



# **UNIVERSIDAD DE MURCIA**

## **ESCUELA INTERNACIONAL DE DOCTORADO**

Sport as a Preventing/Encouraging Factor  
for Reduction of Violence at Schools  
El Deporte como Factor de Prevención/Motivación  
para Reducir la Violencia en las Escuelas

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PhD Programme in  
Science of Physical Activity and Sport

## PhD Thesis

Sport as a preventing/encouraging factor  
for reduction of violence at schools  
*El deporte como factor de prevención/motivación  
para reducir la violencia en las escuelas*

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MURCIA



El alumno D. Khader Mohammad Saleh Obeid, estudiante del **Programa de Doctorado en Ciencias de la Actividad Física y del Deporte**, desarrollado por la Escuela Internacional de Doctorado y la Facultad de Ciencias del Deporte (Campus de San Javier) de la Universidad de Murcia, presenta su TESIS DOCTORAL, titulada:

**Sport as a preventing/encouraging factor for reduction of violence at schools**

La presente TESIS DOCTORAL fue dirigida por el Prof. Dr. D. Arturo Díaz Suárez y por el Prof. Dr. D. Vicente Morales Baños. Los cuales acreditan, a través de este documento, la idoneidad del presente trabajo de investigación y le otorga el Vº Bº a su contenido para llevar a cabo la defensa de pública ante un tribunal.

Para que así conste, se firma la presente en San Javier, a 01 de septiembre de 2022.

Fdo: Arturo Díaz Suárez

Fdo: Vicente Morales Baños



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## Resumen

La actividad física y el deporte como parte de la educación física y deportiva dentro de las instituciones educativas, es un área importante de la educación, y por lo tanto se considera un pilar utilizado por el individuo en su vida diaria, que junto a su experiencia y habilidades harán de él un miembro de su comunidad en consonancia con el desarrollo y el crecimiento de su entorno social. El ejercicio a través de la educación física y deportiva tiene un valor fundamental en la vida del individuo para la obtención de beneficios físicos, psicológicos, sociales y educativos, desde el aspecto físico fortalece la musculatura y la activa, mentalmente, ayuda a desarrollar las capacidades mentales y emocionales, y el individuo evita los problemas psicológicos individuales que muchas veces le causan dificultades y trastornos mentales, pero en el aspecto social le da al individuo la oportunidad de interactuar con el resto de la sociedad, llevándolo a estrechar relaciones. En el plano educativo, le llevan a adquirir nuevas habilidades y conocimientos en el ámbito de la cultura. En vista de esta importancia, se ha incorporado a los programadores educativos y a todos los niveles de la enseñanza, donde se ha convertido en una asignatura que se imparte como las demás en los centros educativos.

Por otro lado, el fenómeno de la violencia en el sistema educativo sigue deteriorándose, sobre todo motivado por las circunstancias que rodean la sociedad donde están radicadas las escuelas y, en ocasiones, estas no son un lugar seguro para los alumnos.

La violencia es un desastre para el sistema educativo ya que se opone a todo proceso educativo que amplíe la lógica, el pensamiento y la emoción. La violencia es la destrucción del sistema educativo y, por lo tanto, debemos eliminarla.

Los datos de las investigaciones han sido utilizados por muchos investigadores y expertos en violencia. La participación de los académicos y los responsables políticos en la investigación de la violencia escolar desde los años 70 y las investigaciones posteriores han creado una atmósfera de disposición para abordar el tema de forma intensiva.

A través de este estudio se trató de mostrar la relación entre la participación de la educación física y el deporte y su impacto en la reducción de la violencia escolar que se produce entre los alumnos y con los profesores, y si la práctica de la educación física y el deporte afecta a los comportamientos violentos en los niños de la escuela.

El valor de este estudio radica en que tratamos un tema muy importante que es la cuestión de la violencia dentro de las instituciones educativas y la eficacia de la actividad física y deportiva para reducir algunos comportamientos agresivos de los estudiantes.

Por ello, se tuvo como objetivo identificar el impacto del deporte como factor de prevención/motivación para reducir la violencia en las escuelas de la región de Jerusalén Este desde el punto de vista de los profesores, así como también mostró el papel de las clases de educación física en la reducción de la violencia entre los estudiantes, tanto entre profesores, como en estudiantes. Para lograr el objetivo del estudio se realizó una entrevista sobre una muestra de (24) profesores con preguntas directas relacionadas con el tema del estudio. En este estudio, el investigador utilizó más de un método para utilizar el método descriptivo, donde la referencia a la literatura anterior sobre el tema para ilustrar el fondo teórico del estudio. También se utilizó la entrevista y la herramienta de análisis estadístico.

Además, se recogió información de 1.200 estudiantes a través de los cuestionarios validados, California School Climate and Safety Survey-Short form de Álvarez García, David, et al. (2011) y School Violence Questionnaire-Revised de Furlong, Michael J., et al (2005).

Estos estudiantes eran alumnos de sexto a noveno curso de dos centros de secundaria, uno de chicos y otro de chicas, situados en Jerusalén Este, durante todo un semestre del curso escolar. El estudio examinará la violencia escolar con la ayuda de las herramientas de investigación.

Las clases que participarán en el estudio se dividirán en 2 grupos: un grupo de clases que no tendrá clases de educación física, un grupo de clases que tendrá clases de educación física que consistirán en dos clases de educación física por semana, y un grupo de clases en el que las clases de educación física consistirán en cuatro clases por semana. El estudio examinará los cambios en la violencia de los estudiantes según la extensión de las clases semanales de educación física e intentará relacionar las dos variables. La variable dependiente será el grado de violencia en el aula y la variable independiente será el número de clases de educación física en el aula.

El investigador dividió su estudio en cinco capítulos que trataron en el primer capítulo de la estructura del estudio y de los objetivos y problemas y preguntas de estudio e hipótesis y estudios anteriores. El segundo capítulo presentó el investigador al marco teórico, así como lo hizo en el tercer capítulo, mientras que el cuarto capítulo entre los procedimientos de estudio y métodos de análisis, mientras que el quinto capítulo puso en él los resultados del análisis y recomendaciones.

En cuanto a la opinión de los profesores, estos demuestran que conocen bien su visión de la escuela.

"Construir un alumno distinguido que sea capaz de comunicarse con los demás dentro de un entorno seguro y que posea las habilidades necesarias para seguir el ritmo del progreso

tecnológico y las competencias del siglo XXI, y que crea en la igualdad y el estado de derecho dentro de un marco escolar renovado que satisfaga sus necesidades.

La escuela también busca mostrar y resaltar las capacidades de los estudiantes y perfeccionarlas, especialmente en los campos científico y deportivo, apoyando la personalidad del estudiante como futuro participante para integrarse en la sociedad de manera efectiva. Y crear una generación con conciencia académica, educativa y social, y criar una generación de ciudadanos con capacidad de lanzar la sociedad en la que viven. Reforzados responsablemente por la cultura y las habilidades para la vida, que acepten a los demás y tengan la capacidad de afrontar el futuro y sus retos".

Es evidente que la visión de dos centros tienen tendencias a reducir la violencia entre los alumnos. Se menciona en cada visión que la construcción de habilidades de comunicación y el ambiente seguro en las escuelas. Además, la construcción de las relaciones sociales, la hermandad y la amistad entre los estudiantes.

Los centros que formaron parte de la muestra fueron la escuela femenina de El Esawiyah con la escuela masculina de Silwan, cada clase de la escuela femenina tiene un período de educación física cada dos semanas, pero en la escuela masculina cada clase tiene dos períodos de educación física cada semana. Observamos que hay diferencias en los índices de violencia en las dos escuelas al comparar las respuestas de los profesores de cada escuela. Encontramos que la cantidad de clases de educación física afecta a la reducción de la violencia.

Las clases de educación física tenían más actividades deportivas, ofrecen un impacto más positivo sobre la violencia en términos de reducción de la misma, porque el estudiante tiene un exceso de energía, que se vacía en los métodos educativos adecuados. Puede tener un efecto positivo en la escuela y en el propio estudiante, y tiene un efecto en la escuela, pero da una indicación, aumenta la afiliación y aumenta las relaciones sociales entre los propios estudiantes. Este resultado aumenta la reputación de la escuela de los chicos entre la comunidad y la excelencia deportiva.

El personal de la escuela influye en los estudiantes para la excelencia científica y deportiva y aumenta el interés por la ciencia junto con la excelencia deportiva, los talentos y las habilidades, el uso de los deportes. Este es un elemento muy positivo en el marketing para el nombre de la escuela y esto llevó a un aumento en el número de clases en la escuela de Silwan, y un aumento en el número de sus estudiantes.

Como conclusión podemos decir que la clase de educación física contribuye eficazmente a mejorar el rendimiento de los alumnos. Cuando los alumnos realizan actividades deportivas, les ayuda a librarse de la presión y el estrés del estudio y a aliviar su fatiga, y a través de la

clase de educación física, descargan todas las cargas negativas y la energía reprimida como resultado de la presión de la familia y de la escuela. Las actividades deportivas son un tratamiento para muchos problemas que padecen los alumnos, como la timidez, la introversión, el aislamiento, etc, y por lo tanto le ayudan a satisfacer sus necesidades físicas, psicológicas, sociales y cognitivas, y esto a su vez conduce a la eliminación de sus tensiones psicológicas y de comportamiento violento que se han extendido en las sociedades y El fenómeno de la violencia se ha convertido en uno de los fenómenos patológicos más extendidos y uno de los problemas psicológicos y sociales complejos, donde la violencia se considera entre las primeras manifestaciones de comportamiento conocidas por las sociedades humanas, y una sociedad contemporánea difícilmente está desprovista de algunas formas de violencia, ya que se ha convertido en una de las realidades de la época.

El fenómeno de la violencia en el ámbito escolar se ha convertido en el centro de atención de los investigadores en educación, psicología y sociología por sus graves daños y se considera uno de los fenómenos básicos que afectan al funcionamiento de la escuela a través de un desequilibrio en la regularidad y el equilibrio en sus funciones, afectando así al rendimiento académico de los alumnos.

Dado que la relación entre el cuerpo y el alma se considera como la relación de las dos caras de una misma moneda, no se puede separar entre ellas y no se puede decir que sean la misma cosa. A partir del dicho "una mente sana reside en un cuerpo sano", nos queda claro directamente el alcance de la influencia y el influjo entre el cuerpo, el alma y la mente, y como la mente es el motor del cuerpo y del alma, y por lo tanto la práctica de actividades deportivas fortalece y revitaliza el cuerpo. El deporte desempeña un papel importante en diversos ámbitos de la vida, ya que desarrolla las relaciones sociales, y es una de las mejores formas de invertir el tiempo de ocio de manera que beneficie a la salud mental y física.

A partir de lo anterior, vemos hasta qué punto el estudio coincide con diversos estudios que muestran el papel preventivo del deporte en la reducción de la violencia escolar.

El estudio recomendó:

- 1- Aumentar el interés por la actividad deportiva dentro de la escuela sirve para reducir significativamente el índice de violencia
- 2- Aumentar el número de clases deportivas por aula de dos veces a la semana a tres, por ejemplo, proporciona el ambiente adecuado para que los alumnos alivien el bienestar psicológico y se liberen del estrés, la tensión y la rutina diaria.



- 3- La diversidad de las actividades deportivas es necesaria para tener en cuenta las diferencias individuales de los alumnos, y esto sirve para satisfacer sus deseos y tendencias y dirigir sus energías de forma positiva, permitiéndoles aprender habilidades y valores morales
- 4- El interés por las actividades deportivas, ya sea en horario escolar o extraescolar, potenciará al alumno y le creará un incentivo para alcanzar la excelencia académica.
- 5- El horario de la clase de deporte tiene un gran impacto en la pertenencia de los alumnos, y trabaja en la tranquilidad de los alumnos durante las clases de la jornada escolar.
- 6- El profesor de deportes se encarga de planificar las actividades deportivas de manera que sean variadas y continuas para adaptarse a las preferencias de los alumnos.
- 7- La coordinación con las instituciones de la sociedad civil para patrocinar actividades deportivas después de la escuela, ya que tienen un gran impacto en la creación de la armonía y la creación de amistades entre los estudiantes.
- 8- La necesidad de contar con instalaciones y pabellones deportivos totalmente equipados para dotar a los alumnos de diversas habilidades vitales y mentales.

Palabras clave.- violencia escolar, actividad física, deporte, educación física



## **Abstract**

Physical activity and sport as part of physical education and sport within educational institutions, is an important area of education, and is therefore considered a pillar used by the individual in his daily life, which together with his experience and skills will make him a member of his community in line with the development and growth of his social environment. Exercise through physical education and sport has a fundamental value in the life of the individual to obtain physical, psychological, social and educational benefits, from the physical aspect it strengthens the musculature and activates it, mentally, it helps to develop mental and emotional capacities, and the individual avoids individual psychological problems that often cause difficulties and mental disorders, but in the social aspect it gives the individual the opportunity to interact with the rest of society, leading to closer relationships. On the educational level, they lead to the acquisition of new skills and knowledge in the field of culture. In view of this importance, it has been incorporated into educational programmes and at all levels of education, where it has become a subject that is taught like any other subject in schools.

On the other hand, the phenomenon of violence in the education system continues to deteriorate, mainly due to the circumstances surrounding the society where schools are located, and sometimes schools are not a safe place for pupils.

Violence is a disaster for the education system as it opposes any educational process that expands logic, thought and emotion. Violence is the destruction of the education system and therefore we must eliminate it.

Research data has been used by many researchers and experts on violence. The involvement of academics and policy makers in school violence research since the 1970s and subsequent research has created an atmosphere of readiness to address the issue intensively.

Through this study we sought to show the relationship between the involvement of physical education and sport and its impact on reducing school violence that occurs among pupils and with teachers, and whether the practice of physical education and sport affects violent behaviour in school children.

The value of this study lies in the fact that we addressed a very important topic which is the issue of violence within educational institutions and the effectiveness of physical activity and sport in reducing some aggressive behaviors of students.

Therefore, we aimed to identify the impact of sport as a preventive/motivational factor in reducing violence in schools in the East Jerusalem region from the point of view of teachers, as well as showing the role of physical education classes in reducing violence among students, both among teachers and students. In order to achieve the aim of the study, an interview was conducted on a sample of (24) teachers with direct questions related to the topic of the study. In this study, the researcher used more than one method to use descriptive method, where reference to previous literature on the topic to illustrate the theoretical background of the study. Interview and statistical analysis tool were also used.

In addition, information was collected from 1,200 students through the validated surveys, California School Climate and Safety Survey-Short form by Alvarez Garcia, David, et al. (2011) and School Violence Questionnaire-Revised by Furlong, Michael J., et al (2005).

These students were sixth to ninth graders at two secondary schools, one for boys and one for girls, located in East Jerusalem, for an entire semester of the school year. The study will examine school violence with the help of research tools.

The classes that will participate in the study will be divided into 2 groups: a group of classes that will have no physical education classes, a group of classes that will have physical education classes consisting of two physical education classes per week, and a group of classes in which physical education classes will consist of four classes per week. The study will examine changes in students' violence according to the length of the weekly physical education classes and will attempt to relate the two variables. The dependent variable will be the degree of violence in the classroom and the independent variable will be the number of physical education classes in the classroom.

The researcher divided his study into five chapters which dealt in the first chapter with the structure of the study and the objectives and problems and study questions and hypotheses and previous studies. The second chapter introduced the researcher to the theoretical framework as well as he did in the third chapter, while the fourth chapter among the study procedures and methods of analysis, while the fifth chapter put in it the results of the analysis and recommendations.

As for the teachers' opinion, they show that they know well their vision of the school.

"To build a distinguished learner who is able to communicate with others within a safe environment and who possesses the necessary skills to keep pace with technological progress and 21st century competencies, and who believes in equality and the rule of law within a renewed school framework that meets their needs.

The school also seeks to showcase and highlight students' abilities and to hone them, especially in the scientific and sporting fields, supporting the student's personality as a future participant to integrate into society effectively. And to create a generation with academic, educational and social awareness, and to raise a generation of citizens with the ability to launch the society in which they live. Strengthened responsibly by culture and life skills, accepting of others and having the ability to face the future and its challenges".

It is evident that the vision of two schools have tendencies to reduce violence among pupils. It is mentioned in each vision that building communication skills and safe environment in schools. In addition, building social relations, brotherhood and friendship among students.

The schools that were part of the sample were El Esawiyah girls' school with Silwan boys' school, each class in the girls' school has one PE period every two weeks, but in the boys' school each class has two PE periods every week. We observed that there are differences in the rates of violence in the two schools when comparing the responses of the teachers in each school. We found that the number of physical education classes affects the reduction of violence.

Physical education classes had more sports activities, offer a more positive impact on violence in terms of violence reduction, because the student has an excess of energy, which is drained in the right educational methods. It can have a positive effect on the school and on the student himself, and it has an effect on the school, but it gives an indication, it increases the affiliation and increases the social relations between the students themselves. This result increases the reputation of the boys' school among the community and sporting excellence.

The school staff influences students for scientific and sporting excellence and increases interest in science along with sporting excellence, talents and skills, the use of sports. This is a very positive element in the marketing for the name of the school and this led to an increase in the number of classes in Silwan school, and an increase in the number of its students.

As a conclusion we can say that physical education class contributes effectively to the improvement of pupils' performance. When pupils take part in sports activities, it helps them to get rid of the pressure and stress of study and to relieve their fatigue, and through physical education class, they discharge all the negative burdens and pent-up energy as a result of pressure from family and school. Sports activities are a treatment for many problems that pupils suffer from, such as shyness, introversion, isolation, etc., and thus help them to satisfy their physical, psychological, social and cognitive needs, and this in turn leads to the elimination of their psychological tensions and violent behaviour that have become widespread in societies and societies where the phenomenon of violence has become one of the most widespread

pathological phenomena and one of the most complex psychological and social problems, where violence is considered among the earliest manifestations of behaviour known to human societies, and a contemporary society is hardly devoid of some forms of violence, as it has become one of the realities of the times.

The phenomenon of violence in the school environment has become the focus of attention of researchers in education, psychology and sociology because of its serious damage and is considered one of the basic phenomena affecting the functioning of the school through an imbalance in the regularity and balance in its functions, thus affecting the academic performance of pupils.

Since the relationship between body and soul is considered as the relationship of two sides of the same coin, they cannot be separated from each other and cannot be said to be one and the same thing. From the saying "a healthy mind resides in a healthy body", it is directly clear to us the extent of the influence and influence between body, soul and mind, and how the mind is the motor of body and soul, and therefore the practice of sporting activities strengthens and revitalises the body. Sport plays an important role in various areas of life, as it develops social relations, and is one of the best ways to invest leisure time in a way that benefits mental and physical health.

From the above, we see to what extent the study is in line with several studies showing the preventive role of sport in reducing school violence.

**The study recommended:**

- 1- Increasing interest in sports activity within the school works to reduce the rate of violence significantly
- 2- Increasing the number of sports classes per class from two times a week to three, for example, provides the appropriate atmosphere for students to relieve psychological well-being and get rid of stress, tension and daily routine.
- 3- The diversity of sports activities is necessary in order to take into account the individual differences of students, and this works to satisfy their desires and tendencies and direct their energies in a positive matter, enabling them to learn skills and moral values
- 4- The interest in sports activities, whether during or after school hours, will enhance the student and create an incentive for him to achieve academic excellence.
- 5- The timing of the sport class has a great impact on the belonging of the students, and it works on the calmness of the students during the lessons during the school day.

6- The sports teacher is responsible for planning sports activities in a manner that they are varied and continuous to suit the students' preferences.

7- Coordination with civil society institutions in order to sponsor sports activities after school as they have a great impact on creating harmony and creating friendships among students.

8- The necessity of fully equipped sports facilities and halls in order to provide students with various life and mental skills.

Key words.- school violence, physical activity, sport, physical education





# **The general framework of the study**



## **CH.1 THE GENERAL FRAMEWORK OF THE STUDY**

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### **1.1 INTRODUCTION:**

The physical activity of sport in its new form through the share of physical and sports education within educational institutions is an important area of education, and therefore is considered a pillar used by the individual in his daily life to be a good individual with the experience and skills to make him a member of his community in keeping with the development and growth of his social environment exercise through the share of physical and sports education has a fundamental value in the life of the individual for the physical, psychological, social and educational benefits, from the physical aspect strengthens muscle and activates it, mentally, it helps to develop mental and emotional capacities, and the individual avoids the individual Psychological problems that often cause him difficulties and mental disorders, but on the social side it gives the individual the opportunity to interact with individuals in society, leading him to close relationships. Like friendship, fellowship and love. In educational terms, they lead to the acquisition of new skills and knowledge in the field of culture. In view of this importance, it has been incorporated into educational programmers and at all levels of education, where it has become a subject taught like other subjects in educational institutions.

The phenomenon of violence in the educational system continues to deteriorate, and schools are not a safe place for pupils (**Erhard, 2001**). Pupils also behave aggressively and violently towards other students and towards teachers (**Dayan, 2004**). In addition, they refuse to carry out orders, shout, verbally and physically harass, threaten, intimidate, and even resort to physical violence (**Amit, 2004**).

In Summary, Violence is a disaster for the educational system as it opposes every educational process that broadens logic, thinking and emotion. Violence is destruction in the educational system and therefore, we must eliminate it.

Through this study I try to show the relationship between the share of physical education and sports and its impact in reducing school violence that occurs between pupils and each other and with pupils and teachers, and whether the practice of physical education and sports affects violent behaviors in school children, hence I chose this title for my study, and in order to address this topic and to answer the question of the study, this study was divided into six chapters where I started the first chapter, which is the general framework of study and in which the subject of study was clarified and the problem of study was clarified and identified the problem of study To ask the main question followed by sub-questions, identify the hypotheses

of research, then the limits of research, then the importance of the study and its objectives and then the identification of concepts and terms and finally mention the previous studies.

The theoretical aspect is chapter two: where violence in general and its theories are focused. The third chapter dealt with the subject of school violence in all its aspects, while the fourth chapter dealt with the study procedures, while the fifth chapter dealt with the analysis of interviews, and finally the sixth chapter presented the results and recommendations.

