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# Manifestations Of School Violence Among Primary School Pupils

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## Abstract:

This study aims to identify the manifestations of school violence among pupils in the primary education stage. A set of elements are addressed, namely: definition of violence and school violence, its forms, manifestations and causes, in addition to some strategies to reduce it. Primary education stage is handled through defining its concept, main principles and objectives.

**Keywords:** school violence, pupils, primary education stage.

## Introduction:

Learning is the main pillar on which society is based, progresses and flourishes. Thanks to learning man acquires all his experiences, grows and develops. Besides, it helps him face and control the dangers of the environment. Thus, it is an encouragement, preservation and transmission of science, art and culture across generations. The first stage in education is the primary education stage, an important period in the life of the pupil through which he is taught how to learn and acquire behavioural skills, morals and concepts. The latter serve as a knowledge and human experience in support of learners to enable them to contribute positively in society and keep them away from the wrong behaviours such as school dropout and aggressive acts especially known in the primary education stage. We mention for instance, school violence, which has become a common behaviour among pupils. The views about this behaviour differed. Some researchers consider it a behaviour accompanied by cruelty, aggression and coercion, which is usually far from civil deeds. It expresses rigidity and failure to form and develop internal rules or learn acceptable behaviour.

### 1. Definition of violence:

Bandura 1986 indicates that it is a behaviour aiming at causing disliked subversive results or domination, as it results in hurting a person or destroying property. It is a behaviour, not an agitation, need, or motivation (Ahmed Rashid, 2011, 17).

Violence is an act that exaggerates the recurrent behaviour, resulting in absolute influential or destroying messages, causing psychological, physical or material harm, whether for human, animal or another subject (Al Khalawi, 2006, 26).

## **2. Definition of school violence:**

School violence is defined as an aggressive attack by a pupil or a group of pupils against another pupil or teacher, causing financial, physical or psychological damage. This violence includes attacking and assaulting the property of other pupils or vandalizing the school property. It can be verbal including insults, swearing and name-calling, or physical including beating and kicking. (Abdeladim Hussein Taha, 2007, 264).

## **3. Manifestations of school violence:**

### **3.1. Smoking:**

This phenomenon has significantly spread in educational institutions, where the pupil is using cigarettes and various kinds of drugs in front of everybody. This is due to bad company, use of toxic substances in school environment and classrooms, pushing the student to assault, beatings, violence and vandalism.

### **3.2. Bullying:**

It is the gathering of some pupils in form of gangs who deliberately harm others and cause intimidation to other pupils through the threat of assault. The bullying student is in a better position than the victim, whether older, bigger or stronger. He has the intention of causing psychological and physical harm to the victim and always finds pleasure in threatening with aggression and practicing arrogance to him (Nayfa Qatami, 2009, 30).

### **3.3. Frustration:**

The concept of frustration expresses a special psychological state of the human personality, which in turn has negative effects on behaviour that may lead to forcing a person to commit violence against others and inflict physical and psychological harm on them. The reactions resulting from frustration vary and a violent reaction can be directed as the child is deprived of obtaining his wishes. (Al-Sattali, 2018, 44)

### **3.4. Theft:**

The pupil may steal because he needs money to boast about in front of his friends. Some pupils steal out of revenge from the teacher or from their fathers, anytime they can do it. Theft is considered a manifestation of school violence. It is to take something belonging to another person stealthily. Indeed, there are several reasons for which the pupil may steal, such as bragging in front of his friends, so that he appears to be important and live a decent life. Other pupils may steal as a revenge from his father, especially if the latter does not meet his son's needs or does not care about them. (Mohammed Hassan Al-Amayrah, 2010, 161).

### **3.5. Blackmailing:**

A violent pupil may resort to taking over the private property of another pupil, such as books or calculators, etc., and then threatens him if he informs the teacher, the administration or the parents, he will be subject to beatings and insults. The victim will be blackmailed by taking money or property by force under the threat of violence, revealing his secrets and weaknesses, or spreading rumours about him. (Khaldi, 2007, 119).

#### **4. Causes of school violence:**

##### **4.1. Psychological causes:**

###### **4.1.1. Feeling of inferiority:**

Feelings of inferiority are characteristic of man's oppressed attitude to existence. He lives in a state of helplessness towards the power of nature and various forms of authority. He lives in a state of constant threat to his security, health and strength. He lacks the strength and ability to confront, which regains his respect. People with this complex fear societies, people and are unable to speak or express themselves in front of strangers. They feel their inferiority, helplessness and failure in life, so they express that deficiency with violent behaviours towards others and deal with everyone aggressively to cover such deficiency. (Sharifi Halima, 2016, 96).

###### **4.1.2. Jealousy:**

It is an emotional state that the individual feels. It is a painful feeling in many cases, such as the birth of a new child in the family or the child's disappointment in obtaining his desires. The feeling of jealousy is followed by the person's sense of anger from himself or from his peers who were able to achieve what he could not do. Jealousy may be accompanied by many manifestations such as anger, insult, defamation, criticism, harassment, stubbornness, disobedience and delinquency. Therefore, jealousy of the other can cause violence, whether from the person who is jealous of him or appears as compensation for the inner deficit towards the successful or distinguished people. (Sharifi Halima, 2016, 96).

