prevalence

Résumé

Cette étude examine les effets de la violence chez les apprenants sur le processus d'apprentissage et la prévalence de la violence dans les collèges. En utilisant une approche mixte, combinant des méthodologies qualitatives et quantitatives, les données ont été collectées à l'aide d'un questionnaire et d'un entretien structuré. Les participants étaient composés de 120 élèves de deuxième année moyenne, ainsi que de trois enseignants et d'un conseiller d'orientation. Les résultats démontrent que la violence des apprenants influence significativement le processus d'apprentissage, entravant l'engagement des élèves en classe. De plus, l'étude révèle la nature répandue de la violence au sein de l'établissement. Ces résultats soulignent l'urgence de traiter la violence des apprenants afin d'établir un environnement d'apprentissage propice.

Mots clés : violence, apprenants, processus d'apprentissage, effets, prévalence

ملخص

تهدف هذه الدراسة إلى فحص آثار العنف بين الطالب على عملية التعلم وانتشار العنف في المدارس الإعدادية. باستخدام نهج الأساليب المختلطة التي تجمع بين منهجيات البحث الكمي والكمي، تم جمع البيانات من خلال استبيان ومقابلة هيكلية. شملت المشاركة في الدراسة 120 طالبًا من السنة الثانية متوسطة، بالإضافة إلى ثلاثة معلمين ومستشار واحد. تظهر النتائج أن العنف بين الطالب يؤثر بشكل كبير على عملية التعلم ويعوق مشاركة الطالب في الصف. بالإضافة إلى ذلك، تكشف الدراسة عن انتشار واسع للعنف داخل المؤسسة التعليمية. تسلط هذه النتائج الضوء على ضرورة التعامل مع العنف بين الطالب لإنشاء بيئة تعلم ملائمة.

الكلمات المفتاحية: العنف، المتعلمين، عملية التعلم، الآثار، الانتشار