## **1.2 RESEARCH BACKGROUND:**

The school is the mirror of the external community. Students may come to the school with aggressive and violent behaviors, and the reason for this may be the socialization in the community, which is considered violent. The violence is not controlled or stopped as many pupils are personally exposed to verbal and physical violence towards themselves or their friends and live under cover of extreme violence directed at them from violent pupils at school, which includes extortion, abuse...etc.

The situation in schools has become intolerable, and the concern here is to eliminate and control violence by providing sports programs that may affect student's behavior positively. The global interest in the phenomenon of violence, whether at the state level, researchers, behavioral and educational workers or at the level of institutions and NGOs has recently begun to increase as a result of the development of psychological and social awareness of the importance of childhood and the need to provide the appropriate psychological and educational environment for the physical and social development of children, given the clear impact it has on the personality of the child in the future, in addition to the drafting of global conventions on human rights and children in particular and the need to protect them from all forms of abuse, exploitation and violence that They are exposed to them in times of peace and war.

The emergence of the phenomenon of violence and its steadily increasing within schools in our society raises the alarm to indicate a further deterioration in the relationship between the student and the educational staff or between students and each other, and thus between youth and future leaders.

From this perspective, the phenomenon of school violence can be divided into five axes:

1. Teachers towards students.
2. Students towards teachers.
3. Students towards each other.
4. The teachers are also in front of the students.
5. Parents towards teachers.

### 1.3 Study problem:

Physical education is one of the academic subjects that plays an important role in the development of the student's personality because of its characteristics that help satisfy his different needs, desires and tendencies, whether psychological, kinetic, emotional or physical, as it contributes to reducing the psychological frustration that he may suffer from as a result of the various changes that accompany This sensitive stage, and this frustration and pressure that generates the student's desire to defend himself, and shows him violent aggressive behaviors, as well as social, economic and political conditions, frustration and blind imitation of some societies, as well as the direct and important influence of various media.

Violence between students is not limited to the family and the social environment, but goes beyond the school environment that originally existed in order to reduce and reduce various aggressive behaviors, as violence and all its forms have taken large and dangerous dimensions, especially in recent times in various educational and educational institutions, and for this reason I tried to know the effectiveness of playing And physical activity during the physical education and sports class as an educational method in reducing school violence among students, taking into account the practice of various physical activities. During this class, a wide area of emptying the pent-up, emptying excess energy and greater expression of the body may also be a solution and a form to transform these violent behaviors into positive behaviors such as tolerance, love of others and weaving of social bonds that will create vitality within the school.

### 1.4 STUDY QUESTIONS

Through all that I have mentioned earlier, it is clear to us that the practice of physical activities and sports during the physical education class may contribute to reducing and reducing the phenomenon of school violence, so we ask the following question, which will be the beginning and prelude to my studies: **Does the physical and sports education class play a role in reducing school violence among school children?**

Under the cover of this question are other sub-questions.

1. Does the physical and sports education class play a role in reducing school violence among students?
2. How does sport improve student relations?
3. What is the role of a sports education teacher in reducing violence in school?
4. Are there plans at the Ministry of Education to activate sports education classes in order to reduce violence among students?

## **1.5 HYPOTHESES OF THE STUDY**

The four basic questions researchers ask themselves, upon attempting to understand how one learns in a research manner, the phenomenon around them, according to (Shkedi, 2003) are as follows:

1. What is the nature of reality: in other words, what is the character of the thing one wishes to know? This type of question is usually called the ontological question (Maykut and Morehouse, 1994).
2. What are the relations between what is known and the subject of knowledge: naturally, how can one be sure that he knows what he knows, this question is usually called epistemological question (Guda and Lincoln, 1989).
3. What are the ways of finding knowledge: this question is called the methodological question (Guda and Lincoln, 1989).
4. How do people learn recognizing reality: while the answer given to this question is to some degree a general observation of first tree hypotheses of the diagram.

This study assumes that the following:

1. Violence types are going to be eliminated and reduced.
2. Sports will strengthen social solidarity and consolidation.
3. Participation in sports –Whether as active as viewers- contributes to strengthening main values of society and implementation.
4. Unit different social groups.
5. Competitive Sports will promote the values of justice and fairness.

## **1.6 AIMS OF THE STUDY**

This research aims to:

1. Knowing the effect of the physical education class on building a balanced personality among school children.
2. Show the great importance that the physical and sports education quota acquires in reducing the phenomenon of school violence among pupils.
3. Giving a look at adolescence and the extent to which it affects the formation of the personality of the individual.
4. Attempt to get students' attention to direct their research on the psychological effects of physical education and sports class.
5. Clarify the phenomenon of school violence in educational institutions.

6. Trying to highlight some of the psychological problems suffered by the student and the role of physical and sports education in reducing them.
7. Giving the proper importance of the physical and sports education class in schools.
8. Enriching the library with research related to this field.

### **1.7 IMPORTANCE OF STUDY**

The value of this study lies in the fact that we dealt with a very important topic which is the issue of violence within educational institutions and the effectiveness of physical and sports activity in reducing some aggressive behaviors of students.

### **1.8 LIMITS OF THE STUDY**

- Time limits: This study will be conducted in 2020-2021.
- Spatial limits: The research includes some schools in Jerusalem, Palestine.
- Human limits: Teachers and students in schools in Jerusalem.
- Objective limits: This study examines the reality of violence in some Jerusalem schools and the role of physical and sports education in reducing such violence.

### **1.9 CONCEPTS OF THE STUDY**

#### **1. Physical and sports education:**

Robert Boban knows it: "Physical education is these physical activities chosen to achieve the needs of the individual from the physical, mental, psychological and motor aspects in order to achieve the integrated growth of the individual."

Peter Arnold is known as: "Physical education is the integral part of the educational process that enriches and reconciles the physical, mental, social and emotional aspects of an individual's personality mainly other than physical activity (Mustafa, 1986).

#### **2. School violence**

Ahmed Hawiti defines school violence as: "A set of socially unacceptable behavior that affects the school's public system and leads to negative outcomes regarding educational attainment and determines it in physical violence such as beatings, brawling, and burglary of school or individual property, vandalism within schools, murder, carrying weapons and moral violence. Such insults, ridicule, mockery and chaos in school sections (Hawiti, 2003).

### **3. School**

It is an educational institution where students learn lessons for different sciences and the study has several stages, namely primary, middle and high school, and schools in Palestine are divided into public schools, private schools and UNRWA.

#### **1.10 Literature Review**

Each scientific research is a link related to many areas, each work must have been preceded by efforts, the previous studies are considered a theoretical heritage that can be started to reach to use all the research and studies that addressed the same phenomenon that we chose and from the subject of the study there are some previous studies that have to do with our subject, where I looked at what we have from scientific material, and from these previous studies:

Ahmed Imad al-Din Younis Study (2011) entitled "The impact of the practice of physical and sports education on the psychosocial adjustment of middle school students in comparison between practitioners and non-practitioners", the study aimed at identifying the role of physical and sports education in the middle education and how it affects the psychosocial adaptation of pupils. The study was based on the premise that the practice of the physical and sports education quota in the middle education system affects the psychosocial adaptation of pupils, where there are statistically significant differences on the measure of psychosocial adjustment between middle school pupils, practitioners and non-practitioners of the physical and sports education quota. In his study, the researcher relied on the comparative curriculum by comparing the results of the scale applied to students practicing the physical and sports education class and non-practitioners by answering the same scale and comparing the answers. The study found statistically significant differences on the psychosocial adjustment scale between practicing and non-practicing pupils in favors of practicing pupils.

Kaddadara Shawky Study (2010) entitled "The practice of competitive physical and sports activities and their role in modifying the aggressive behavior of the student group in moral danger" The study aimed to find out the role of competitive physical and sports activities in modifying aggressive behavior in the student group. The researcher relied on the experimental method, where the researcher used a pilot program for two equal samples, one "experimental", and the other "controlled". The researcher in this study concluded that the exercise of competitive physical activities sports played a positive role in modifying the aggressive behavior of the student group.

Zahia Diab's study (2009) entitled "The role of the education counselor in reducing the phenomenon of violence within the school", the study aimed to find out the role of the



education consultant to reduce the phenomenon of violence within the school. The study found that the education consultant plays an important role in reducing the phenomenon of school violence and contributes to the daily follow-up of pupils. It also helps to monitor the manifestations and causes of aggressive behaviors in students and supports positive dialogue between students. The researcher used the descriptive method and the tools of observation, interview and questionnaire.

Khalil Naziha study (2004) entitled "Methods of family education and school violence" the study aims to know the educational methods that students receive in their families, and does these methods have to do with their practice of violence in their school settings. The study found that the educational methods received by pupils in their families played a major role in the practice of violent behavior within their school settings. The method of cruelty in the family also leads to violent behavior and the method of neglect and deprivation in the family leads to the student's practice of violence in school. The researcher used the descriptive method.

Leonce B. Crump (2009) a Thesis HOW TEACHERS PERCEIVE THE "SCHOOL VIOLENCE ISSUE" The propensity to overestimate statistics, underestimate safety, and dramatically report crime is clearly seen in the issue of school violence. Violent crime in schools is rare, however, over publicized (Baily, Carona, Mebane, & Snell, 2002). Nonetheless any evidence of it arouses fear in teachers, students, and parents (Toby, 1983; Dworkin, Haney & Telschow, 1988; May, 1999; Smith & Smith, 2006). Since the recent exposure and coverage of school shootings, Americans seem to be gripped by fear over this issue (Burns & Crawford, 1999). This fear, in conjunction with a lack of clear communication on the part of the school system and administrators, has led to knee jerk reactions in the realm of policy and student management.

This research sought to filter through the media montages and assumed information on a much debated subject. Specifically, it explored the thoughts and impressions of school violence from the perspective of teachers. Interestingly, though it would be assumed that teachers, on a macro level, would face severe fear and anxiety related to school violence, this research discovered that most have no real fear of violence, particularly in their own schools. It is often viewed as an issue "out there," but teachers do not feel responsible for addressing the problem directly. The findings of this research indicate that teachers perceive that school violence is becoming "worse" and that their students are capable of violence even in the absence of actual violence in their schools. In addition, it has been indicated that respondents who were more likely to perceive school violence as a problem in general were more likely to perceive school violence as a problem in their schools and were more apt to fear violence in their schools than were

teachers who thought school violence throughout the U.S. was not an overly serious problem. The scale data does demonstrate though that most teachers, on average, were unafraid, but held an interesting contradiction in that there was a strong push for policy to address an issue that is not overly prevalent in their schools.

Media Consumption and the sensationalization of school violence seemingly played an interesting and unexpected role in the respondent's perceptions of school violence in that respondents who believed that the media sensationalizes school violence were significantly more apt to perceive school violence was a problem in general and were more likely to fear violence in their own schools. Thus, teachers who appear to have a more "realistic" view of school violence who are less affected by media sensationalism are, in fact, less fearful of school violence. Interestingly, however, the amount of time watching television was not associated with endorsing media sensationalism. Media consumption had an important effect but not in the expected direction. Interestingly teachers who watched less television daily were significantly more apt to fear school violence. As such, it appears that while acceptance of sensationalistic views of school violence is important when attempting to understand school violence, the overall amount of television consumed is even more important.

The attention and focus of the American public, policy makers, and the American teacher, has too often turned to school violence. Although this is an important issue, it is not nearly as pressing as inadequate funding, deteriorating facilities, and an educational system that continues to produce fewer and fewer students prepared to move on to college with the average American ninth grader having less than a 40 percent likelihood of enrolling in any college, and in a country where our educational achievement is quickly becoming inferior to most other industrial and developed countries (Kingsbury, 2006).

Coleman, Beverly Eugene (1998) "School Violence and Student Achievement in Reading and Mathematics among Eighth Graders"

This study analyzed base-year student data files from the 1988 National Education Longitudinal Study (NELS: 88) cross-section ally to identify relationships between school violence and student achievement in reading and mathematics. The analysis identified student behavior variables related to three measures of school violence: (1) personal behavior, such as being sent to the office for misbehaving, parents being warned about behavior, or fighting with other students; (2) victimization, whether having something stolen, receiving a drug offer, receiving threats or harm; and (3) perception of violence indicated by student responses to how they perceived violence problems in their school. Background variables included in the analyses were sex, race/ethnicity, socioeconomic status quartile, school type (public, Catholic,

other religious private, nonreligious private), and school community location (urban, suburban, and rural). Associations of school violence measures plus student background characteristics on student achievement show that when the incidence of negative personal behavior increases, there is a negative effect on achievement. Students experiencing victimization and students' perceptions of violence in their schools show lower levels of effect on achievement. Implications for school practices and suggestions for future research are discussed. Three appendixes contain summaries of school violence reports, a description of the NELS: 88, and the NELS: 88 eighth grade questionnaire.



# Violence in general



## **CH. 2 VIOLENCE IN GENERAL**

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### 2.1 THE CONCEPT OF VIOLENCE

Violence is as old as man's age and exists in all human epochs, and is not a modern phenomenon or appeared in a late historical era.

Violent behavior is any harmful behavior, physically and emotionally, that a person demonstrates, threatens, harms, or destroys. This behavior often begins with verbal threats, but later escalates to bodily harm. First, there is conflict and tension, followed by the abuse of destruction. Violent behavior can manifest as domestic violence, in spouses or in the elderly. The pattern of behavior is usually repeated and gets worse over time. The cycle of violence ends with injuries in the "good" and death in the bad case. People who act violently lose their respect, find themselves isolated, neglected or disliked, and become angrier and more frustrated **(Grigg and Zimbardo, 2008)**

### **Definitions and Properties**

The concept of violence has many definitions, which originate from personal views, social norms, periods and time and place relationships. Among the notable definitions, you can see that:

According to Arclrey's ethical approach, C.Lorenz, D.Morris, violence is a natural reaction of a person to one another, an inner tendency that people are born with.

According to Freud's psychoanalytic approach, violence is the result of the instinct of destruction that exists in every human being, which is an internal biological need that drives man.

According to Berkowitz's theory of frustration-aggression, aggression is always the result of frustration and changes directly to the amount of frustration. Aggression stimulus strength is a three-factor function: the impulse strength of the frustrated target response, the degree of the frustrated response intervention, and the number of frustrated responses.

Bandura and the social learning approach mean that violent behavior is a product of social learning, the effect being individual **(Dennen, 2005)**

Megargee argues that acts of violence mean the application or overt threat of force that results in injury or killing.

According to the conflict approach, power and violence are essential components of social reform **(Schrage C.)**

The functional approach says that violence is a way to restore balance when there is a state of power imbalance. **(Kaplan & Wheeler)**

The legal approach perceives violence as an illegal act.

The biological approach says that violence is the result of biological factors such as genetic deformities or diseases. **(Mclearn, Cabuy)**

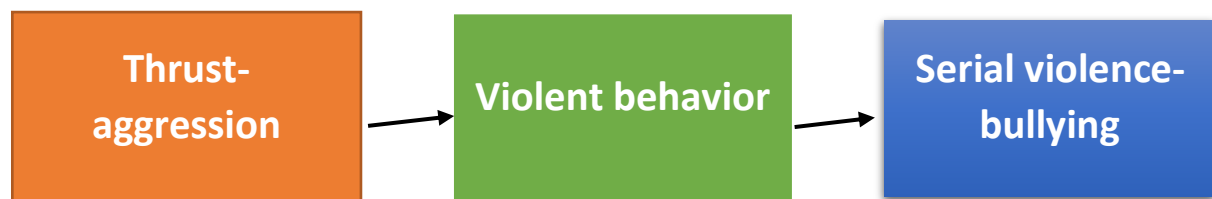
Lehman, Pedilla, Clark & Loucks think violence is the use of a mechanism to deal with feelings of helplessness and control over. Mayer & Rosenblat see violence as a series of situations that threaten personal security.

Bohannon presents several definitions:

1. Violent behavior is a means for certain cultural and traditional purposes
2. Violence as a mechanism for social supervision
3. Violence as a mechanism of negotiation and persuasion
4. Violence as a balancing factor
5. Violence as a social interaction between individuals and groups.

Common to all definitions speaks of violence as an act that exerts power and terror of some kind against the other against its will and involves harm.

And through her graphic presentation is:



Abdul Khaleq and Ramadan believe that violence is essentially a purely psychological rather than social problem, based on the fact that Freud emphasizes that man has two basic instincts: the instinct of life, through which life is preserved, the continuation of the species, and the instinct of death, expressed by man through aggression. Freud also believes that man is born and has a tendency to subversion in all its forms, so violence has been considered an unconscious energy that exists within the individual, and may resort to the method of suppression, especially if he does not find a way to discharge this energy, which may lead to the accumulation of psychological pressures. Thus, this person is a violent person, and his aggression may be directed either directly or indirectly towards the source that threatens him. **(Abdul Khaleq and Ramadan, 2002)**

Some concepts related to violence: Here are some of the concepts related to violence, which include: anger, aggression, intolerance, indiscipline, and delinquency:

1- Anger: It is an emotion that occurs when exposed to certain situations, or certain events in which he feels insulted or severely blamed that leads to the degradation of his ability among



the members of the group. The repercussions of anger are manifested by psychological and physical reactions. The degree of angry emotion varies in severity, frequency and continuity from person to person (**Abd al-Muti,2003**)

2. Aggressiveness: is a long-term emotional condition and can accompany the individual for a long period of time. And come as an unbridled desire to harm different levels of others, this is in contrast to anger. Which is usually a temporary reaction (**Fayed, 2005**)

3. Intolerance: the entrenchment behind a particular idea based on one self and the social environment close to the individual, and includes intolerance of beliefs, negative opinions and attitudes of the individual or group towards individuals or minorities on certain grounds, including political and ethnic affiliation, colour, gender, religion, social class, national language and geographical origins (**Nasreddine, 2006**).

4. Indiscipline: Also known as "school indiscipline" or "discipline", one of the newly introduced terms in educational circles with regard to education or schooling. It can be defined as one of the social or non-normative deviations that affect societies following radical transformations, whether economic, social or cultural, which lead to the loss of individuals to the social norms governing the relationship of the individual to society at all levels (**Gado, 2005**).

5. Deviation: Any abnormal behaviour that is incompatible with the general expectations and standards of individual conduct agreed upon within the system of social values, customs and traditions (**Ben Derder, 2007**).

## 2.2 PROPERTIES OF VIOLENCE

The Roman word for responsibility comes from the verb meaning to be responsible to someone or yourself for something about someone. The third is the field of regulation, God, the sovereign, the legal system, the Habitus, the ideological state mechanisms, and so on, the responsibility that is in place (**Agamben, 2007**).

This definition fits any social action: a relationship between someone and someone or something in relation to someone or something. Violence can be set to define someone's action on someone in relation to something. It always has a working factor, an injured factor and an external field of rules, series, habits and laws, it is the friend, the king, God and so on. Therefore, there is no violence without a functioning social factor (a tsunami wave cannot be violent, even when it fills many spaces), a casualty and a social field in relation to which the action is defined as violent. This is the complete field in which the social syntax of violence

exists. In addition, one must naturally ask what the same action is, and conduct phenomenology of the violent action to distinguish it from other social actions (**Handel, 2011**).

Most of the philosophy and political sociology of violence revolves around the "something", that is, the social regulation of violence, and most writers also assume that violence is clear. Only on rare occasions do they bother to devote a few words to the question of what violence is. A strike is a violent act, like swallowing in the ground, like the death penalty and more. The common premise is that violence does not need to be explicitly defined, since violence is easy to spot when viewed, although it is an assumption that it has nothing to rely on. In many places, it is not seen as violence such as circumcision and "just" war, violence against women, children or slaves, violence against "edible" or "wearable" animals, and so on. There is always hidden violence, violence that is not identified as such, in accordance with socio-economic-historical circumstances. It is precisely the third "something", the everyday, regular and regular social regulation that allows one to move past violence without seeing it. After all, there is no doubt that, for example, a "food animal" is harshly violent from the moment of birth and for all her short life, and yet this is repressed violence. Supermarkets and advertisements display the cut parts of animals' bodies, and even if we do not consume them, most of us walk past them with relative equanimity. Various social regulation mechanisms work directly and indirectly to allow the public to live with, and sometimes even activate, violence without being defined as violence. Thus, defining violence is problematic and difficult to distinguish from parallel social actions from the angle of the regulation field.

If so, violence must be examined by the first "someone", this is the violent, offensive factor. Anthem logical researchers claim that the words violence, to violate have distorted over the years. It originates from the Latin word *violens* which means strong, or powerful, and hence the violence, at least semantically, needs no sacrifice at all (**Bowman 2001**). In the Hebrew dictionary, the definition of violence can be seen as aggression and use of force. The root word comes from the word *ALM*. Which means strong, big (**Ibn Shoshan, 1981**). The first Hebrew dictionary defines the word *Elm* as firm in its opinion and that it is not afraid of anyone, who cannot be forced to do something that he does not want (powerful). Other dictionary definitions emphasize the delinquent or transgressive dimension that resembles the word *violate*, which means breaking, desecrating, and breaking the law. This definition brings back the question of legitimacy, the prohibition of an act, a violation of an existing law, or the image of a body breach (**Ben Yehuda 1910**). Therefore, violence should be treated as an act that always involves two parties and there is no violent act separate from the perpetrator of the violence

and especially its victims. Strength or strength are at most potential for violence, but they are not violence per se.

A strong person can be violent or not, someone who exercises strength in the gym is not violent towards the devices because they cannot be considered victims. The argument that violence does not need victimization displaces the concept of violence and makes it a very problematic de-radicalization. The problem is not the potential for power, but the concrete harm to humans and animals. In order for an action to be considered violent, it has to be a victim, and in order to still think of the first "someone" as root for understanding the violent action, we must be asked questions of Intent. In addition, an act of violence does not have to be aimed at violence. There is violence that does not mean that it is unconscious violence.