###### **4.1.3. Deprivation:**

Deprivation is one of the reasons leading to aggressive behaviour because the latter expresses a reaction to the deprivation of sympathy, tenderness, care and basic needs. If the adolescent feels this deprivation, he tries to compensate for it through his aggressive actions and behaviours, which are sometimes subconscious. Deprivation has three forms that cause aggression: the first is aggression in response to the tension resulting from the continued satisfied organic need, the second is aggression that follows the prevention between the child and what he desires, and the third is deprivation that leads to aggression from an external source and causes pain. Accordingly, aggressive behaviour may result from depriving the individual of several aspects, especially emotional deprivation, because he tries to compensate for that deficiency by assaulting others and practicing insult and beating behaviours (Sharifi Halima, 2016, 68).

##### **4.2. Family causes:**

These are the factors related to the composition of families, social upbringing of the pupil, and the prevailing family atmosphere. A study showed that family problems and the absence of regulating authority in the family or its disorder led to the emergence of aggression in children. A second study confirmed that aggressive behaviour emerges in a climate of socialization characterized by inconsistency and extremism.

Another study emphasized the role of family punishment, deprivation of education, and the large size of the family on the aggression of children.

#### **4.3. School causes:**

They are the factors associated with the school, the prevailing school atmosphere and the classroom environment. Studies have confirmed the importance of having an appropriate school psychological atmosphere and strengthening the sense of groupwork to reduce the intensity of aggressive behaviour. A study proved that there is a relationship between pupils' aggressive behaviour, crowding and the sitting location inside the classroom.

#### **4.4. Societal causes:**

These are the factors related to society and the coordination of its prevailing values and the way it deals with situations of violence and violence programs in television and cinema. A study confirmed that television programs have a clear impact on children's behaviour and push them to imitate the movements and behaviour of violence. Another study confirmed that children's cartoons contribute in the appearance of his violent behaviour (Mashaal Rajeh, Saud Al-Asfour, 2019, 566).

### **5. Forms of school violence:**

There is no doubt that the child in general is the biggest victim of violence because he is the weakest and most marginalized human element, because of his physical, social, psychological and mental immaturity. He is often subject to penalties and extreme forms of violence:

#### **5.1. Physical violence:**

Physical violence refers to the physical punishment inflicted on the pupil if he violates some of the school's regulations.

#### **5.2. Psychological violence:**

This form of violence is carried out by acting or refraining from acting according to societal standards and practical knowledge of psychological harm. These acts may occur at the hands of a person or a group of people who have the power and control to harm the child, which affects his emotional and physical behavioural functions.

#### **5.3. Educational violence:**

This form of violence is defined as those educational practices of the teacher or any other school authority within the classroom or school. Among the manifestations of this violence is: - The repression practiced on pupils by the school authority. - The psychological and intellectual fatigue that the pupil is exposed to as a result of exhausting school works that exceed his mental,

intellectual, psychological, physical and material abilities. - The intensity and ambiguity of educational curricula. - Adopting incapacitating tests and examinations to assess pupils.

#### **5.4. Symbolic violence:**

This type of violence is direct physical or verbal act aiming to use expressive or symbolic methods bearing an attempt to threaten and despise a behaviour or look in a manner of contempt and disrespect (Al-Tuhami Sawan, 2019, 109, 110).

#### **6. Strategies to reduce school violence:**

Some educators in Algeria claim the necessity to apply some disciplinary educational measures to prevent violence, including:

1. Support the cells of listening, psychological follow-up and guidance, encourage classroom and physical activities, strengthen the powers of orientation counsellor in the psychological and social care of pupils to discipline and rationalize their behaviour in the school environment.
2. Sensitize teachers about the need to teach pupils the desired behaviour, reward them for it, thank their parents for involving them in the educational process.
3. Notifying the parent of his son's irregularities, documenting this and using honour boards for ideal pupils.
4. Training teachers who are ready to perform and enjoy their mission, who count on Allah Almighty to reward them for their deeds towards their community and country, preparing them to apply the aforementioned rules in building the educational relationship with pupils and forming a collective educational family in the school.
5. Intensify monitoring and follow-up of pupils' behaviour and whereabouts in the school.
6. Strengthening control mechanisms within the school to impose discipline and committing to the laws of the institution, as well as activating disciplinary boards to address all slippages and forms of violence that may lead to serious and undesirable consequences.
7. Open permanent and continuous channels of communication between the family and the school to exchange information and advice in all matters related to the pupil in terms of his behaviour, practices and educational achievement.
8. Assigning the naughty pupil to work for the classroom to sensitize him about his value and raise his importance, as the behaviour of the naughty or any deviation that may come from a pupil is often intended only to prove himself and try to draw attention. (Emad Ben Trough, Layas Chorfa, 2018, 89).

#### **7. Definition of primary education:**

Primary education relates to the main needs that all people need to satisfy, as well as to work and obtain the main consumer needs (Ali Taaweenat, 1990, 194).