This is violence that the perpetrator is not aware of violence in which, like circumcision, which is an example of a clearly violent act, there is a malformation in the body, injury, bloodshed and pain. Allied perpetrators who are part of it are completely unaware of its violent face. It is not just violence that is justified, but one that is not at all perceived as violence. Consequently, the perpetrator of violence, although an integral and necessary part of the act, cannot be the touchstone and the starting point for violence.

You can look at violence through the violent action itself and ask what the violent thing is, it is the same nucleus that makes the difference. The accepted definition of harming the body through the use of force seems to be an appropriate starting point. However, as we know, the exact same actions can be considered violent or non-violent depending on their context. For example, when a person watches a silent movie and does not make contextual preliminary assumptions, it will be difficult to distinguish between a sabotage attack and a surgical procedure, because both involve a violation of the victim's / surgeon's physical integrity (**Yuval, 2001**). Often times, each side sees the action differently and the company, through its various mechanisms, is called to judge whether it is choice or rape, affection or violence. The social mechanisms also affirm the perpetrator of violent acts: circumcision, beating women or even murdering them for one or the other "blasphemy", going to war and so on. Obviously, the action itself, detached from its connections, cannot be the touchstone of violence. In addition, the reduction of the definition of violence actually affecting the body is not only inaccurate, but is in itself part of the violence economy by allowing for a series of asymmetries between government and the individual. The best-known equivalence between government and individuals concerns the question of legitimacy, with the state holding a monopoly, not only on the means of violence but also on the definition of violence and what is law and order. It

should be noted that governmental violence is seen as such only when it is exercised on the physical body of the individual, while violence against the state does not have to be physical. Another example is of violent violence

The workers' strike. Is the strike violent? This is not about exerting physical force on a body here, but instead applying economic sanction to the state by avoiding production for a limited period of time. Even in the general strike, where there is no concrete target to be achieved, it is difficult to understand why this is violence. Violence is found in every legislative act, and therefore also in any violation of law (which is basically a new law). Another example: the death sentence is the most extreme violence on the individual body for property offenses that do not harm another person's body, but only in the state law when the death penalty is the result of a violation of the law. There are many instances where the very organization of internal rebellion, even before a single shot, cross-border action by a neighboring state, infiltration of details beyond the borders or interference of one state in the other's affairs, are all conceptualized as "violations of sovereignty", and thus as violence. Civilian violence is always just physical; Violence against the state can also be a strike or betrayal. The sovereign has two bodies, symbolic and physical, while the individual has only one body, which is also not always harmed by violence. **(Bauman 2002).**

Examining violence through the object of harm is the only possible starting point for understanding the phenomenon. Human or animal vulnerability, the fact that the body is exposed to pain, injury and destruction, is a fact of ontological existence and is therefore the only stable anchor for the study of violence detached from the regulation field. The rest of the violence incident, which includes the cause of action, the action itself and the regulation field still exists, but always in connection with the initial occurrence of the vulnerability **(Kantorowicz, 1957)**. Hence, the accepted definition of violence is a physical force that acts on the actions of others because it harms or threatens to harm their own bodies and property or that of others dear to them. Violence is the exercise of physical force that destroys its object. Violence penetrates, breaks down, disrupts, hurts. The basis for understanding the phenomenon of violence is the decomposition, the pain, the irreversibility, the disruption and so on in their action on the living body. After the injury, the object has difficulty in the situation that preceded the injury. Violence involves two other forms of bursting violence: a. Occupied violence, which is the presence of a violent force whose eruption is possible at any moment, but is noErupts b. Implied violence, embodied in words or gestures of warning but without the presentation of the weapon or display of violence, such as statements by the "army to take measures"; "We will respond to the time and place found." This form of violence underlies the lawful

administration of the revised state. It is possible to talk about a continuous process that moves in any form of regime and control - between implied violence and occupied violence and bursting violence (**Azoulay and Ophir, 2008**).

Key features of violence from the angle of the object of violence include helplessness, loss of trust in the world, irreversibility, disruption of the sense of space, inability to transcribe the experience and share it with others, pest control, harm to humanity, shame. Accordingly, the definition of violence also complements the characteristics and speaks to me as a force, which radically reduces the victim's humanity. Forcing can be through physical injury or through designing living and environmental conditions that do not allow choice and resistance to power. Expanding the definition of violence mentioned above allows, among other things, to overcome the eventual dimension of ordinary definitions and to talk about violence that continues over time, without intrusions and without outbreaks and that it is still violence in itself, and not only delayed burst violence (**Handel, 2011**).

### **2.3 CAUSES OF VIOLENCE**

Violent behavior can be due to a number of common causes that occur on a personal basis. Sometimes violent behavior comes from the need, often uncontrollable, of authority, authority and control. Notice also the violent behavior that comes from jealousy, or ironically for a constant need for love and attention. There is and violent behavior stems from past experiences of the violent person and today it is usually possible to state with certainty that a child who was beaten as a child will turn into adulthood if not treated, hit man, to continue the chain of violence.

Some of the general causes of the phenomenon of violence in children can be mentioned:

- 1- Emotional deprivation and ignorance of parents the need to satisfy the psychological need of children and these needs are the feeling of the child that he is the subject of attention and appreciation.
- 2- Encouraging the father of their child in his aggressive behavior, the father's response to his child when he gets angry is to encourage the son to behave aggressively and violently.
- 3- The tradition of violent and aggressive behavior in others, when a child watches violence from those around him like a father who destroys things when he gets angry but develops violence in his son, as well as watching violent movies make the child violent and wants to imitate what he watches.
4. The use of corporal punishment makes the child violent against his or her colleagues.

5- Discrimination between children creates jealousy that drives the child to violence against his colleagues.

6- Feeling inferior, whether at the level of educational attainment or physical deficiency because there is an organic reason for the child to use violence to draw attention to it.

7- Protection and excessive pampering makes the child selfish want to achieve everything for him and if he does not respond to his wishes becomes violent with himself and others.

There are many reasons that contribute to the emergence of violence and the transformation of a person from a normal peaceful person who enjoys the physical and psychological balance of a violent person who poses a danger to himself and society, but I will make it in three factors:

**First:** Social factors:

The Socialist School linked violence to the economic situation, considering that violent behaviour was the result of poor economic conditions, and that violence, in their view, was a root cause of social justice.

Studies have revealed a correlation between the level of the social environment and violence, explaining that the relationship of socialization has an important role in the possibility of the emergence of violent behavior in children male and female, as it found a close correlation between the treatment of children by parents characterized by excessive pampering and violence, and on the other hand violence in children was associated with the violence of fathers within the family and the many disputes and quarrels between the spouses.

**Second:** Genetic factors:

It has not yet been proven that genetic factors are directly related to violence despite the scientific revolution in genetic engineering, and much research has been done on the relationship of violence and crime to genes in the past two decades, and these studies and research have concluded that there is no specific gene that we can call: the crime gene, which makes a human commit a crime against his will – except in some cases where the human loses control over certain parts of the brain as a result of mental or psychological disease, and becomes a will-to-man – which is what It is called metaphorically crazy or disqualification, but the really important thing that causes the emergence of violent and abnormal behaviors is the interaction between genes if they exist and environmental factors, just like gasoline and fire, violent behavior can occur only in the presence of environmental and genetic factors and their interaction together.

**Third:** Environmental factors:

A report published by the World Health Organization in Geneva confirmed that slums are the primary responsibility for the increase in cases of addiction, violence and terrorism in

developing countries, explaining that the right housing naturally and socially provides human health with good health, both psychologically and physically. The report also noted the existence of serious social and psychological diseases resulting from environmental pollution, including depression, drug addiction, alcoholism, frequent wrangling and marital disputes, physical and sexual abuse of children, increased suicides, and the prevalence of extremism, delinquency and rape. (Correlson, 2019).

## 2.4 TYPES OF VIOLENCE

A number of types of violence are recognized: physical violence, verbal violence, mental violence, economic and sexual violence.

- Physical violence speaks of acts aimed at physically injuring, exerting force on another person's body (including spitting, pushing or beating). It includes physical assaults directed at others: pinching, pushing, slapping, punching, striking, burns, bruising, body or limb, strangulation, pulling hair, using objects for threat and / or injury, using any weapon.
- Verbal violence speaks of acts aimed at hurting another person not physically: in some cases, many bumps are expressed in hurting a person's feelings in another. The verbal injury is sometimes part of committing a more serious offense. Verbal violence includes: cursing, humiliating, insulting, threatening and blackmailing threats, using derogatory pronouns and insults, especially to people, threats of physical harm as well as angry silence and refusal to answer or speak.
- Mental violence speaks to behavioral patterns that damage the ability to think and use the victim's reasoning. It is caused by verbal and physical violence, and in addition includes: insensitivity and failure to pay attention to material and emotional needs, failure to appreciate personal effort and achievement, undermining trust and sense of self-worth, abandonment without any plausible reason, silence, persistence and avoidance of a sense-making Invisible, intrusion on privacy by forfeiture of personal property, damage to personal property and especially to property of emotional value, prohibition and prevention of the victim prevent encounters with friends or family, outbursts of anger and false accusations against him, without justifiable reason, refraining from listening to his opinions and disregarding them with contempt, jealousy Cause. All of this cause one to live in an unpleasant sense of fear, anxiety, shame, anger, insult, worthlessness, exploitation and anger.

- Economic violence manifests in preventing access to financial resources, controlling all financial sources and allocating money according to the other person's eyes. This is a behavior that causes much degradation as well as an increase in dependence on another. It also includes vandalism which means violence against property. These are acts aimed at damaging the property of others or the public.
- Sexual violence speaks of sexual harassment which means derogatory nickname of sexual nature, sexual humiliation, sexual suggestions and even hanging pornographic images, sexual abuse that touches genitals, involuntary sexual intercourse while converting to humiliation and pain, and sexual intercourse at all until Age 14, oral sex, sodomy, genital re-exposure in public (Grigg, & Zimbardo, 2008).

## 2.5 The History of Violence Worldwide

In continental Europe, cases of murder and killing were far more common in the Middle Ages than they are today. The decline in homicide rates occurred at different times in each area. Violence began earlier in northwestern Europe - in the lowlands, England, France - and began to spread south and east long afterwards. It also affected male and female victims differently. As in all societies with high homicide rates, about 90% of the victims of medieval Europe were male, and were usually killed in public spaces, brawls that included the use of swords, knives or long sticks, and broke out because of friction and insults. As general homicide rates dropped, the proportion of murdered women increased. The decline process was not smooth: There were periods of rising murder rates, probably in the late Middle Ages, the late sixteenth and early seventeenth centuries, the late eighteenth and early nineteenth centuries, and between the 1950s and the 1990s.

Three factors have affected the decline in homicide rates:

- Homicide rates began to decline as states became monopolized over power by streamlining the rule of law. In doing so, they have been able to reduce corruption among state officials, take control of other organizations that sponsor and protect civilians, such as nobles and organized crime groups, and establish a legal system that the public believes in its ability to bring criminals to justice. It was a prerequisite for a transition from an ethos of male dignity, whereby men felt the need to avenge their own insults, the ethos of respectable behavior, in which social status depended on education, civility, and financial success - rather than skill in fighting a sword.



- Decrease in homicide rates is associated with the spread of social control mechanisms, such as monitoring daily behavior and greater control over public rioting and the consumption of various substances, especially alcohol. These mechanisms often appeal - as the Protestant Reform movements are well illustrated - to the inner self, the human psyche, and try to promote decent values of self-control, self-examination. The decline in homicide rates was also due to the growing sensitivity to violence and deliberate harm to others. This change can be identified in the growing dislike of public executions and torture in public, opposition to blood revenge and the duel, and sensitivity to child abuse and neglect. These kinds of value transformations often occur through political or religious leaders, philanthropists or social movements, who convince society that harming other is an immoral act. For example, in many parts of the Western world bullying is no longer a normal part of the school experience, corporal punishments are no longer acceptable, sexual exploitation by people in power positions is derogatory, and there is also a decline in the tolerance of abusive verbal statements toward women and minorities.

The criminal justice documentation speaks to the crimes of the common people, but does not help to understand the nature of violence at the top of the social hierarchy. He does not tell when kings are murdered, when MPs are hanged and when bishops are stabbed. Violence among elites is of great importance, especially as sociologists have found that there is a link between the rate of internal warfare among power holders and the levels of violence in society as a whole. Examining the list of kings who ruled one of the 45 European monarchs between 600 and 1800 shows that everyone died in an accident or following an assassination. In other words, a "king" was a very dangerous profession, more likely to be murdered than a drug dealer or unemployed minority in today's poor urban neighborhoods. The murder rate of kings is about 1,000 per 100,000 government years. **(Eisner, 2016).**

By comparison, this is almost two times higher than the chance of being murdered in a criminal case in England and Wales today. Most of the kings' murders were strategic moves, attempts to force the government to a disgruntled wing of the nobility, a cousin claiming his justified crown, or a foreigner who prefers rapid murder over a prolonged war. The data confirm a long-term trend: over a period of 1,200 years, one of the elite members gradually killed his or her king or queen, and this decline for centuries preceded the decline in homicide rates among the general population, which is documented in the legal record. By 1500, it was already very unusual to strive to transfer power through compliance with law and dignity.

In cases where a ruler was murdered, the move required widespread legal justification, as in the first criminal trial of Charles I (executed in 1649). The conclusion is that the decline in murder rates among the elites - due to their subordination to the laws that organized power transfer and regulated the right to rule - was an important prerequisite for the decline in homicide rates across Europe.

In 2015, the United Nations General Assembly adopted "Sustainable Development Goals", an ambitious target line aimed at improving living conditions worldwide. This was the first time the General Assembly has put crime and violence reduction at the heart of the global effort to produce sustainable societies. Section 16, dedicated entirely to promoting social peace and rule of law: Section 16.1 seeks to substantially reduce all types of violence, and Section 16.2 aims to eliminate all types of violence against children, including abuse, exploitation and trafficking. Sections 16.4 and 16.5 call for measures to significantly reduce rates Organized crime and corruption. **(Eisner, 2016).**

Thanks to these clauses, international organizations such as the World Health Organization, UNICEF and UNODC and the World Bank began to think deeply about the best strategies for achieving these goals in the next fifteen years. Much of the proposals focus on "evidence-based prevention," an approach that is intrinsically related to the public health issue. It refers to prevention strategies and prevention programs, the efficacy of which has been proven in serious randomized controlled trials. Prevention strategies found to be effective in reducing bullying, dating violence and child abuse include, among other things, access to public parenting services, including parenting assistance, effective protection for abused children and spouses, including support services, and effective schools, which encourage productive learning and prevent bullying through non-tactic from apartments. However, in order for these strategies to lead to population-level changes, they must be embedded in the daily functioning of the health system, welfare services, kindergartens and schools at all levels and urban planning and public transport services **(Eisner, 2016).**

## **2.6 Common causes of personal-level violence**

- **Violent foods**

Violent foods are high-sugar foods. A significant reduction in the amount of sugar in food consumption leads to a dramatic reduction in the level of violence, because sugar is a drug that stimulates the body and its consumption in large quantities puts the body into a violent "state of emergency."

- Sexuality is stuck

Sexuality is one of the effective ways to relieve stress and stress. Studies have shown that prolonged sexual activity leads to neurotic, nervous, stressful and even violent behavior - especially in men but also in women. Sexual dysfunction (such as premature ejaculation and erectile dysfunction in men and difficulty in orgasm or narrow vagina in women) is usually due to internal violence that has not been neglected for years, with signs of self-castration and inability to let go, release and sexually, properly and properly.

- Childish

Childish personality is usually a violent, whimsical, unpredictable, and eccentric personality who is unable to reject satisfaction, consider and understand the needs of others and demonstrate self-control.

People who have not grown up or continue to act childish even in adulthood tend to be violent and self-controlling people who find it difficult to cope with situations of rapid or surprising change, rejection of satisfaction, consideration of others, accepting authority and authority of others, and accepting boundaries, roles and personal responsibilities.

- Disorder

Disorder reflects a state of absence of laws and a lack of boundaries and ultimately legitimizes violence. People who live in a mess, with no clear rules, no discipline and no habits - tend to be more violent. Without order, discipline, boundaries, frameworks, roles and definitions - people are lost. The productive, whimsical, impulsive and capricious side becomes a dominant side of such people and the result is increased violence and a general sense of disorder, chaos and anarchy where everything is allowed, and certainly not explicitly banned.

- Smoking

Smoking leads to violence. Nicotine is a stimulant and it leads to an increase in blood pressure, an increase in tension and nerves, difficulty in coping with stress, and eventually into compulsive, neurotic and sometimes hyperactive and violent behavior. Smokers are people who are more stressed and nervous, and therefore more prone to violence - of all kinds. The nicotine they regularly consume puts their bodies into a "state of emergency" violent consciousness, just like sugar or adrenaline.

- Violence education

A violent home educates its children to be violent themselves. People born into a home where parents acted violently, stressed, nervous, compulsive, domineering, quarrelsome, shouting and ranting, or into a house where they were beaten, had sexual exploitation or long silences - become violent people themselves. In a very short time, the violent approach seeps into the

personality and their soul - and so from an early age they discover a violent, restless, nervous, opaque, rampant and boundless nature.

### **2.6.1 Psychological analysis of the causes of violence**

- innate aggression, biological and hereditary source

Animal studies show that aggressive individuals have an evolutionary advantage, in survival and in conquering spouses. Hence the assumption says there is a hereditary source of aggression. In human society, too, there is an evolutionary advantage to aggression, and so in humans, aggression also comes from a biological source.

Freud saw aggression as an integral part of personality. The spoke of two basic passions that work in man - the "Creator of Life", which includes the desire to reproduce and sexual desire, and "the Creation of Death", which includes the desire to commit suicide. According to him, the violence against others comes as a substitute for the violence of the person against himself. However, this claim has no research support, on the contrary: in places where the crime rate is higher, the suicide rate is also higher.

There are studies and experiments that show a biological source of aggression:

Research on twins has found that, for identical twins, the correlation at the level of aggression is greater than for non-identical twins.

Animal neutering (which prevents them from secreting testosterone) makes them less aggressive.

In all cultures, males are more aggressive than females, and the difference starts from the age of two - even before the influence of society and education.

A person with aggressive tendencies will become more conflicted with the environment, and this will create an aggressive environment around him that will increase his aggression even more.

A person who inherited from his parent's genes of aggression - also grows in an aggressive environment, and the environment influences his level of aggression.

### **2.6.2 Aggression is taught by imitation**

According to Bandura's social learning theory, the main learning factor is imitation. This theory has been tested in aggression experiments and studies:

For example, Bandura divided children into two groups, both of whom watched an adult. One group watched a man beating a puppet and cursing it, and another watched a man arranging

toys. Then they put the kids from both groups in the room with toys, and we designed them. The level of aggression of the children watching the aggressive adult was significantly higher. They repeated the actions the adult did and the shouts he uttered.

In a follow-up experiment, Bandura again gave two groups of children an adult to watch. This time, in both groups the adult treated the doll violently, but - in one group the adult received positive reinforcement (light refreshments); In the second group the adult received negative reinforcement, and in the third group he received nothing. The children who watched the adult who received positive reinforcement became more violent than those who watched the adult who received nothing, and those who became more violent than those who watched the adult who received negative reinforcement.

Research: Examine the reactions of battered children to the suffering of other children (e.g., how a battered child reacts to another child who falls or cries). It turned out that battered children had less empathy for the suffering of others. More than that, sometimes the suffering of others makes them more aggressive towards them! (They probably mimic their parents, beat them and continue to beat even though they are suffering).

### **2.6.3 Aggression and reinforcement**

According to the behavioral theory, a person's behavior is determined by positive and negative reinforcements he receives from the environment. According to this theory, a person learns to be aggressive when he receives positive reinforcements from the environment. Positive reinforcement has been around since childhood: the stronger child is honored and appreciated by the other children in society (who are afraid of him); The negative reinforcements he gets Excessive violence is not enough to balance the effect of the positive reinforcements. A child who forcefully protects his little sister is also appreciated by the adults. He makes an unwarranted generalization and concludes that aggression is generally positive.

### **2.6.4 Aggression and frustration**

Studies have shown a correlation between frustration and aggression. For example, a very clear link was found between cotton prices and the number of lynchings against blacks in southern US states. Many southern residents make a living from cotton, so the fall in cotton prices indicates a difficult economic situation. The more severe the economic situation, the violence against blacks increases. The phenomenon is called, in the psychological literature, "tapping":

when a person cannot hurt the cause of frustration, he unleashes his anger on people, another group, usually - on a group with negative prejudice.

### **2.6.5 Aggression and movies**

According to social learning theory - aggression is taught, in part, by mimicking aggression behavior that the child sees in others. The more he sees aggressive behavior - the degree of aggression increases. Violence leads to Catharasis: the purification of the natural violent instincts found in man (**Grigg and Zimbardo, 2008**).

### **2.7 TYPICAL OF THE VIOLENT PEOPLE**

- Holders of positions that support violent behavior to solve a problem.
- Experience pleasure following violent behavior.
- Experience group pressure for violent behavior.
- Busy in control to the point of losing control.
- Busy over-respecting.
- Refuse to express their feelings in words.
- Interpret innocent situations as directed against them.
- Difficulties in interpersonal communication.
- Isolated from support systems.
- Living in an environment that encourages violent behavior (**Correlson, 2019**).

### **2.8 THE VIOLENCE IN THE STATE OF ISRAEL**

In the State of Israel, a national violence index for Israel was developed. Today, the Israel Police, the Ministry of Welfare, the Ministry of Health and the Ministry of Education are dealing with the phenomena of violence and collecting its data. The National Violence Index in Israel may be used as a periodic measurement tool for the phenomenon of violence in Israel, while collecting and monitoring violence data from the various bodies. This measure will enable a common, agreed and accepted language for the systemic bodies, and will form the basis for establishing an effective policy for dealing with the phenomenon of violence, and for creating public and media-based, discourse based on facts. Developing a National Violence Index is a significant pillar of the government's plan to combat violence in Israel. The process of developing the index was based on reported violent offenses received from the Israel Police, the Ministry of Social Affairs and Social Services, the Ministry of Health, the Ministry of Education and the Association of Assistance Centers for Victims and Victims of Sexual

Assault, as well as on crime victims' surveys, which provide an unbiased estimate of the extent of the violence in Israel, With the aim of completing the situation picture as much as possible. The data, obtained from the various bodies on violent offenses, were classified according to baskets of violence (minor violence, minor violence, sexual offenses and robberies), and were characterized by the reported incidents of violence, so that they could be isolated and double counting in the index. The offenses in accordance with the severity of the offense under the Penal Code for the purpose of constructing a weighted index of violence, in which each offense is weighted according to its punishment in the law.

Violent offenses: Between 2003 and 2010, an average of about 620000 violent offenses occurred per year. About 34% (210,000) were reported each year to the Israel Police, the Ministry of Welfare and Social Services, the Ministry of Education, the Ministry of Health and the Association of Relief Centers for Victims and Sexual Assault Victims in Israel. Most of the crimes were reported to the Israel Police and the Ministry of Social Affairs, and 85% were minor crimes. About 410,000 violent crimes 66% do not report to an institutional reporting body in Israel every year. Severe and minor violent offenses account for 79% of all unreported violent offenses. Sexual offenses - 20% and robbery offenses - less than 1% (**Regev, Amram, Sidi and Shiri, 2014**).

The rate of injuries perpetrator in 2014 was 13.1%. This measure reflects the degree of civilian casualties, aged 20 and over, of theft, violence or threat of violence, sexual harassment, online space offenses and more, according to a personal security survey conducted by the Central Bureau of Statistics (**Ministry of Internal Security, 2017**).

Comparing Israel's violence data to OECD data shows that, in most cases, the rate of violent crimes in Israel is close to the average in these countries. Murder - The rate of homicides in Israel stands at 1.2 per hundred thousand people, the same ratio as the world average of the OECD. In addition, the rate of robbery offenses per hundred thousand people in Israel is significantly lower than the rate of cases in the organization's countries. The violent attack rate per hundred thousand people is the highest in Israel, and stands at about 700 cases per hundred thousand persons, compared to the average of the OECD countries, which is about 300 cases per hundred thousand persons. The rate of sexual assault offenses in Israel is an average of about 10% higher than in the organization's countries. The percentage of rape cases out of all sexual assault cases is on average about 2% lower in OECD countries (**Regev, Amram, Sidi and Shiri, 2014**).

## **2.9 The dimensions of violence at an international level**

School violence "is an all-encompassing term that encompasses a wide range of behaviors and varies from time to time and from country to country. The rates of violence and perpetration at school vary from state to state, but in general, in many countries the rates are high and present a problem.

The 2019 UNESCO report on Education 2030 provides an up-to-date, comprehensive overview of global prevalence and trends in school violence as it examines the consequences of violence and bullying.

Percentage of students who were bullied, in a physical fight or physically attacked, by region.

Physical attacks Physical fights Bullying Region (1)

<b>Region</b>	<b>Bullying</b>	<b>Physical fights</b>	<b>Physical attacks</b>
Caribbean	25%	38.3%	33.8%
North America	31.7%		
Europe	25%		
Middle East	41.1%	42.8%	31%
Central America	22.8%	25.6%	20.5%
South America	30.2%	31.3%	25.6%
North Africa	42.7%	46.3%	38%
Sub-Saharan Africa	48.2%	36.9%	36.4%

Almost one in three students worldwide has been affected by violence in the past month. Available data from all areas shows that 32% of students have been affected in some way by peers at school one day or during the last month. Across GSHS countries, the incidence of bullying ranged from 7.1% to 74%. Across HBSC states, the prevalence ranged from 8.7% to 55.5%. GSHS data from 96 countries and territories show that a total of almost one in five (19.4%) students were hurt in schools during two days, one in 20 (5.6%) in three to five days, and one in 13 (7.3%) in six days or more during the previous month of data from 50 states and territories in all regions show that 29% of 9–10-year-olds were injured every month and 14% were injured every week during the last year of school. There are significant differences in prevalence.

Bullying between regions. Student reports show they have been harassed with bullying most frequently.

In sub-Saharan Africa (48.2%), North Africa (42.7%) and the Middle East (41.1%) and the lowest in Europe (25%), the Caribbean (25%) and Central America.(22.8%)



Physical bullying is the most common type of bullying in many areas. Information from 96 countries and territories indicates that 16.1% of the children affected say they were actually hit, kicked, pushed or locked indoors. Physical bullying is one of the two most common types of bullying in all GSHS areas except Central America and South America; The highest incidence reported is in the Pacific and sub-Saharan Africa. In HBSC countries the question is different types of bullying were asked, kicking or pushing was the least reported type. PISA data from 72 countries show that 4% of students report being hit or pushed at least several times a month during the past year. The data indicate that older children tend to experience less physical bullying than younger children. **(Kids Online Brazil, 2016)**

Sexual bullying is the second most frequent type of bullying in many areas. Based on GSHS data from 96 countries and territories, 11.2% of affected children report being laughed at by sexual jokes, comments or gestures. Sexual bullying is one of the first two most common types of bullying in Central America, the Middle East and North Africa, but in North America and Europe it has been reported less frequently than psychological bullying (HBSC).

Reports of psychological bullying are more common in North America and Europe than in other regions. HBSC data show that 28.4% of North American students and 15.1% in Europe report being intentionally left out or ignored. Overall, based on GSHS data from 96 countries and territories, 5.5% of students report intentionally abandoning or ignoring activities. The reported prevalence was highest in Central America (7.5%) and South America. (7.2%) **(Kids Online Brazil, 2016)**

It is important to note that some of the differences in the prevalence between HBSC and GSHS areas may be due to the difference in recall periods and age.

Cyber bullying is less common but affects a significant minority of children. Available data shows that one in ten children have experienced cyberbullying. In Canada and Europe, 10.1% were compromised on the network through messages and 8.2% were compromised on the network through images (HBSC). Data from other sources show that 13% of children aged 9-16 years in Australia and 6% of children aged 9-16 years in the EU report the existence of cyber bullies **(Livingstone, Haddon, 2011)**.

The Global Kids Online study found that the percentage of Internet users aged 9-17 reporting abusive behavior on the network was 35% in Serbia, 29% in the Philippines and 20% in South Africa, and 77% in children aged 13-17 in Argentina. The 2015 Brazilian Online Children's Survey found that among 9–17-year-olds who were Internet users, 20% reported being cyberbullying and 12% behaved abusively online. Data from Argentina, Brazil, the Philippines,

Serbia and South Africa also showed that between 12% and 22% of children received sexually explicit messages in the past year (**Global Kids Online, 2020**).

# School violence



## **CH.3 SCHOOL VIOLENCE**

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### **3.1 DEFINITIONS AND PROPERTIES**

For many years there has been no reference to behaviors such as threat, harassment, cursing and damaging student property, which are now viewed as violent behavior. In recent years, the distinction has been made between behaviors that fall under the definition of "school violence" and behaviors that fall under the definition of "school violence." By the first definition, these are violent phenomena that originate from out-of-school events, and the school only serves as a place where they are put into practice. By contrast, the second definition refers to the school as a social setting that contains a large number of people, and thus behaviors that lead to violence develop. This distinction has many implications for the treatment of violence in general and the responsibility of educators to play this particular role. Today, the term "school violence" is used as a "term" that encompasses a variety of behaviors in various degrees of severity and from different factors. These include abusive behaviors of students towards students, of students towards school staff, of school staff towards students as well as of out-of-school (e.g., parents) towards students or toward school officials. The term also includes physical, emotional, verbal and social factors. Therefore, it is agreed that the term "school violence" can be seen as a general and very broad definition of non-social behavior, including criminal behavior, which impedes development and learning and harms the school climate **(Jablon, 2011)**.

In Western society and the education systems that exist in the various countries, the fundamental right of every child and girl to personal security and sense of protection, to protect the body, mental health and property from any injury. However, during their time at school, the children experience various phenomena of friction, bullying, brawling, beatings and, in extreme cases, terrible or even cold or hot weapons. In the education system, as in society as a whole, these phenomena are concerned and operate in different programs to create a safer environment and climate for them and the adults. The phenomenon of school violence means anti-social behaviors, from bullying to assault. The educational staff and parents face me.

It is not a simple challenge to try to protect the children and help them cope with the violence. They face value dilemmas, as the messages by which they strive to educate their children are inconsistent with existing reality, and they feel helpless. Also, the parents themselves or the parents and the educators sometimes disagree about the reality, and the child receives conflicting messages, which confuse him and make it difficult for him to deal with the situation. To create an educational climate that promotes children's needs, develops life skills to deal more effectively with the environment, and prevents the development of a violent society, the

education system is committed to addressing the issue of violence within the curriculum and helping children cope with the violent events occurring at school, in the family and their environment (**Reuveni, 2011**).

Each and every one of the school children has the ability to influence, prevent, enlist and help if they encounter a violent act. The Ministry of Education believes that an overall social concept, encompassing the environment of children in general and in school in particular, will allow for a new society in which awareness, sensitivity and value commitment will encourage tolerance, caring, consideration, kindness and create a shared lifestyle based on equality, mutual respect. The interpersonal and educator relationship to life in a more values-driven, engaged and pleasant society. The Ministry of Education in the various countries has placed the fight against violence and the design of an optimal educational climate as one of the main goals that should guide and focus its work. The bulk of the work is in explaining and preventing future violence among children by building regulations while dealing with violence in educational institutions (**Ministry of Education, 2018**).

### **3.2 PATTERNS OF SCHOOL VIOLENCE**

The phenomenon of school violence is seen as a universal social problem, affecting both the human and the physical environment, affecting both direct and indirect victims, psychologically, socially and sometimes developmentally. In recent decades there has been a worrying rise in the level of violence in schools and kindergartens in Israel and in the world. Schools are now viewed as more violent and dangerous than before, and child violence is considered one of the biggest risk factors. Child violence involves aggression, bullying, and harassment, with some common characteristics, such as the use of physical force, verbal and / or mental force, violation of social norms and rules, and harm to others.

Violence, aggression, and bullying at school are all anti-social behaviors that involve hurting others, violating social norms and using physical and / or verbal and / or mental power. Violence can be expressed in several ways:

students towards students, educational staff towards students, students towards staff members and parents towards staff members. Violence can also be individual or group. Exposure to violence in childhood and youth has been found to infringe on children's right to proper physical and mental development at the time of injury, and may also adversely affect their future development.

Five common patterns of violence in elementary school: physical violence, verbal violence, emotional violence, sexual violence and violence against private property.

Physical violence involves physical assaults directed at others. Her common phrases are: beating, pushing, pinching, biting, slapping, throwing things at others, punching, strangling, causing burns, pulling hair, and so on. There is also violence in which the attacker uses objects for threat or injury. Damage to physical violence, as opposed to verbal violence, is visible and includes bruises, facial injuries, bite marks, scratches and more.

Verbal violence is active and direct violence that harms other people's feelings.

Her phrases are:

Curses, derogatory pronouns and mockery, intended to insult and humiliate others, and threats of physical harm to a person or his associates.

Emotional violence is a pattern of behavior whose expressions are: social rejection, reign of terror, defamation, extortion, harassment, humiliation, potterry, malicious gossip, threats, financial extortion, racial remarks, denial of participation in social activities and the like there are researchers.

Uniting this pattern of violence with verbal violence. Emotional violence causes feelings of humiliation, fear and insecurity, and it is difficult to detect and leave mental scars, which make it difficult to function daily. This pattern damages the casualty's thinking ability and their use of logic. **(Reuveni, 2011).**

Sexual violence involves touching intimate places, voyeurism, activating the child to expose intimate organs, stripping force and the like. Sexual harassment is defined as situations where a student or student is exposed to physical or verbal-mental bullying, in the sexual domain. It is difficult to define sexual abuse as the age gap between the children is small and the behavior is less invasive and less aggressive. Research shows that in many cases, child sexual abuse behavior has a repetitive pattern that escalates over time.

Violence against private property includes theft and vandalism, vandalism, and hate and hostility.

Verbal violence is the most common, followed by the prevalence of physical and emotional violence **(Reuveni, 2011).**

Children who are most often violated do not tell their parents about the abuse and even try to hide it for various reasons:

Sometimes the children are confused and do not understand what happened.

Some children feel guilty or ashamed even though they are not guilty.

Children fear not believing or blaming them.

Most often, violence is directed at children or teens who are not always aware of the gravity of the act, or who are in a social situation that does not allow for appropriate response.

Sometimes the children promise to keep the secret under threat or temptation.

Young children do not know how to talk about being abused (happens many times in the case of sexual assault) (**Ministry of Education, 2018**).

### **3.3 CAUSES SCHOOL VIOLENCE**

The concept of "violence" does not only refer to harm itself, but also to judgment of behavior. Violent behavior is a product of subjective judgment, dependent on circumstances and influenced by values and class. Judging and defining behavior as violent depends on the offending attitude. The more accountable an offender is for his actions, the more likely his behavior will be defined violently (**Reuveni, 2011**).

#### **3.3.1 DIRECT FACTORS**

There is general consensus among teachers and other officials in the education system that there are personal or family factors that influence aggressive behavior of children. The ability of these to change these factors is limited, but there is no doubt that school violence problems can be significantly reduced in quantity and severity by changing their climate, vocational training, appropriate in-school supervision and encouraging the acceptance of the "other."

School climate is seen as a key factor in understanding the problem of school violence. This concept refers to a range of dynamic interactions between the psychological, academic and physical dimensions of the school.

An unambiguous link was found between school violence and the school's general climate. Alienation of children from their classmates and teachers, the subjects studied, and the educational institution were found to be associated with violent behavior.

A study by school students found that the highest reported rates of lack of teacher and peer support and school insecurity were obtained from violent students (Furlong, Chung, Bates & Morrison, 1995). In a comparative study of countries, the level of alienation of children in schools in the State of Israel was compared to children from 29 other countries. In this comparison, Israeli children were ranked first in terms of their sense of alienation towards the school and the feelings of stress from their stay in the institution.

Accepting the other or the hatred of the other as a result of fear and racism is another factor affecting violent and aggressive behavior of children. This tendency toward dichotomous thinking, which creates a contrast between 'we' and 'them', increases the dehumanization of the next one, expressed by a reduction in its value. The other value reduction encourages



interpersonal violence because it reinforces the feeling that it is not an interaction between equals (**Besner&Spungin ,1995**).

### **3.3.2 INDIRECT FACTORS**

Exposure to media violence affects the behaviors of children. Watching violence and aggressive behavior on television, movies and video games results in aggressive behavior of children. Children tend to view violence as a normative response to stress and a common means of resolving conflicts. Young children's play tends to be less imaginative and creative and is more based on imitating the violent behaviors they have observed in the media (**National Institute of Mental Health,1982**).

The use of toys and game characters based on violent programs also increases such imitation and reduces creativity and reflectivity. Children who are repeatedly exposed to violent and aggressive behavior as a way to solve problems tend to repeat the behavior they viewed in real situations as well. It has also been found that exposure to child media violence can less regulate their behaviors and stop aggressive behavior, and they become more indifferent and less sensitive to their victims (**Derksen&Strasburger 1996**).

Violence in society speaks to the relationship and interdependence between school violence and community and neighborhood violence and the marital status. Therefore, to understand school violence, reference should be made to the child within his or her environment, with the intention being for the child within the classroom, the classroom within the school, and the school within the community (**Laub&Lauritsen 1998**).

Community crime affects school violence in a complex way: poverty, ethnic composition, family stability, socioeconomic status, constant turnover of residents in the neighborhood, high socioeconomic level of some of the population, and large gaps between the various population segments and lack of shared responsibility and belonging to the neighborhood. All of this results in loose social oversight of children in the family and outside, which causes at-risk behaviors in the school system (**Toby, 1985**).

Domestic violence that includes parenting style and child rearing are predictors of aggressive and bullying behavior of children. Parental bias, characterized by inattention and warmth to the child, with very little attachment to it, neglect, abuse or overconfidence, confusing messages and domestic violence and aggression is highly correlated with aggressive and violent behaviors in children (**Olweus 1993**). Aggression at home can be verbal or physical aggression of the parents towards the children or each other. Research has shown that children,

especially boys, who witnessed their father's violence towards their mother would behave more aggressively on their own (**Jaffe, Wolfe & Wilson 1990**).

The environmental causes of violence in schools in our region can be generally summarized as follows:

1- Students in the early stages of their lives take an example from people close to them, whether this person is the father, big brother, tv actor or movie star, whether he is a real person or a cartoon character, if this person has aggressive behavior especially in what the student sees at this stage on television, on social media, or through computer games, he stores this model, and tries to emulate him by liking him in the area of feeling.

2. Parents encourage their children to engage in violence with their colleagues - and sometimes their teachers - thinking that this will gain them some form of strength and are likely to reward them when they attack their colleagues or beat them on the grounds that they must know how to take their right by force in our time.

3. Some inherited beliefs linking violence, honor and dignity, taking revenge, sometimes in the right place, are often wrong.

4- The multiplicity of bad social conditions, including: poverty, injustice, unemployment, emptiness, stress, poor living conditions and the disparity of social classes in the same society, which generates hatred, anger, bitterness and, consequently, violent behaviors.

5- Recent research has shown that the lack of certain nutrients such as: zinc, selenium, niacin, tryptophan, Pantothenic acid, vitamin C and B6, iron, magnesium and others are closely related to the appearance of some aggressive symptoms, and the tendency to violence. It also turns out that some color gains added to children's foods cause symptoms of aggressive behaviors and abnormal activity, in 60% of children who have used substances that gain taste and color, and some preservative chemicals, compared to only 12% in the group that ate only natural foods. In another study on one of the gains of yellow color, the substance "Tetrazine", 23 children were given - allergic to this substance - foods containing the substance "tetrazine", the result was that 18 of them were excessive and unusual, while there were 16 children whose behavior was aggressive after using this substance, while the behavior of 4 of them was violent, in addition to injury to eczema, or asthmatic chest sensitivity, or stuttering speech, and non-adaptation, against one child, against one child. He developed mild side effects among the group that was given "tetrazine" to her, and has no allergies to her.

So, if you want to produce equal pupils who have no equal tendency to violence, you should pay attention from a young age to their age, what they eat, drink and what they learn.

### **3.4 THE CONSEQUENCES OF VIOLENCE**

School violence affects the aggressor, the direct victim, and the viewers from the side. The victim and aggressor definitions are arbitrary. Sometimes the attacker feels victimized, and sometimes the victim becomes aggressive. The aggressor is the one who initiates the conflict with the intention of hurting, while the victim is the target of violence which he did not initiate and from which he tries to defend. In the inner circle of the violence event are the aggressor and victim, and in the outer circle are the viewers from the side. Side viewers can be neutral and watch the event or be emotionally involved and even join one of the hawk parties. In any case, the exposure of viewers to a violent event has a negative impact and may cause them to fear and fear (**Reuveni, 2011**).

#### **3.4.1. AMONG THE STUDENTS**

The phenomenon of violence is a serious, widespread problem with both short-term and long-term consequences. Students who reported being victims of bullying at the school said they believed it had a negative impact, reflected in disorders of varying degrees of severity, 20% of which describe the disorders as severe. Among all the disorder problems found in the study, (**Hazler, Hoover, & Oliver, 1992**). Of all the problems and disorders noted in the study, disorders in the emotional and social spheres were most common, including loss of friends and feelings of social isolation (**Boulton & Smith, 1994**). In another study, over 87% of students stated that when they attacked, they experienced negative feelings, including sadness and loneliness, and over 80% of students stated that their condition and feelings were better prior to this period (**Rigby, 2000**). This study examined the memories and feelings of victims of bullying in the past and in the present. 72% of those who said that they were victims of bullying reported that they felt they were suffering from violence of sadness, 33% stated that even today they feel sadness in the context of my experience 58% reported having previously experienced depressive feelings, 11% reported feeling depressed when thinking about their childhood experiences (**Boulton & Hawker, 1997**). Even over time (**Rigby, 2000**).

One of the serious effects of school violence is the physical harm to students. There seems to be no need to elaborate on the physical damage caused by physical violence, including beating, punching, kicking and using objects. In addition, there was a link between violence and poor general health. In addition, a significant number of students applied to the emergency room 9.6% in the Arab sector and 5.4% in the Jewish sector, and some of them needed surgery or hospitalization following the violent incident (**Benvenisti, Zeira and Astor, 2000**). Another notable phenomenon among students who suffer from school violence is the absence of

schooling that sometimes leads to school dropout. This is because of their fear of being in school. A survey by the Centers for Disease Control and Prevention (**U.S. Department of Health & Human Services, 2002**) found that 6.6% of students in US schools missed out at least one school day during the month because of the insecurity they feel at or on the school itself (2002, CDC). Another study by the National Education Goals Panel found that 7% of all students did not go to school for fear of violence, and 22% of students in grade 12 indicated that they were less likely to go to school because of their violence (**Lowry, Sleet, Duncan, Powell & Kolbe, 1995**) Fear of students also forces them to adopt new patterns of behavior aimed at avoiding places with potential for school violence, such as corridors, toilets, and school yards. In this context, it is important to note that there is a relationship between high levels of suffering and violence. From school bullying and suicide (**Astor, Meyer & Behre, 1999**).

Other effects of continued exposure to violence and bullying at school are the exacerbation of violence and the victimization of the aggressors. The intention is that sometimes students respond to verbal violence with physical violence, and this often develops into provocation. It was also found that students who were the target of ongoing bullying, even if those around them did not seem to suffer, sometimes reacted abruptly and severely, to the point of using weapons toward harassers or attackers. A study of approximately 9500 students in grades 12-12 found a link between a sense of threat from violence and violent behavior. (**Singer & Flannery, 2000**).