A first stage of education in the school that ensures to the schoolchild a sound thinking, provides him with a minimum of skills, knowledge and experiences that allow him to prepare for life and exercise his role as a good citizen (Saleh al-Din al-Matbouli, 2003, 194).

Definition of the Western Organization for Education, Culture and Science: With regard to primary education, this organization believes that it provides appropriate education for all citizens, which means the first level of the school education system, representing the basis.

It is a comprehensive education, its main basis, and a training of the citizen. It is a general education directed to all children who have reached the age of six, and teaches them for five years a free compulsory education, provided, organized and paid by the State. It includes types of basic knowledge, mixing between knowledge and work in its curricula, and trains learners to employ the acquired knowledge in productive practical applications. (Antoine Habib, 1999, 14).

The education policy document defines the primary stage as “the basis for preparing young people for the next stages of their lives. It is a general stage that includes all the children of the nation and provides them with the basics of the correct doctrine, sound directions, experiences, information and skills. (Mahmoud Abdul Razzaq, 1988, 33).

### **8. Principles of primary education:**

- It is in line with the country's new directives in the political, social, economic and cultural fields, based on the general principles of educational policy derived from the country's reference texts and benefiting from contemporary global directives.
- The learner is the focus of the educational process and the teacher is its pillar and the basis of its success.
- All educational activities are taught in Arabic.
- It is the first priority in the duties of the State and the work of society. All parties must cooperate to promote it, provided that this participation is united in accordance with clear laws and controls.
- It opens up to the social, economic, cultural and religious environment, to link the educational system to the process of comprehensive development of the country.
- It is based on the national, democratic, scientific, technological, and global dimension (Supreme Council of Education, 1998).

### **9. Objectives of primary education:**

- Achieving linguistic growth and this is done by obtaining information and basic knowledge tools.
- Achieving emotional growth and this is done by the reassurance and psychological stability achieved by the primary school, moving away from physical punishments and the tendency to help them by providing opportunities for artistic activity, works, music and acting to express their feelings and vent their motives (Muhammad Mustafa Zaidan,1975).
- Achieving social development by acquiring the pupils the ability to understand and practice good social relations, providing him with the basics of citizenship that make him feel belonging to the homeland and attached to it (Farouk Shawqi Al-Bahi et al., 2002).
- Preparing the child for working life in the environment in which he lives.

- Raising a child for life in a free society.
- The need for the school to cooperate with other institutions in serving the local environment (Rabah Turki, 1990).
- Providing pupils with religious principles free from superstition and witchcraft by practicing religious activity.
- Pride in the homeland, heritage and basic identity elements.
- Providing pupils with the means of knowledge such as reading, arithmetic and writing.
- Taking care of physical growth by practicing sports.
- Knowing duties and rights, formation of social ideals, respect for the family, adherence to standards of good conduct, and respect for the law.
- The ability to recognize the problems facing society and train them on ways to overcome them. (Saad Al-Taher, 1982).

The goal of primary education remains to form an individual who is imbued with principles and values that allow the acquisition of civic behaviour that is present in various aspects of life, whether economic, cultural or social.

#### **10. Characteristics of the pupil in the primary education stage:**

Modern education is concerned with the child. The scientific material and the delivery of information are no longer the main goal of the educational process, but the main goal must be the child himself with his needs and inclinations. The characteristics of the primary school pupil are as follows:

##### **10.1. Physical growth:**

This stage is characterized by physical growth in terms of height and weight. At the age of six, the height increases by about 5.2 cm and the weight 3-5 pounds. This rate decreases with the increase in chronological age. The child's sense of touch also develops at this stage, as does the motor skills (Saad Al-Taher, 1982).

##### **10.2. Mental growth:**

The child's tendency to explore and desire for observation and test increases. Attention and perception of the external world expands, moving from the stage of description to the stage of perceiving and interpreting relationships. (Saad Al-Taher, 1982).

##### **10.3. Emotional growth:**

The child at this stage is usually characterized by a lack of emotional problems if compared to the precedent or following stages. But the problems soon appear if we neglect the characteristics of the child at this stage as the tendency to explore, know and interest in the external world. The lack of emotional problems at this stage does not mean that the child does not feel angry, afraid or jealous, but the truth is that the child acquires a new way to express his emotions. The child's enrolment in primary school forces him to control his behaviour and emotions. (Suhair Kamel Ahmed, 2000).

#### **10.4. Social growth:**

The primary school child shows a clear social tendency. He is affected by the environment and the society in which he lives, and thus his behaviour and acts are mimicked to adults. He goes to make friends with his peers, loves to play and have fun with them. The child also goes to the beginning of strengthening his relations and belonging to community institutions such as the mosque, school and family.

#### **Conclusion:**

The manifestations of school violence among primary education pupils are important issues that must be solved. Children at this stage need a safe and healthy educational environment so that they can realize educational achievement and personal growth at all levels in a better way.

#### **Recommendations:**

- Encourage communication between the teacher and pupils to identify the various problems that cause school violence and work to solve them.
- Working to develop educational curricula aiming at raising awareness of the effects of school violence and providing strategies for dealing with it.
- Providing training courses for teachers on how to deal with and prevent cases of school violence.

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