### **3.4.2. AMONG THE SCHOOL STAFF**

School violence and fear of violence also have a negative impact on the administrators' ways of teaching, the teachers' teaching methods, and the nature and quality of the students' learning. In a study among teachers, they reported that, like their students, they also showed less willingness to attend school because of their fear of violence, and that students exhibited a lesser degree of attention and less investment in violence (**Harris & Associates, 1993**). One in four students in the United States noted in another study that the phenomenon of school violence is a factor that hurts the quality of education he receives. This negative effect is even more pronounced when it comes to low-achieving students, one-third of whom reported wanting to move to another school because of the violence. In another study involving all US states, 16% of students in grades 12-12 indicated that they were less willing and more hesitant to actively participate in the class, and a quarter of all students indicated that they felt that

violence experienced or witnessed at school had a detrimental effect on the quality of their education (Lowry et al,1995).

### **3.5 THE ROLE OF SPORT IN REDUCING SCHOOL VIOLENCE**

The concepts of physical education have multiplied among researchers, where physical education is defined as practical.

Pedagogical aimed at improving human performance through a medium, is the physical activities chosen to achieve

That is, some believe that physical and sports education is synonymous with changes such as exercise, games or sports competitions and that the evaluation of these components in the physical and sports education program depends on the fact that these programs are organized and spontaneous competitive and non-competitive compulsory and optional, within and outside the field of employment and other variables hence it can be said that physical education is:

"It is the process by which the individual acquires the best physical, mental, social and fitness skills through physical activity." (Zaghloul, 2002).

Peter Arnold mentioned a definition of physical education, which he sees as "the integral part of the educational process that enriches and reconciles the physical, mental, social and emotional aspects of an individual's personality mainly through direct activity" (Al-Kholi, 2001)

Hence, physical education is not limited to a single concept, but its concepts are multiplied among many researchers, each of whom gave its own opinion, but they agree on one content that physical education works to create and shape the individual in all physical, social, emotional or mental journals through physical activity in order to be a good citizen serving his country.

The physical and sports education course plays an important role in reducing the unwanted behaviors of the student in adolescence and this is due to the teacher's style and methods of dealing with students through:

- 1- Provide a wide range of sports in the course.
- 2- Provide enough practical time to improve students' skills and inclinations.
- 3- Exploiting the students' love for famous heroes in sports to urge them to empty their violent energies through sports.
- 4- Using modern training methods (problem solving, multimedia).
- 5- Taking care of individual differences
- 6- Giving importance to all the activity of the student.

7- Instilling the spirit of diligence and perseverance and adhering to good morals. All behaviors issued by students, good or bad, are the result of various physiological and psychological influences as well as external influences. **(Zaghloul, 2002).**

The student goes through progressive stages in physical, psychological and mental development, and there are some different types of physical sports, each requiring skills different from the other and away from simple types of sports, such as running or walking and other simple physical activities, you must know how to guide students to exercise appropriate to their age and appropriate to their wishes and appropriate to their mental or physical abilities. In the basic education stage, the personality of the student consists of either lazy or active, and through the exercise of the child sports activities, this affects his mind positively and makes his mental development more open and developed unlike electronic games that may hurt him sooner or later, and determines the age of "sixth" as a general rate of starting with the student in sports activity any sport may suit the age of the student movement. **(Abu Zant, 2001)**

The scholars also determine the age of eight to the ninth to start a specialized sports activity determined by the teacher, as the scientists point to the need to diversify the different sports of the student and not force him to force him to a certain type of sport or determine the type of activities and skills specified and force him to perform better in them.

And learn students in the lower stage through group games "especially" perseverance, cooperation and diligence to reach the goal and not despair at losing and start again to win, and work to repeat the win after the happiness of the first win.

As the group games protect them from autism and early schizophrenia and not leave the student to his wide imagination instead of imagining something that scares him and worries him remembers his competition with his friends and how his day was full of activity. **(Taha, 2012)**

Scientists are advised in the period of the minimum basic stage to train the nervous system of the student and to present sports as an attractive method such as jumping, climbing and sports that require fitness and balance, and movements to be the position of the body.

In the growth phase, it should focus on the fitness of the periodic and respiratory system and work to activate both of them and practice the necessary sports for it continuously as well as endurance activities such as the sport of "running, swimming and diving" and with the end of the stage of growth and the beginning of puberty the focus is on muscle strength and high endurance activities such as weightlifting and athletics.

At this stage the child is trained in tools and exercise such as badminton, holding a bat, jumping moves, or throwing a ball.

As for the end of the stage of growth and the beginning of puberty, which begins at the thirteenth of the student's age and ends at the fifteenth, it is the stage in which the student can practice all kinds of sports because of the summit of activity and his willingness to practice all kinds of activities, opening the door for him to exercise sports as he pleases, but under the supervision of the teacher so as not to strain himself too much, which may affect the student's heart system. **(AL Saeed., 1978)**

### **3.5.1 SPORTS BENEFITS OF MENTAL HEALTH**

Constant preoccupation under the pressure of work and study can expose human beings to many physical and psychological disorders alike, which has shown the need for rest, relaxation, meditation, and other periods of practice of various hobbies. Exercise is undoubtedly one of the best ways to get rid of physical and psychological fatigue and restore activity and energy. Sport is also responsible for promoting feelings of happiness and satisfaction in students, eliminating laziness, frustration and stress, as well as preventing depression. **(khtabea, 1991)** Exercise enhances self-confidence, especially when reaching the desired weight, and improving body strength.

It also increases the rate of calm, relaxation and rest, which leads to a restful night's sleep away from insomnia, treating tantrums, mind and self alike. She learns patience, will, help and organize time, because of her commitment to performing physical exercise.

Some overlook the importance of sports in the treatment of some disorders and work as a therapeutic supplement to some mental illnesses, which can not only medicine treat a mental illness but also require sire with it on a continuous basis.

For example, depression, for example, through research and studies, depression and stress from one of the diseases that affect many people, and could not be treated in traditional ways or prescriptions of a doctor or a certain type of medication, and the reason for success in the healing of such diseases is to attach time to exercise as a drug supplement with the treatment attended by the patient. **(DACT, 2000)**

We may realize that the connection and communication between sport and the correct body is a historical link and continues from the beginning and whatever the intention of sport, whether it is a normal sport or a championship sport, its effects are positive whether therapeutic, preventive or psychological, so it is necessary to dedicate sport as a community culture and spread health awareness by emphasizing the practice of sport because of its many benefits and benefits and the price of its practice and encourage its practice through recent studies and research conducted in major international universities and under the supervision of the most

important specialists and researchers of different The specialties show edited in a number of ways that the regular and continuous exercise of physical activity in a proper manner helps to achieve psychological adaptation of its practitioners, creating different attitudes that satisfy the need for appreciation, success, self-realization and safety. The sport helps to get rid of stress or stress by emptying emotions and exhausting all methods to reach healthy mental states and improve the overall health of the human, and his work with greater enthusiasm, which makes him produce more as well as reduce the chances of chronic diseases. Increase the body's natural immunity and disease prevention. This is in addition to getting rid of the physical burdens and getting rid of the human heat, overweight, anxiety, stress and finding a safe and stable life and comes the effect of sports on the psychological and mental side, it is an important factor in psychological stability, mental stimulation and intellectual production of the human being, it relieves the stresses of daily life and reduces nervous tension and helps to relax, and gives sports joy, happiness, psychological comfort, self-confidence and liberation from stress and depression. And great abilities in the formation of fast social relations with others because of their mixing with their sports peers and their friction with others in society as well as characterized by characteristics of intellectual and social maturity and mental clarity and confidence available by nature. **(Yahia, 2000)**

There is research that emphasizes the importance of sport in the temporary storage of the mind. This indicates a close relationship between exercise and the psychological aspect of human life: how muscles move and energize have an impact on mental health (chemically and vitally) and affect mood, and there are some exercises that alleviate chronic depression, help to return to activity and provide a sense of achievement.

From this point of view, the practice of daily sports in schools was a useful method in the psychological discharge of students, as well as emptying their excess energy and taking out the violent suppression stored inside them, all of which is reflected in the reduction of the situation of violence they have.

### **3.5.2 SPORT AND ITS IMPACT ON ADDRESSING VIOLENCE IN ADOLESCENTS AT DIFFERENT SCHOOL LEVELS**

The adolescence period is one of the most accurate stages in the life of students, where the student tends at this stage to use violence with his colleagues and teachers, so you must know how to deal with it and how to use sports to reduce his violence, and to know the nature of this stage that students go through showing the advantages of growth, the most important of which are: **(Akkad, 2002)**



#### 1- Physiological changes:

This phase is characterized by increased production of several hormones, which have a significant physiological effect leading to the emergence of clear gender differences physically, morphological, biochemical, anatomical "such as strength, speed, load, adaptation".

#### 2- Morphological growth:

An increase in height is observed as an increase in weight, and the most characteristic of this stage is the growth of the limbs, which may give dissatisfaction in young people, with a slowdown in the longitudinal growth of the torso this in addition to a significant growth in muscle size, also we note the increase disputing the body in terms of shoulders, and pelvis in girls which determines the shape of the body in adolescence.

#### Motor growth:

Due to the surge of physical growth and different dimensions of the body due to the rapid irregular growth we find that the adolescent at this stage cannot control the organs and control movements as we observe the weakness of neuromuscular compatibility, confusion and rigidity, and exert excessive effort when performing movements, as we find the adolescent in adulthood learns new movements slowly and hardly.

#### 4- Emotional growth:

Emotions are closely related to the outside world surrounding the adolescent, through its excitement and responses and to the internal organic world through its emotional feelings and physiological and chemical changes.

Some of the most important of these emotional manifestations of the adolescent at this stage are:

A- Anger: It is when he feels what hinders his activity and prevents him from his goals.

B- Anxiety: The most important reasons at this stage are the changes that occur on the physical level as well as the treatment of him by parents as he is still young, and therefore they do not take his opinion and do not respect his wishes, all this turns into a sense of neglect and marginalization by his parents and even society.

#### C- Aggressiveness:

Adolescence is one of the factors that help to increase the degree of aggression, which is those conflicts that are embodied in real or fictitious acts, aimed at harming the other and characterized by coercion and humiliation.

#### 5- Psychological growth:

Physiological, physical changes, and the reconfiguration of new brain systems increase whims, psychological reactions and many mental disorders due to the farewell of childhood.

Sports education has a great impact in reducing adolescent violence, curbing negative energy, not thinking positively, showing power and showing control over colleagues and those of the same age.

Spending the right time in sports makes the preparations and fantasies other than the truth disappear from the adolescent. As well as body nutrition and physical strength in sports, but the healthy mind in the healthy body, awareness, cognition and maturity comes a large percentage through the exercise of different sports exercises.

The government has also established a national health system to provide health services to the population.

The student may beat his teacher, all these things appeared due to the lack of family awareness from an educational point of view and also the lack of suitable sports activities for the student to enjoy and empty his energy through the hobby he desires, building hobbies and achieving a happy and good life for the student is what makes him a good element in society and effective.

**(Hussein, 2001)**

Through exercise, physical value, psychological aspects and mental capacity are enhanced by the adolescent student. It reduces the anxiety attacks that destroy his mind and change the pace of his life and give the student the opportunity to engage with others and find times of enjoyment with them, and this helps to engage students among themselves when playing a group game, and this contributes to the social life of the student in the next stages.

Activities of physical and sports education from the recreational side we find it contributes significantly to the discharge of repressed emotions in the adolescent and works to reduce the degrees of anxiety by giving the individual happiness, pleasure and psychological satisfaction all factors increase the ability of the individual to adapt in his life with society. **(Fahmy, 1986)**

If we talk about playing as the first vital element or compound in physical education activities, play an important role in reducing emotional problems such as anxiety and stress, while physical education in achieving emotional compatibility in adolescents while the adolescent's use of games helps to deal with tools and games at the subconscious level to relieve the stress and anxiety associated with.

### **3.5.3 THE IMPACT OF SPORTS ON STUDENTS**

Physical education undoubtedly means activity and movement, but you must know why and how it is done?

If the student moves - child or young - during exercise, it achieves physiological or organic efficiency, which includes the efficiency of blood circulation, and the continuation of activity for a long time develops the physical, muscular and mechanical abilities, and achieves psychological balance and his ability to learn how to get rid of psychological pressures and how to develop his perseverance and effort to achieve success, represented here in sports success, as the student learns within his sports team how to deal with others and leadership and deal with them and priorities in the team and how to respect colleagues and differences of opinions, as he learns The importance of honest competition based on effort with his teammates and against his rivals in the other team and how he develops his self-confidence in the team and society, unfortunately all of this often happens in our schools only in a very narrow range. The focus of the program is to provide a comprehensive and comprehensive approach to the development of the health-care systems of the population. **(Tibi, 1990)**

A recent study on the positive impact of exercise on pupils indicates that exercise improves their behavior and leads to a move away from riots in the classroom, especially since the majority of children in primary school tend not to abide by school laws and public regulations, even at home.

The intensification of student activity improves students' academic results, as a Swedish study revealed that enhancing students' physical education levels helps improve their school results through a study of more than 200 students over a period of nine years, and a group of them underwent physical education classes 5 days a week, in addition to additional exercises in balance and coordination, and the other group underwent normal levels of physical education, as 96% of the first group students achieved results that made them eligible. To move to high school, compared to 89 percent of students in the other group, the study showed that daily physical education and motor skills not only improve students' motor skills, but also improve their academic results. **(Zain, 2006)**

On the other hand, a Canadian study conducted by researchers from The University of Queens in Ontario, Canada, indicated that exercising for no more than 4 minutes is enough to correct the behavior of students in the classroom, as the study showed that a few minutes of serious exercise improve students' behavior within the classroom, such as restlessness, inattention, concentration and frequent talk with colleagues, especially for children in primary school.

The practice of exercise also plays positive roles in the lives of students, such as the achievement of tissues and the prevention of many diseases that may result from the imbalance of sugary substances within the body such as obesity, diabetes and high blood pressure, in addition to the expected benefits in terms of the development of mental and mental capacities,

as well as contribute to the formation of their personality and education to acquire knowledge, skills and athletic abilities, as well as teach them health and preventive habits and establish them in order to achieve psychological and emotional balance in order to avoid the scourge of deviation and extremism and help them study and achieve, therefore, the Charter, the Charter The international conference on physical education and sports issued by the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) 1978 stated that physical education is a fundamental right for all and that it is an essential element of sustainable education within the framework of the comprehensive education system and that physical education programmes should meet the needs of individuals and society and ensure that they are available as an integral part of the educational process. Here the benefits of sport are not only to motivate students to be active, dynamic and develop their body, but also to push students to learn how to define the goal, initiative, commitment and action. collective, in addition to his ability to identify his interests. **(Fayoumi, 1999).**

### **3.6 THE EVOLUTION OF SCHOOL VIOLENCE RESEARCH**

Historically, until after World War II, the school was considered a relatively safe place for students and teachers. At the end of the war, there were population fluctuations throughout the Western world, both of local and immigrant populations. Local schools became less intimate and less prepared to deal with new populations. This process took place especially in the urban centers in the west. Violent youth culture and delinquency in neighborhoods and schools began to develop around the city centers, among disadvantaged populations. The emergence of violence between the school walls was not initially interpreted as a unique phenomenon but as an imported phenomenon of youth delinquency in the area, intensified in the school context. Later, the violence between the school walls became a product of a meeting between two cultural systems: the school culture, which is the culture of the middle class and a youth culture that is a culture of poverty and distress. In order to survive, teens have adopted delinquent values and norms that contrast with those of the school (1960, Cloward& Ohlin). School violence is a phenomenon that has been documented since the 17th century. The extent and severity of this phenomenon was only revealed to the American public in 1978 when a report, the "Safe School Study," found that about 282,000 students and about 2,500 high school teachers in the United States were physically attacked each month (National Institute of Education, 1978).

Explanations of the continuity between the neighborhood's violent youth culture and school culture on the one hand, and the psychological explanation of troubled students and educational

difficulties that have so far been out of the main cave, on the other, did not advance the research, even as violence began to appear in middle-class schools. A push for the systematic study of violence came in the 1980s in the United States following the raising of two issues on the social agenda: the degree of effectiveness of the education system in providing education to the younger generation and the level of school violence. The prevalent assumption was that there was a link between school effectiveness and its level of violence (**Gottfredson & Gottfredson 1985**).

From the 1970s to the present, extensive literature has been written and empirical studies built on middle-range theories have emerged, which have become the cornerstone of educational interventions. The research areas and interventions formulated by the findings can be grouped into five theoretically and empirically distinct perspectives:

### **The Safe School Perspective as an Effective School.**

In the late 1970s, a comprehensive study commissioned by the Minister of Health, Education and Welfare was conducted.

American (Violent schools - safe schools: The safe school study report to the congress, January 1978). The study was three-stage: In the first phase, questionnaires were sent to 4000 administrators who were asked to report violent incidents in their school, in the second stage 642 principals were asked to report incidents of violence in their school, and in the last stage 10 in-depth studies were conducted on the patterns of violence in them. The research dealt with educational structures, inter-school policies, and student behaviors. The findings showed 22 factors consistently related to violence, destruction and corruption in the schools investigated. The key factors found were:

A. Factors affecting school violence. It has been found that the level of violence is higher in schools around which there is gang delinquency, in schools where the proportion of boys is higher; Among middle school students (compared to upper secondary schools), and in homes. A book that is inconsistent with rule enforcement and discipline, or perceived as unfair in rule enforcement. It was also found that the level of violence is higher in large classes, and in classes where the educator teaches a few hours lower. In addition, violence was found between the degree of relevance of the lessons and their content to student life. It has also been found that the more emphasis the school has on achievement, and the more important the grades are to the students, the less violent it is.

Finally, there was a connection between the students' feeling that there was control and supervision over their lives and the level of violence in the school, so that in schools where there was a feeling of being unsupervised, a high level of violence was found.

## **B. Factors affecting vandalism.**

Vandalism has been found to be associated with crime rates in the school district. The presence of youth who are not studying and the existence of devastated families who do not follow proper discipline have been found to be related to vandalism. Authoritarian attitudes and hostility of teachers towards youth who do not study and the existence of "devastated families" who do not practice proper discipline have been linked to vandalism. A greater appreciation of students towards their teachers was found to be related to the lack of vandalism.

Finally, it has been found that schools that emphasize student achievement and which use grades as a means of enforcing discipline have a higher likelihood of vandalism, although a lesser degree of violence hence, the study showed that with all the importance of factors related to the outside background and the book, what goes on between school walls has a greater impact on the level of violence in it. The important factors here are those that create a sense of alienation from the school, such as the structure and size of the school, the distribution of the student population by gender and ethnic groups, the nature of the relationship between teachers and students and management teachers, the relevance of the curriculum to the students and the importance of the grades. Other important factors are the incentives and character of disciplinary and supervisory arrangements and their perception by students as fair or arbitrary. Another important finding is the connection between highlighting academic achievement and striving for good grades and increasing the likelihood of vandalism and reducing the risk of violence.

An important factor found in the research is the nature of school management. In schools where the administration was effective and fair, which involved collaboration between the teaching staff and the administration, and which maintained good relations between the various staff members and between them and the students, the violence and vandalism were less. The study also found that the manager's attributes and organizational ability were very important. Guidance for leadership, diligence and dedication to the role and education of the students, together with the ability to gather around them the team of teachers who feel professional pride, job satisfaction, willingness to sacrifice and agree with the school principal about their goals and methods. In all schools, and especially those with a high level of violence, a minority of students, at most 10%, constituted the hard core that created the violence. It was found that these students usually have problematic personal and family backgrounds. In schools where the phenomenon of vandalism was prevalent, the financial resources spent on safeguarding came at the expense of resources directed toward education and education. The message that was subsequently conveyed to students was that retention is more important than schooling,

and this perception has sometimes increased vandalism and violence (**National Institute of Education, 1977**).

The research data has been used by many researchers and experts on violence. The involvement of scholars and policymakers in research from the 1970s and subsequent research has created an atmosphere of readiness to address the issue intensively.

Two important books written at the time referred to the education system not as an educational system, but as a law-and-order enforcement system. The first book is Rubel's 1977 book called *The Unruly School*. Rubel called the school violence Blackboard Jungle and tried to create a typology of school violence. His most important parameters were the nature of the problem, that is, whether the violent behaviors were disorder, crime or disorder. The nature of the students' involvement, whether the violent behaviors are done in a cohesive or personal group. The factors involved in treatment, police and security personnel, administrators and the district, school staff, and the outcome of the intervention, police or municipal involvement, imprisonment, contact with parents, school exclusion, meeting with parents, staff meeting, contacting counselor. The importance of Rubel's work lies in the distinction he makes between the types of violent disorders at school, a distinction that until his work has not been systematically made.

The second book is Vestermark & Blauvent's 1978 book called *Controlling Crime in School*. The purpose of the book was to find the parameters that would ensure law and order in the school. Two important parameters, in the authors' opinion, are prevention and response. Their work makes some important assumptions: The school is a community, and violence harms a school community, the law school must be assimilated, without a comprehensive diagnosis of school violence cannot be addressed, the school must be equipped with physical protection measures and adjust the physical conditions of the school. School to provide an answer to predictable violence and vandalism. In the book, Vestermark & Blauvent even addressed the first phase of the outbreak of violence and offered a reporting format to authorities.

The 1970s and 1980s in the United States were years of in-depth thinking about school violence and the development of coping tools with it. The main coping tools developed following studies from this school were school policy building, school climate improvement, discipline improvement and safeguards, but also school improvement. John Hopkins University established two twin centers in the 1980s, one engaged in research into school effectiveness and the other on the study of violence and the improvement of non-educational aspects of the school.

### ***C. Bullying Perspective***

Bullying Perspective Page 52 The School as a Violence Arena.

The term Bullying was coined in the early 1970s by Dan Olweus. At first, Olweus used the concept of bullying derived from the work of Conrad Lawrence, who, in nature, has a phenomenon of collective attack by a group of animals on a species other than their species. In 1971, following his first research in Bergen, Norway, Olweus concluded that the appropriate term was bullying or Bullying. He defined the concept as prolonged negative activity, mentally or physically, done by individuals or a group toward those who cannot defend themselves (**Olweus, 1994**). In 1997, Olweus expanded his definition, stating that Bullying is a statement of insulting, ridiculing the victim, calling out derogatory calls to his friends, isolating victims, beating, ridiculing, victimizing, kicking, kicking or urgency, locking the victim in a closed room, spreading rumors and sending insulting letters or causing friends to dislike him (**Olweus, 1997**). Beginning in the late 1970s, Olweus emphasizes that he is not dealing specifically with individuals or with a group, but with his broader unit. Every act of bullying has passive supporters and there is the effect of the responsibility dissipation. In the group, processes of de-sensitizing viewers and changing cognitive perceptions of the victim occur. Another theoretical point that Olweus emphasizes is that the victim does not always remain a victim and that he has often become a bully / bully. From the early 1970s to the late 1990s, Olweus conducted numerous studies throughout Europe and other studies were also inspired by the United States and Australia.

Rigby (**Rigby, 1996**) added a new dimension to the concept of cichanism. He claimed that malign evildoers were malevolent evildoers who were not trying to give charity for their actions. On the other hand, there are non-maligned unprovoked harassers and there are educational harassers who want to educate the victim. This view differs from the view that regards harassment as a personal pathology, and which usually links it to the individual's family history. This concept is a more normative concept - harassment and victimization are seen as part of the school's realities. There are also clues from Olweus's research that a celibate or victim are roles that are not necessarily lifelong.

#### **D. Social ecology approach**

The notion that a plurality of environments affects the individual appears in Bronfenbrenner's view on violence (1979). He argued that the individual was in mutual ties to different systems: family, peer group, community and culture. According to this statement, distress and sacrifice do not happen in a vacuum. These phenomena are encouraged or avoided by a complex system of individual relationships with the various systems in their lives. Goldstein, (1996) argues that any violent activity is an event of individual interaction, including murder or an act of



vandalism. Violence is partly due to the individual's motivations and predispositions, and partly to the nature of the physical and social context in which the violence occurs. School violence can be related to autocratic or alternatively laissez faire, weak and inconsistent management, impersonality, lack of a positive response to student demands, lack of partnership, over-regulation of the school system or arbitrary and oppressive management approach. Physical factors also have an effect: outdated equipment, overcrowding, lack of physical living space for students, playgrounds not built for games, all of which can increase violence. A similar effect also has a frequent turnover of teachers, disrespect for teachers and punishment of teachers. It was also found that the surrounding community for all its features has an effect on the level of violence.

Espelage & Swearer (2004) grouped together various studies that indicate the links between violence and various social institutions such as the Shaw group, teachers, family and community as a whole. Their perception is basically ecological.

Benbenishty & Astor (2004) developed a model in the spirit of the social ecology approach, but with one difference: where the individual is at the center, the school is at the center. That is, the unit is not the individual, but the school. The two researchers understand external (exogenous) factors that include culture, neighborhood, school, student population, and internal school variables: school organization, climate, policy, teacher activity, social support. They distinguish different types of victims, such as sexual, physical, social and emotional victims. After locating the assemblage, the factors, Benbenishty & Astor tried to examine whether there was a correlation between different victim types and different contexts. In their estimation, there are different groups of victims (e.g., sexual and verbal victims), each of which has its own etiology. They also tried to refine the distinction between two concepts used interchangeably by literature: harassment and school violence. They argue that a pattern of repetition exists over time, while in school violence there is not necessarily continuity, and many times the attacker did not interact with the victim before or after the assault. About Violence: Level of Awareness of School Violence, Teacher Response to School Violence, School Climate, School Policy on Violence, Student Teacher Support, Student Sharing in Violence Making, School Size and Class Size, School Sites at Events The violence and culture of the equals. At the individual level, they emphasize three components: age, gender, and physical appearance. Of the external factors to the school, they emphasize three: poverty, discrimination and ethnicity.

#### **E. The social welfare perspective.**

This perspective differs from the previous ones in that violence is viewed as one component of the student's overall risk of well-being. The establishment of a welfare state marked populations at risk, but the concept of 'at-risk youth' only increased intensively in the 1880s, first in the United States and then in Europe. It turns out that youth are now more exposed than ever to various risk factors such as alcohol, drugs, violence and health risks. In 1982

The International Health Organization established the HBSC (Health Behavior in School-aged) project with the aim of presenting data governments that will be used to develop an overall policy on youth. The first survey encompassed youth aged 11,13,15 years. The goal was to conduct a similar survey every four years. Thirty countries have since participated in the polls, including Israel. The questions in the survey dealt with adolescents' perceptions of family, school and peer group, youth risk behaviors, youth's mental and physical health as well as injuries and violence (Harel, Elenbogen-Frankowitz, Molcho, Abu Asaba and Habib, 2002). The social welfare perspective, therefore, sees school violence as part of the overall risk. Its treatment is systemic, it refers to both the national level policy and the micro-policy that is particularly concerned with the risk.

#### **F. God. The radical perspective**

There are radical perceptions of different shades in relation to the subject of violence.

This review presents two of them, the most central and common.

Devine (1996) conducted anthropological research on violent school culture in New York. He wrote on his research that his main title book is *Maximum Security*, which is a concept that relates to prisons with the highest security rating. These prisons usually have violent detainees who are sentenced to prison for long periods. Devine's main claim is that all police strategies taken by New York City schools are not only ineffective, but also dissuade educators from their historical responsibility to educate and nurture the moral character of their students. All the technological means to create order and discipline in the school turn it into a kind of prison. In one of his interesting descriptions, he shows how the practice of a school board setting up a "roundtable" whenever it wants to discuss a violent incident, and inviting students, teachers, police officer, social worker and psychologist, is actually a farce. Not one of the participants represents his professional self and his perception of how the event is handled properly the gods, without seeing the other roles, and the central figure is, as always, the police man. The Roundtable does not actually have a dialogue, but each presents its own position, and each has legal and moral limitations on its ability to intervene in the situation. Later all the professionals disperse, and the teacher and principal remain without authority to run the violent event, they

are drained of the roles they previously had. In fact, they can be said to be in worse shape than they were before the establishment of the Round Table.

Another radical approach is that of Watts & Erevelles (2004), who argue that violence should not be sought individually but by structural factors. Violence is a product of the school being a repressive institution, which especially oppresses students whose educational level is low, black students, girls as well as students with physical disabilities. In his opinion, Americans - Africans feel more at risk than white students. The violent student of the black race or the lower class is seen as deviant from the norms shaped by the oppressors and therefore their identity is formed as an antithesis to the oppressive school.

By all radical approaches, school protective measures such as metal detectors, cameras, and the like are seen as tools of oppression. Where school is a learning place, it has become a place of control. The message conveyed to the students is a message of control over another, and this message motivates violence. Radical perceptions do not offer intervention programs to prevent violence but seek radical change in the way schools behave, to the point of eliminating this institution altogether.

Common to all of the perspectives discussed above is the relationship between school size and classroom size and violence. The common argument is that a large school has alienation, which leads to violence, whereas a small school gives a sense of intimacy and a safe environment. The same argument is also expressed in relation to classroom size: In a large classroom, intimate teacher-student relationships do not develop and therefore receive violence, while in a small classroom there is intimate dialogue between teacher and student and the atmosphere is relaxed, so learning processes take place alongside other educational processes. Most studies and surveys point to the advantage that a small school and a small classroom have in the context of violence. However, Olweus (1993) found no reference to the relationship between size and violence. Benbanishti (2005), who has conducted extensive research in the State of Israel, argues that the relationship is actually negative between school violence and the size of the violence, greater violence in small schools (Benbanishti, Khoury-Kassabri and Astor, 2006). According to the new argument, this relationship depends not only on the numerical data, but also on whether large schools and classrooms have mechanisms that moderate the size and anonymity effect such as school distribution, auxiliary teachers' support for disadvantaged students, and the appointment of older students as mentors of young students. There is research evidence that the existence of these mechanisms has led to the recession of violence. Therefore, the question of size should not be taken simply without regard to the mediating mechanisms (Horowitz, 2006).

### **3.7 Physical quarrels between friends of the same age**

More than three students in the GSHS areas have been involved in a physical fight over the past year. Based on data from 96 countries and territories, 36% of students reported being physically struggling with another student at least once in the last year (GSHS). In all GSHS countries, the incidence of physical combat involvement ranged from 10.2% to 75.1%. Overall, around one in ten students report high frequency of physical combat. In the past year, 10.6% have been in a physical fight two or three times and 8.1% four or more.

There are regional differences in the prevalence and frequency involved in physical combat. Prevalence was highest in North Africa and the Middle East and lowest in Central America and Asia. Students reported involvement in physical combat four times or more in the past year in the Pacific (12%), the Middle East (12.8%) and North Africa (13.3%) and the least likely to report it in Central America. (4.9%), South America (5%) and Asia.(5.7%)

Nearly one in three GSHS students has been physically attacked in the past year. Based on data from 96 countries and territories, 31.4% of students were physically attacked at least once in the past year (GSHS). In all GSHS countries, the prevalence ranged from 10.1% to 82.9%. About one in ten students report a high incidence of physical attacks. In the past year 9.6% have been physically attacked twice or three and 9% four or more.

In summary, children who are distressed are often more likely to feel like strangers at school. Children who often experience violence are almost three times more likely to report a feeling of eider than children who are not frequently injured. In the OECD countries, 42% of children who are frequently affected report that they feel alien and outsider at school, compared to 15% of children who are not frequently injured (PISA). Children who are often distressed also tend to be absent from school more often. Psychological bullying negatively impacts socialization and feelings of acceptance and that as bullying decreases, students' sense of belonging in school increases.

# Study procedures



## **CH.4 STUDY PROCEDURES**

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### **4.1 STUDY METHODOLOGY**

The study will be a qualitative study, which will follow sixth – nine grades in two middle schools, one for boys and the other one for girls, located in East Jerusalem, throughout an entire semester of the school year. The study will examine school violence with the help of the research tools.

The classes that will participate in the study will be divided into 2 groups: a group of classes that will not have physical education classes, a group of classes that will have physical education classes consisting of two physical education classes per week, and a group of classes in which physical education classes will consist of four classes per week. The study will examine the changes in student's violence according to the extent of the weekly physical education classes and will try to link the two variables. The dependent variable will be the extent of violence in the classroom and the independent variable will be the number of physical education classes in the classroom. Also, gender will appear as an independent variable in the study.

### **4.2 STUDY COMMUNITY**

The educational reality in Jerusalem is the result of the multiplicity of educational systems applied in the city, in the absence of Palestinian educational system; which supervises these multi systems in the city, and works to unify the education system to express its Palestinian Arab identity. Besides that, it works to improve the school and educational environment and improve the quality of education there.

There are 110,000 students in Jerusalem, according to data published by the Municipality of Occupation in Jerusalem. They are distributed among different types of schools, according to the educational system umbrella, some of them follow Islamic Waqf schools, and some of them follow private schools, as well as those who follow the schools of the Municipality of Jerusalem, and the rest of schools that we are dealing with in our study.

These schools in Jerusalem are called municipal schools, which are fully funded and managed by the Israeli Occupation Municipality and the Israeli Ministry of Education. The funding includes the construction of these schools or the rental of residential buildings and the conversion of classrooms, as well as the payment of the salaries of their teachers and administrative staff, the implementation of educational projects, and the purchase of educational supplies and tools. About 41% of all Palestinian students in East Jerusalem study

in these schools. There were 82 schools in the municipality, with 1,783 classrooms with 55,000 students.

#### **4.3 STUDY SAMPLE**

Group A: The study will include 12 teachers teaching in the boy's middle school. 80% of them will be male and 20% female. All the participants are aged 30 – 50 years old and live in East Jerusalem. Everyone in the group will have at least a bachelor's education degree and a teaching certificate for post-primary school education. Some are class educators, and some are professional teachers. All of them have at least 4 years' experience in teaching. All belong to the Arab sector and the teaching language is Arabic. All the participants work under the Ministry of Education of Israel implementing Palestinian curriculum.

Group B: The study will include 12 teachers teaching in the girl's middle school. 100% of them are female all in the age group of 30 – 50 years old and live in East Jerusalem. Everyone in the group will have at least a bachelor's education degree and a teaching certificate for post-primary school education. Some are class educators, and some are professional teachers. All of them have at least 4 years' experience in teaching. All belong to the Arab sector and the teaching language is Arabic. All the participants work under the Ministry of Education of Israel implementing Palestinian curriculum.

#### **4.4 STUDY TOOLS**

- A. Semi-open structured interview. All teachers will be interviewed before semester study begins, at the end of August, before the beginning of the school year, during that the study will be conducted gathering of the demographic information from the teachers. Later that the teachers will be asked about their experience in teaching, about the violence in the school, the strategies that they use to address the violence issues in the classroom and their effectiveness during their employment at the school. At the end of the semester the teachers will undergo a similar interview. In addition to the repeated questions, they will be asked if they have seen any difference in student's violence behavior after the semester and what they think about the reasons for that change.
- B. Collection of information from documentation and analysis of the information. Starting from the first week of the semester in which the study is being conducted, teachers participating in the study will be asked to fill out a weekly coordinating table, in which they will report the incidents of violence that have occurred in the classroom, sorting out the different types of violence. The researcher will collect the reports and will



classify them according to the class groups, those who do not have physical education classes, those who have two physical education classes per week and those who have four physical education classes per week.

The validated questionnaires, California School Climate and Safety Survey-Short form by Álvarez García, David, et al. (2011) and School Violence Questionnaire-Revised by Furlong, Michael J., et al (2005), will be used to collect the 1,200 valid surveys. Of these, 600 were completed by boys, while 600 were completed by girls, aged 6-12 years, corresponding to 2 schools.

#### **4.5 DATA PROCESSING METHODS**

Data analysis in qualitative research is an analytical process, with intuitive foundations, aimed to give an interpretation and meaning to the phenomenon that is being studied (**Gibton, 2001**). Context analysis is a systematic method of analyzing texts using clear and well-known rules that create a limited number of distinct categories. The purpose of the context analysis is to reach a thorough and comprehensive understanding of the phenomenon under the study, with the aim of identifying the basic structures underlying the phenomenon (**Ben Simon, 2016**).

After interviewing and recording, the texts will be transcribed. Afterwards, the researcher will find common categories using the bottom-up approach. Adjustments will be made from the categories, to which the discussion will be written while identifying the congruence of the field findings and the theory. The search for a similar, but more inclusive and flexible principle creates not only an intersection between the researcher and the text, but also an intersection of the texts themselves, in a way that expands the understanding of the phenomenon being studied (**Dushnik, 2011**). Collecting the information from the documents will make it possible to obtain references or to contradict the teachers' statements in interviews.

#### **4.6 STUDY ETHICS**

Teachers will be asked to sign their consent to participate in the study before the interview begins after the researcher explains the purpose of the study and undertakes to shelve the findings after the study is completed. Teachers will also consent to the recording of the interviews. All the interviews will be conducted anonymously, and a code will be used to prevent teacher identification. The documents be marked using a code that would prevent the identification of the authors.

The researcher will conduct the interviews, there will be no prior acquaintance between him and the teachers. The two schools chosen to participate in the study. The researcher, except to

the consent of the school principals, to perform the research in their schools, will not recognize them. Also, there will be no acquaintanceship between the teachers and the researcher, and there will be no effect of the participation in the study, on the teachers.

The interviews will take place in the school, in a quiet room during teaching hours, in coordination with the teachers.

The documents will be filled out and collected by school administration personal, who will express willingness to assist with the research. This person will be appointed by the school principal without prior acquaintance with the researcher.

# Analysis of the results



## CH.5 ANALYSIS OF THE RESULTS

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### 5.1 Analysis of results

This chapter deals with statistical and analytical content treatment of interviews related to study questions and the results were as follows:

- **The main question**

Does the physical and sports education class play a role in reducing school violence among school students?

Under this question there are other sub-questions.

\* Does the physical and sports education class play a role in reducing school violence among students?

\*How does physical and sports education improve student relations?

\* What is the role of a physical and sports education teacher in reducing violence in school?

\* Are there plans at the Ministry of Education to activate physical and sports education classes in order to reduce violence among students?

In order to answer the questions, the demographic data is analyzed in part one and the school vision, school academic goals and behavior goals are analyzed in part two.

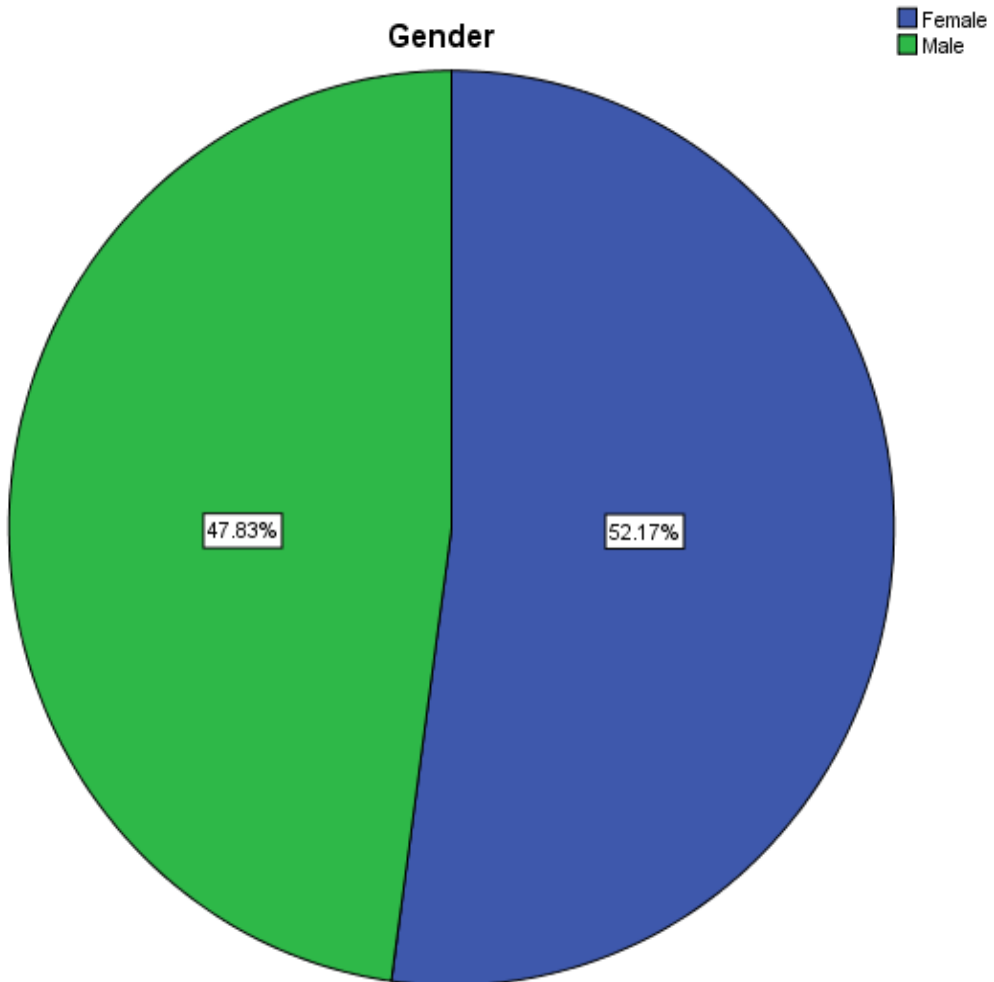
#### **Part One:**

- **Sample characteristics:**

Here are some demographic data about respondents, number of teachers of male school was 12 teachers, but there was one teacher withdraw because of Covid-19 pandemic. The female teachers were 12 teachers which all of their responses had taken in the analysis as shown in table (2).

### Gender (2)

	Frequency	Percent
Female	12	52.2
Valid Male	11	47.8
Total	23	100.0

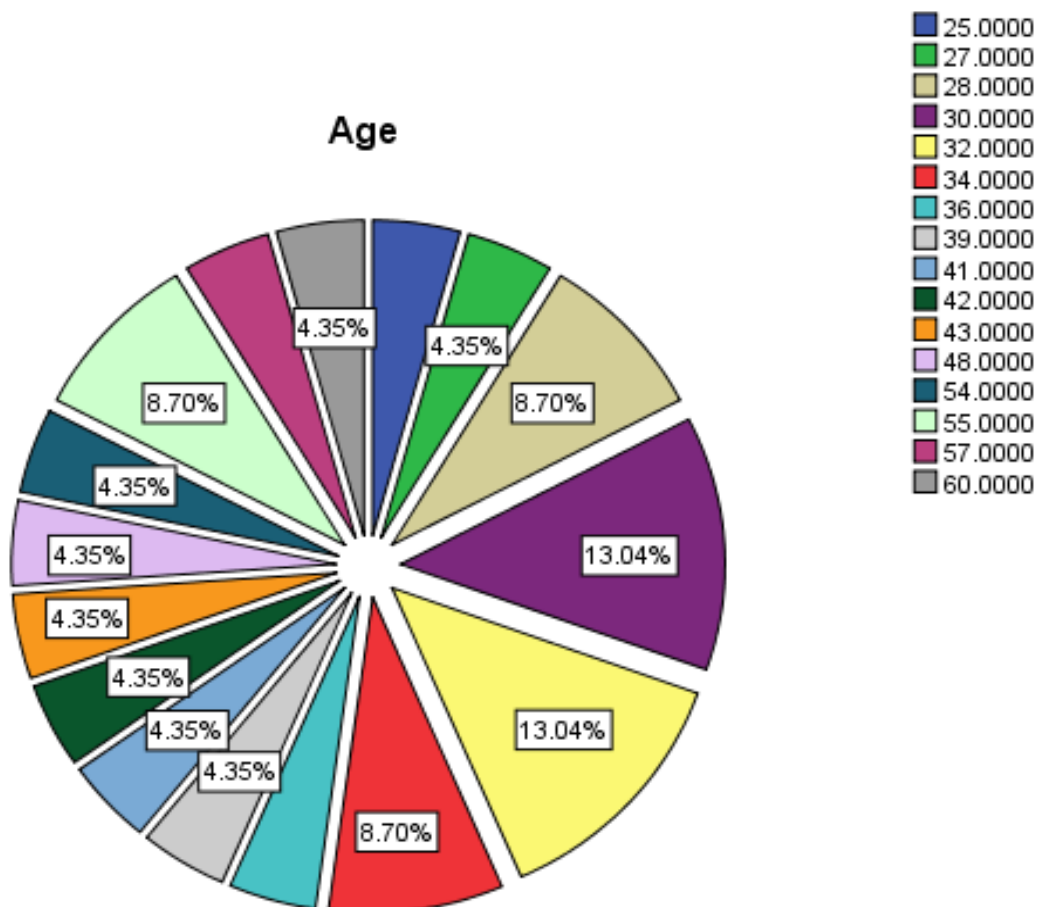


### Age (3)

#### Statistics

N	Valid	23
	Missing	0
Mean		38.782609
Median		34.000000
Mode		30.0000 <sup>a</sup>
Skewness		.703
Std. Error of Skewness		.481
Kurtosis		-.888-
Std. Error of Kurtosis		.935
Minimum		25.0000
Maximum		60.0000

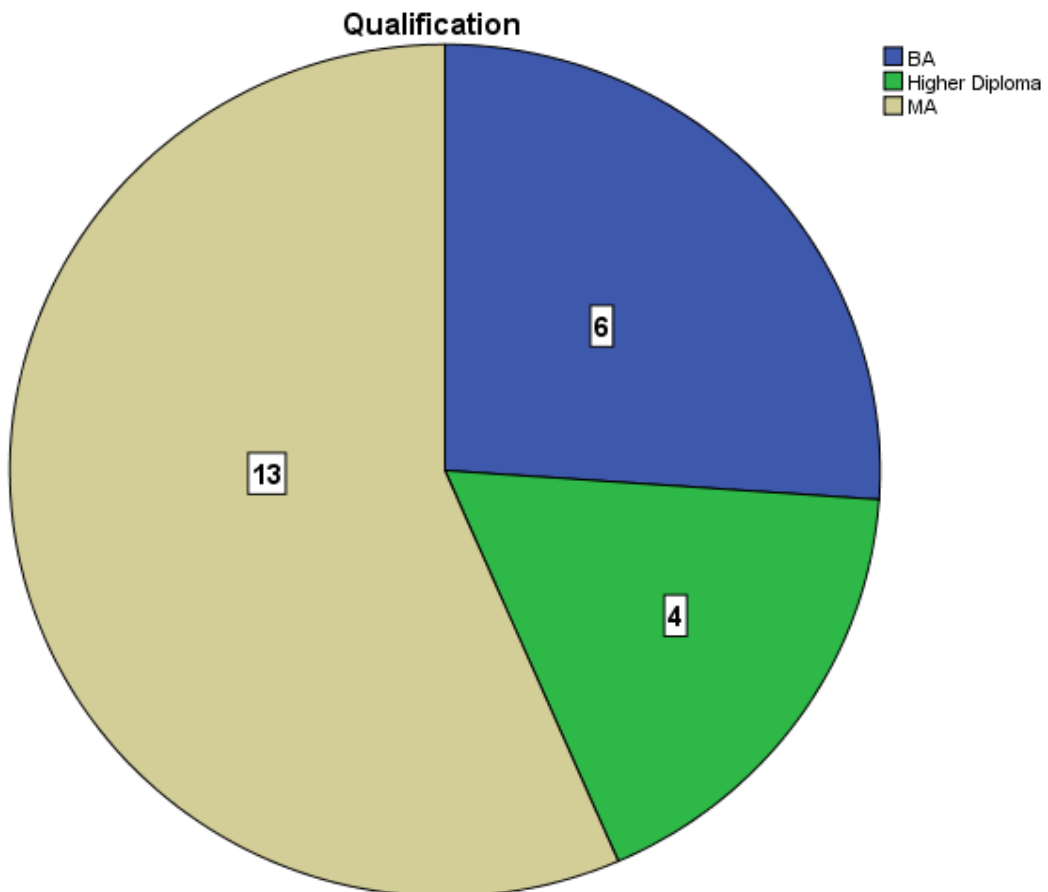
a. Multiple modes exist. The smallest value is shown



### Qualification (4)

#### Qualification

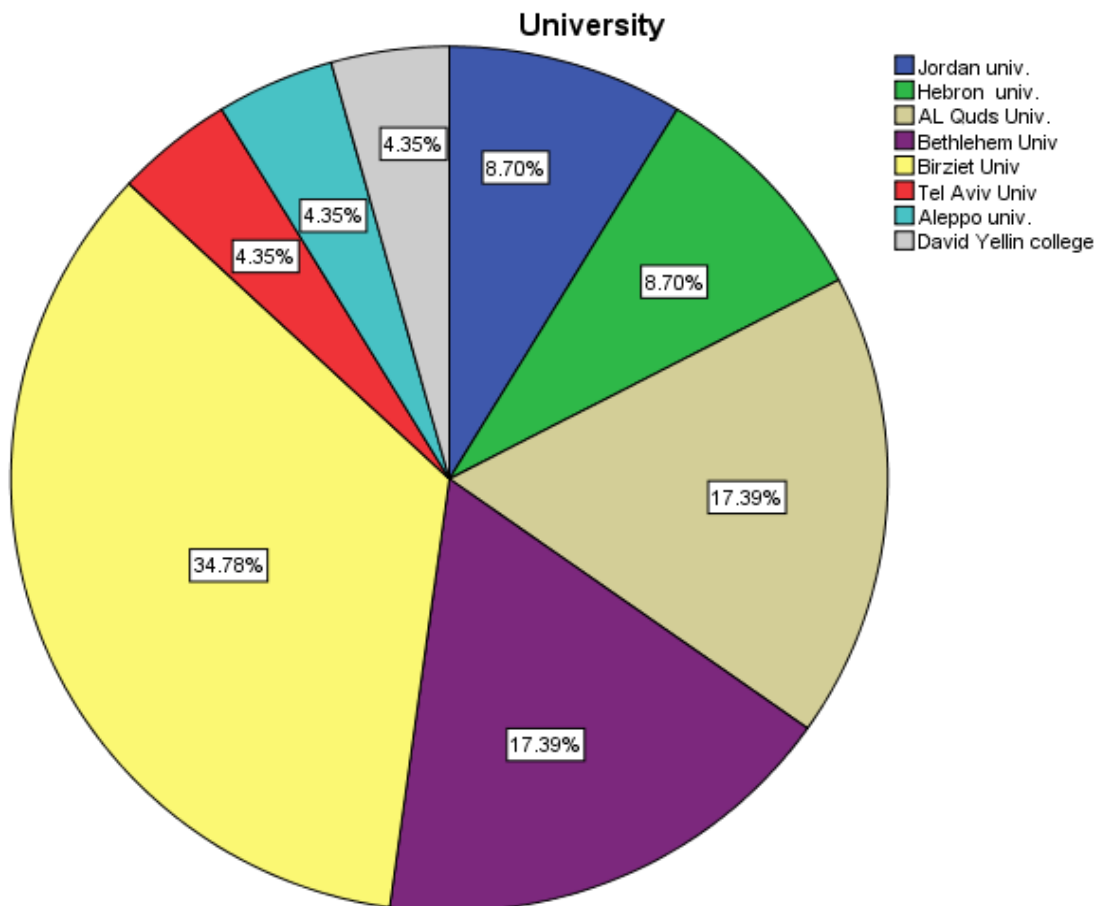
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BA	6	26.1	26.1	26.1
Higher Diploma	4	17.4	17.4	43.5
MA	13	56.5	56.5	100.0
Total	23	100.0	100.0	





### Teacher's University (5)

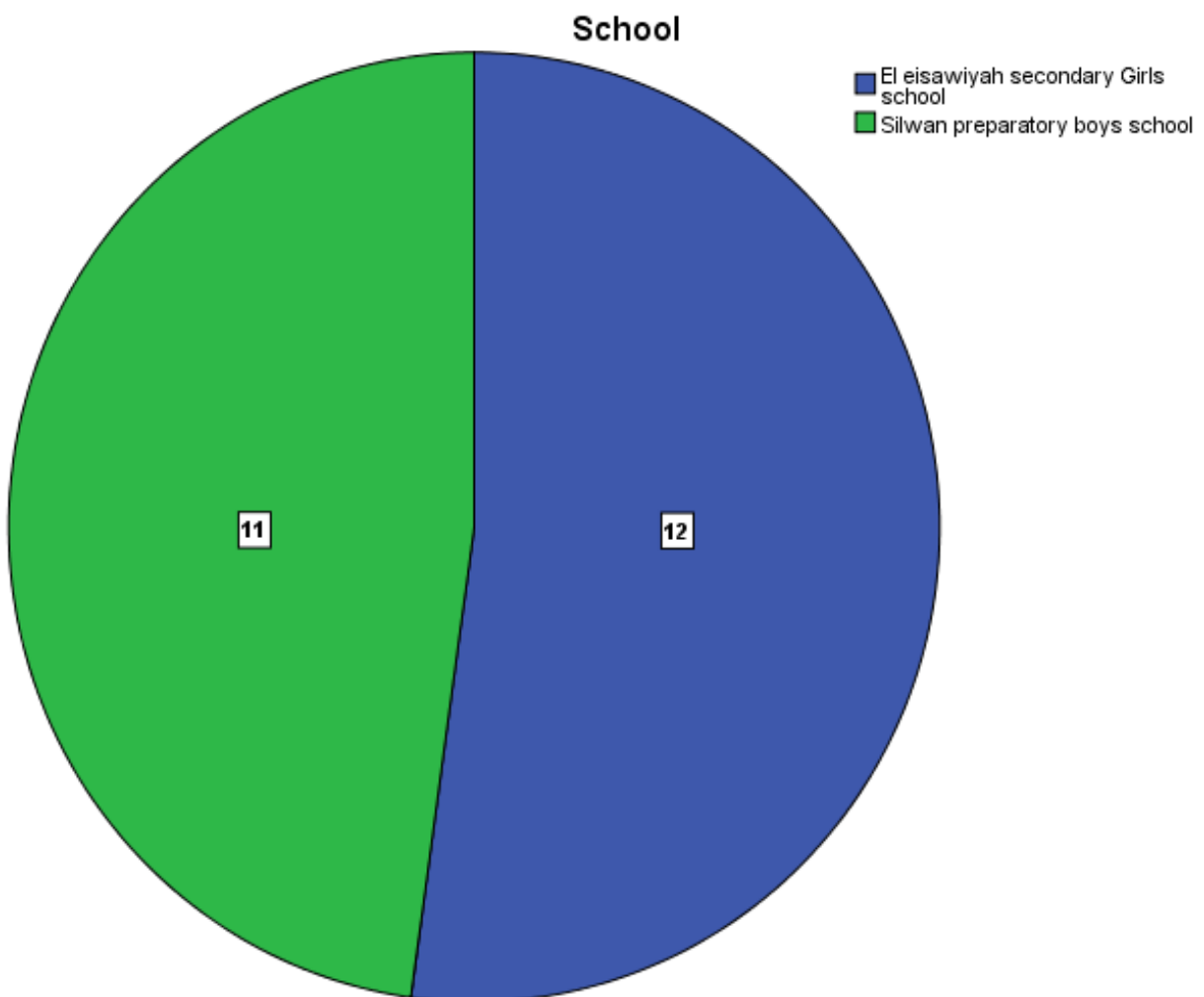
	Frequency	Percent	Valid Percent	Cumulative Percent
Jordan University	2	8.7	8.7	8.7
Hebron University	2	8.7	8.7	17.4
Al Quds University	4	17.4	17.4	34.8
Bethlehem University	4	17.4	17.4	52.2
Valid Birzeit university	8	34.8	34.8	87.0
Tel Aviv university	1	4.3	4.3	91.3
Aleppo University	1	4.3	4.3	95.7
David Yellin College	1	4.3	4.3	100.0
Total	23	100.0	100.0	



### School (6)

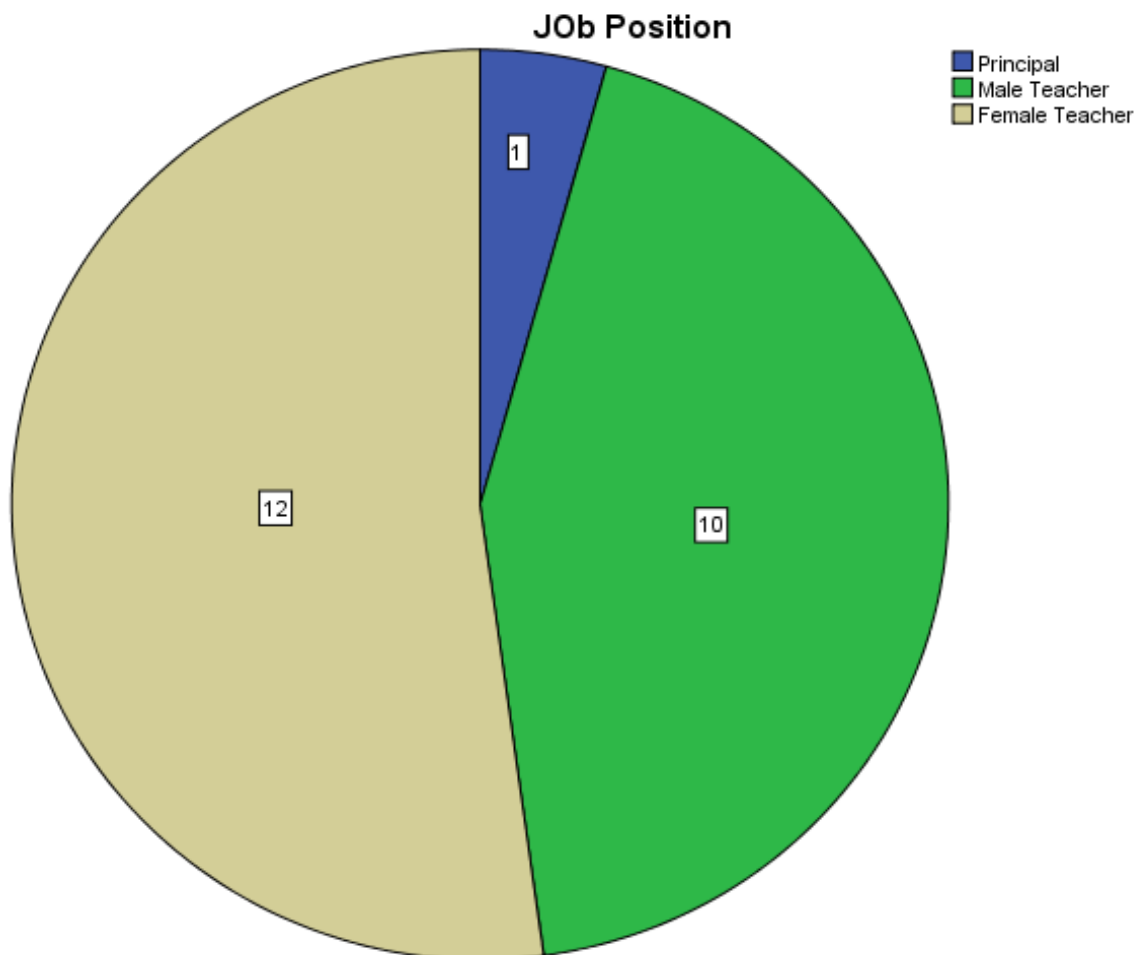
School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid El eisawiyah secondary Girls school	12	52.2	52.2	52.2
Silwan preparatory boys' school	11	47.8	47.8	100.0
Total	23	100.0	100.0	



Job Position (7)

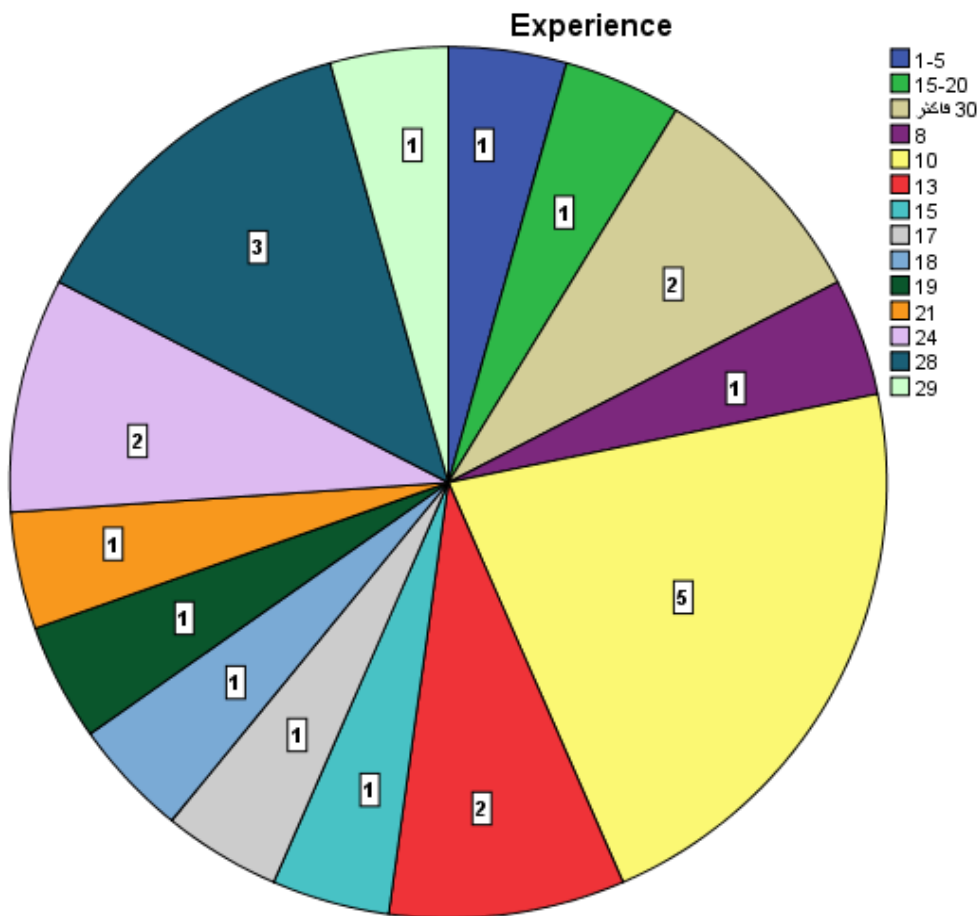
	Frequency	Percent	Valid Percent	Cumulative Percent
Principal	1	4.3	4.3	4.3
male Teacher	10	43.5	43.5	47.8
Valid Female Teacher	12	52.2	52.2	100.0
Total	23	100.0	100.0	



Experience (8)

**Experience**

N	Valid	23
	Missing	0
Mean		15.39
Median		13.00
Mode		10
Skewness		.268
Std. Error of Skewness		.481
Kurtosis		-1.070-
Std. Error of Kurtosis		.935
Minimum		1
Maximum		29



- **Part Two:**
- **Vision:**

Teachers show that they are well know their school visions.

“Building a distinguished student who is able to communicate with others within a safe environment and possesses the skills to keep pace with technological progress and the skills of the 21st century, and believes in equality and the rule of law within a renewed school framework that meets his needs.

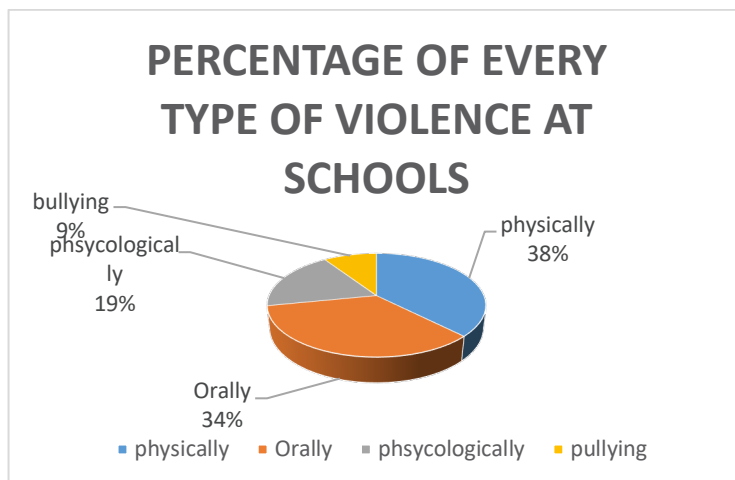
The school also seeks to show and highlight the students' talents capabilities and refine them, especially in the scientific and sports fields, supporting student’s personality as a future participant to integrate with society in an effective way. And creating a generation that is academically, educationally and socially conscious, and to raise a generation of citizens who have the ability to launch the society in which they live. Responsibly reinforced by culture and life skills, accepting others and have the ability to face the future and its challenges”.

It is clear that the vision of two schools have trends to reduce violence between students. It is mentioned in each vision that building communication skills and safe environment at schools. In addition, building social relations, brotherhood and friendship between students.

This part discussing the violence types and it reasons according to teachers’ opinion.

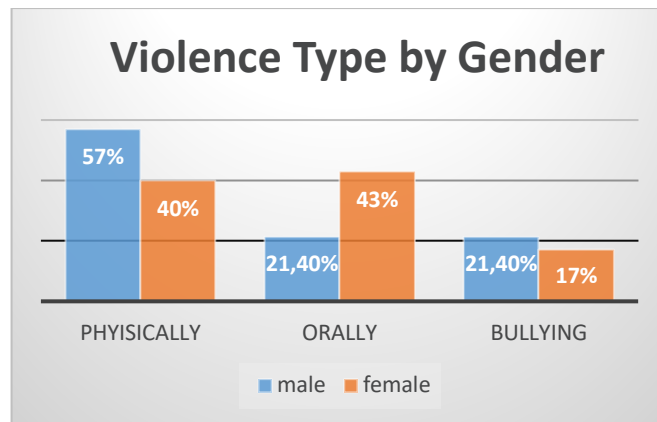
**1) A: Percentage of every type of violence at schools**

(9)



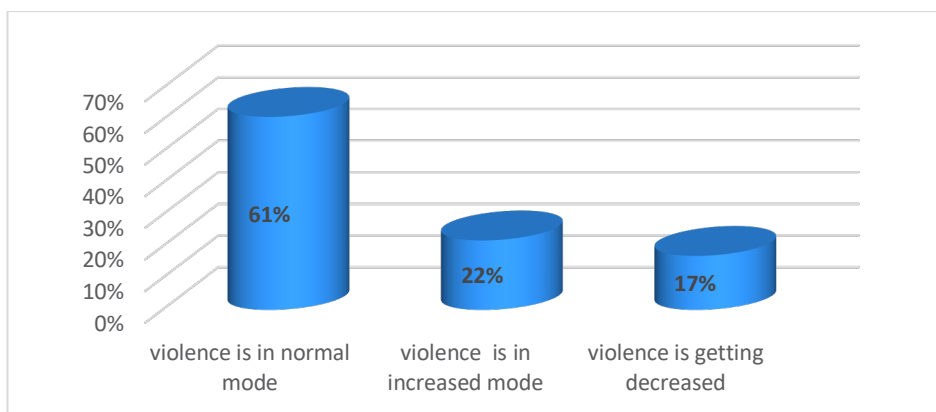
**1) B: Violence Type by Gender:**

(10)



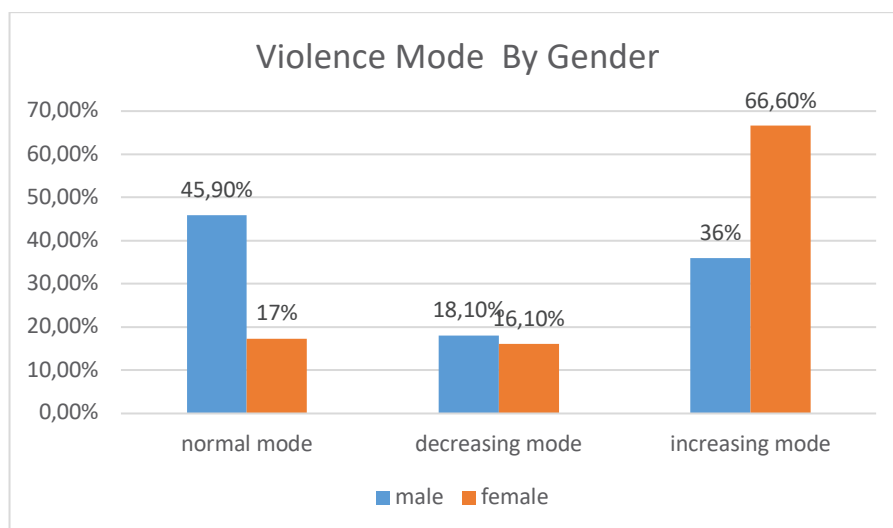
**2) A: Percentage of violence at school according to teachers' opinion**

(11)



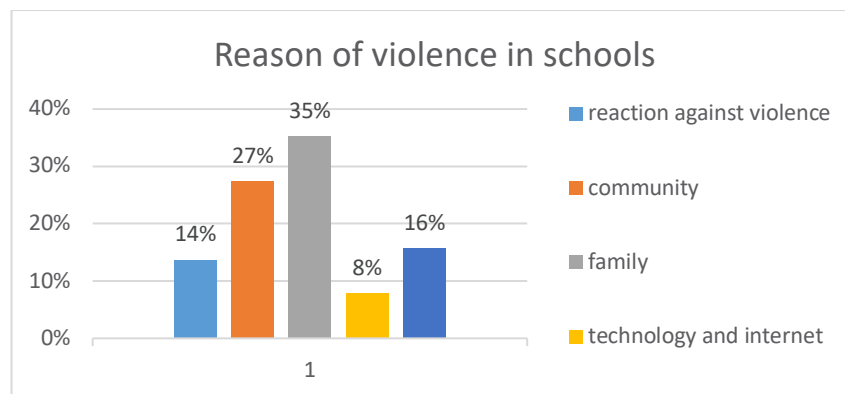
**2) B: Percentage of violence Mode by Gender:**

(12)



### 3) Reasons of violence:

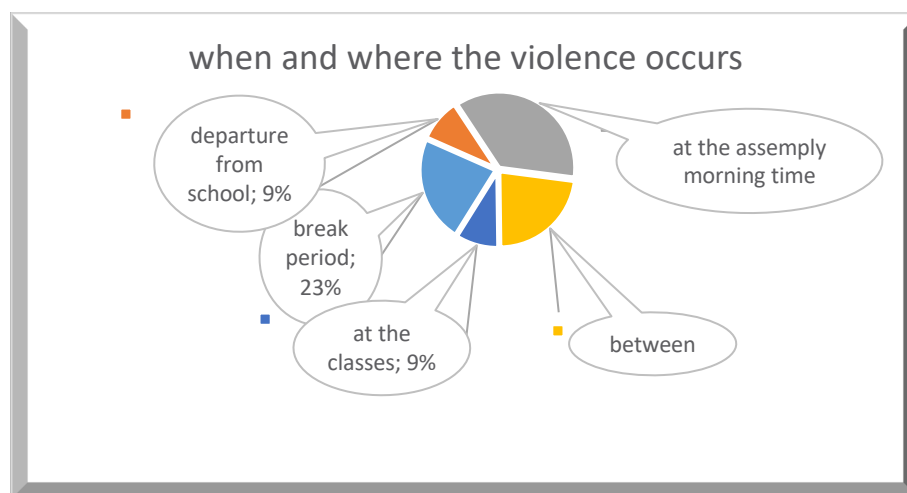
Reason of violence in schools  
(13)



- 1- Family upbringing and domestic violence
- 2- Disintegration of the family
- 3- Socialization in the community
- 4- The economic and living conditions of the family
- 5- The security and political situation in Jerusalem
- 6- Mood and violent reaction
- 7- Bullying
- 8- Internet games and technology
- 9- violent films in the media.

### 4- When and where violence occurs

(14)



- 1- When students gather at the morning.
- 2- School departure times.
- 3- At times of Break, students gather in the yard.
- 4- Sometimes in between classes.
- 5- In classrooms and pathways.

### **5- How to solve the problem:**

Through direct intervention in resolving disputes. communicating with community leaders, depending on the social relationships between the school and parents. The intervention of the educational counselor, supervisor, and class educator is requested.

Among students, problems are simple among students of this age group, and they are controlled. But in some cases, it is necessary to communicate with parents, and especially some of the problems that can be solved through them. Holding individual sessions with students who have violence, and we are working to make them aware of the dangers of this behavior. Trying to find out the reasons of such behavior and working to help students get rid of it.

#### **A- Steps to solve the problem:**

- 1- Direct intervention, conflict resolution, mitigation of tension and preventing quick reaction.
- 2- Physically keeping students away.
- 3- Working to calm the two parties.
- 4- Holding individual sessions with the problem parties.
- 5- Knowing the causes of the problem.
- 6- Understanding the causes of the problem
- 7- Attempting to solve the problem and bring points of view closer.
- 8- Encouraging dialogue between them. The problem is solved amicably through dialogue.
- 9 - Influencing both parties in terms of the moral and ethical aspects, and spreading the spirit of brotherhood and cooperation among students.
- 10- Solving the problem in a fair way based on dialogue, tolerance and brotherhood.
- 11- Other parties' intervention according to the nature and severity of the problem, such as the social counselor, psychological counselor, class educator, class center, school director and parents.
- 12- Address the violent instantaneous behavior and continue to address the aggressive behavior.
- 13- Take appropriate punitive measures so that there is justice for both parties and in accordance with the laws and the school system.



14- There are methods for dealing with violence that depend on different projects and programs to reduce violence that depend on rehabilitation and solving problems between students inside and outside the school.

15- By conducting activities that would increase acceptance and cooperation for others.

16- Depriving students from a sports class if they behave in a violent manner.

17- There is a tendency to eliminate violence through counseling and meetings, and to convey the message that aggressive behavior is rejected.

**B- There are mechanisms for solving problems of violence among students:**

Meeting with the parties to the problem and talking to them, giving each party the right to clarify his point of view and the right to express his opinion, in an attempt to find out the causes of the problem, then communicate with the concerned school staff, and communicate with parents and community leaders if there is a relationship to the problem with other parties outside the school.

Supervision by teachers and administration contributes to reducing the percentage of problems among students, and one of their duties is to provide safety and security for his students.

We prevent banter and physical contact between students. Coordination with parents in case of taking certain action to relieve tension.

Implementing activities with psychological and social counseling. Holding dialogue meetings and activities working to spread the spirit of brotherhood and cooperation. Work to reinforce positive behavior through a sport class, or a dumping class. Promoting the positive aspects and working to bridge the gap in viewpoints, creating a feeling among students of a fair solution between them, and emphasizing that there is a penalty that must be taken after every violent behavior.

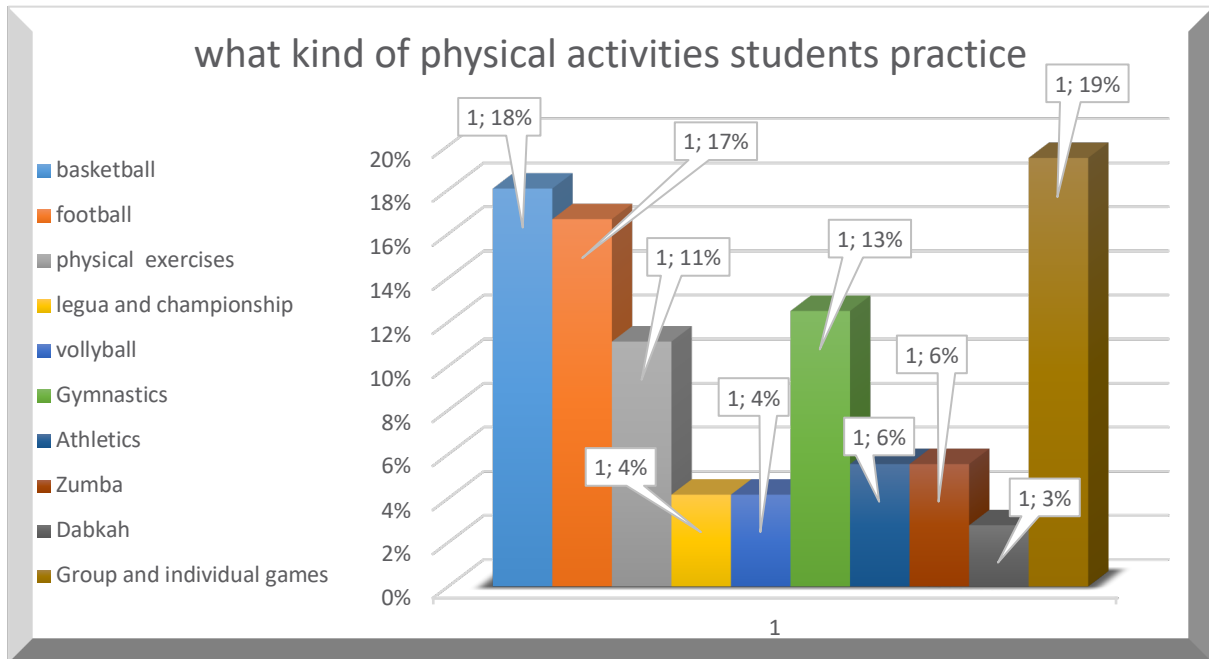
**6- What kind of physical education activities do students at school:**

There are morning sports activities during school time and after school, in addition to the programs from the ministry such as the challenge program and the empowerment and rehabilitation program.

Students love sports and sports activities, as they work to discharge their energy through useful and targeted activities to refine their personalities, such as holding matches between classes, and this works to occupy students in sports events that are of high interest to them and

work to reduce friction between them and reduce the proportion of problems in the school and beyond, In addition, these activities work to build good social relations between students and create friendship between them, and it is worth noting that there are winter games in designated halls and other sports facilities such as a fitness hall, football fields, basketball and volleyball.

(15)



### 7- Activities after schools:

There are projects and programs in the educational center that will motivate students to join these activities and programs, and these activities are within the empowerment and rehabilitation program, in which the student practices various activities with community institutions,

These projects are devoted to sports activity for after-school students, within the activities of the school's educational center, and these activities would work to develop skills and talents through activity and sports classes, and it is noticeable that these sporting events and activities constitute an incentive to turn to the center and join it.

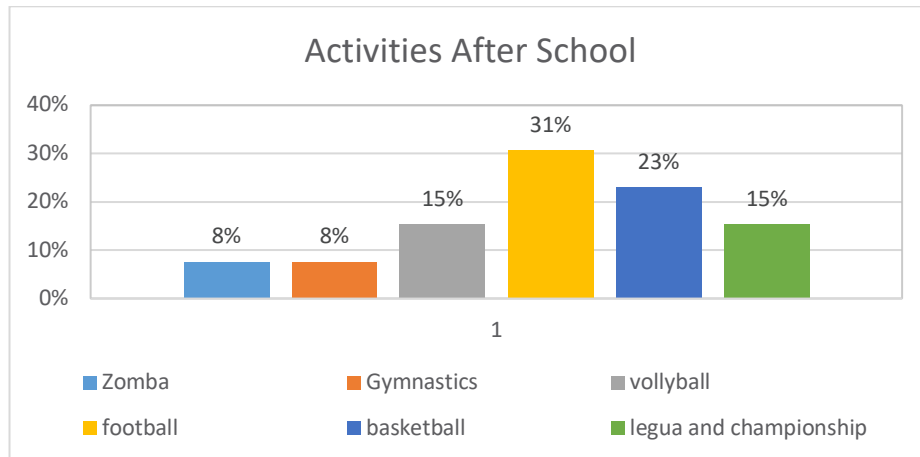
There are also other programs, such as the Perah project and the Capoeira project, through which students carry out adventures, excursions and sports tracks, while the empowerment and rehabilitation project, through which we can modify behaviors and stimulate students' motivation towards belonging to the school and commitment of learning,

Sports activities practiced by students after school are:

Football is the most popular game played by students, followed by basketball, then volleyball and tennis, which are group games, and matches are held between different teams after school, and there are other activities such as zumba and fitness activities that help the student to relax and empty the stress.

**The diagram showing every percentage**

(16)



Sports activities work to alleviate problems, and becomes popular, which has earned them values, skills, positive attitudes that promotes proper behavior.

There is an effect in reducing the level of violence in the school through the participation of physical education teachers in modifying negative behavior such as violence.

This works to occupy students in sports events that constitute a high interest for them. So, it works to reduce differences between them and reduce the proportion of problems in the school and beyond, as well as sports activities work to build good social relations between students and create friendship between them, and work to find commonalities between students and increase the level of cooperation and familiarity among students. As well as the role of physical education teacher in preparing a program to meet individual differences, as individual and group sports activities. Sports activities have also contributed to reducing school dropout rates, both internal and external.

It is noticeable that there is a big difference between before and after the sports class, so that the mood of the students is calmer, and with regard to the morning session, it is very useful because it increases the vitality and activity of the students, as well as the diversity of sports activities in the school that works to refine the students 'personalities. In addition to it spread fun and active participation among students. There is an opportunity to learn morals and

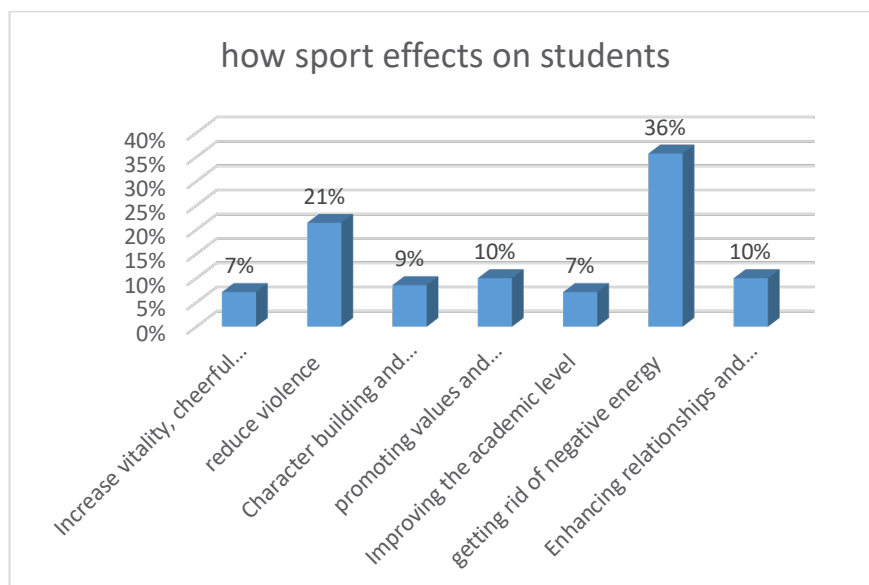
commitment, and sports activity invests students' energies and directs their attention to positive things instead of wasting time on negative things and behaviors.

It should also be noted that the absence of a clear plan for the sport class would increase violence among students, as it is necessary for guidance and follow-up from teachers during the sport class. Therefore, it is imperative to invest the sport's share and participate in it as a form of physical reinforcement to guide students' behavior and modify them from through the link between practicing these behaviors and participating in sports activities.

In sports, student learn morals and commitment. We find the student after the sport class is calmer than before the physical education class.

The morning sports activity has a great impact on the activity and vitality of the students. Sports activity invests the students' energies and directs their attention to positive things instead of wasting time on negative things and behaviors. It provides an opportunity to invest and empty energies in positive and beneficial matters. Sports works to find commonalities among the students and increases the level of cooperation and familiarity among the students. The sport class discharges energy for the students. The link between students' behavior and participation in these activities that are popular with them.

**How sport effects on students (17)**



- **The Effects of sport on Violence:**

Sports activity has greatly contributed to reducing violence among students and in the school in general. The sport class helps a lot in discipline and positive behavior, because sports activities help the student to unload their energies and direct them in the practice of sports, it

is noticeable that sports activities provide honest and beautiful competition which It positively affected the student's behavior, achievement and distinction, which motivated the student to correct his behavior and deal in a sporty spirit with his colleagues away from violence.

Sports creates a kind of moral commitment for the student so that interaction colleagues became positive at all times, besides that school's state of excellence in sports activity has raised our school reputation, and made a good example among students, which drives them to be committed and disciplined, and thus we have reduced violence to great extent among school students.

The reduction of violence after practicing physical education activities so students need to relax; especially since they have practiced activities that increase fun and happiness after the session of sports activity. In the long term this is to acquire the skills of self-control, focus and self-management and the various social skills, so it is necessary to increase the classes of sports because it helps a lot in reducing violence, as sports work to enhance the positive behaviors and achievement of students, refine behavior and reduce their negative energy.

Students' interest in sports activity and registration in the after-school educational center has been noticed, that there are many students' desirable behavior have been observed, such as acceptance among students, harmony, acceptance of the opinion of others and respect for others. In addition, there are many benefits gained from increasing students' participation in sports activities, especially the share of sport, in that it can be invested in teaching other knowledge, not just sports skills, by finding complementarity between sports and other topics.

- **Research experiment and its conclusions:**

The experiment was making comparison between El Esawiyah girls' school with Silwan boys' school, each class at female school take one period of physical education each two weeks, but in the male school each class takes two periods of physical education each week.

We notice that there are differences in violence rates in two schools by comparing the responses of the teachers at each school as shown in chart (10) and chart (12).

We find that the amount of physical education classes effects on violence reduction.

The more sports activities physical education classes, the more positive impact on violence in terms of reducing it, because the student has excess energy, that we empty it in proper educational methods. It can have a positive effect on the school and on the student himself, and

it has an effect in the school but it gives an indication; it increases affiliation and increases social relations between students themselves.

This result raises boys school reputation among the community like hardworking students in schools and athletic excellence.

School staff influence students for scientific and sports excellence and raise interest in science along with sports excellence, talents and skills, use of sports. A very positive element in marketing for the name of the school and this led to an increase in the number of classes in Silwan School, and an increase in the number of its students.

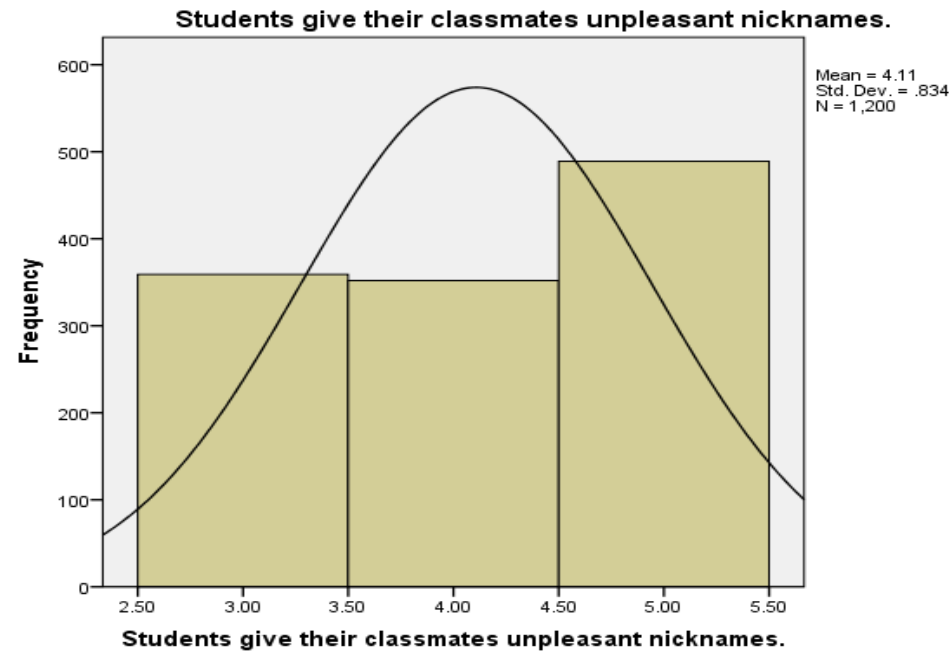
- **Part three:**

The students' answers to the questions posed in the surveys

**Table 1**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question First
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	Percentage	percentage	Percentage	
Frequently	0.83	4	0	0	359	352	489	Students give their classmates unpleasant nicknames
			0	0	29.9	29.3	40.8	

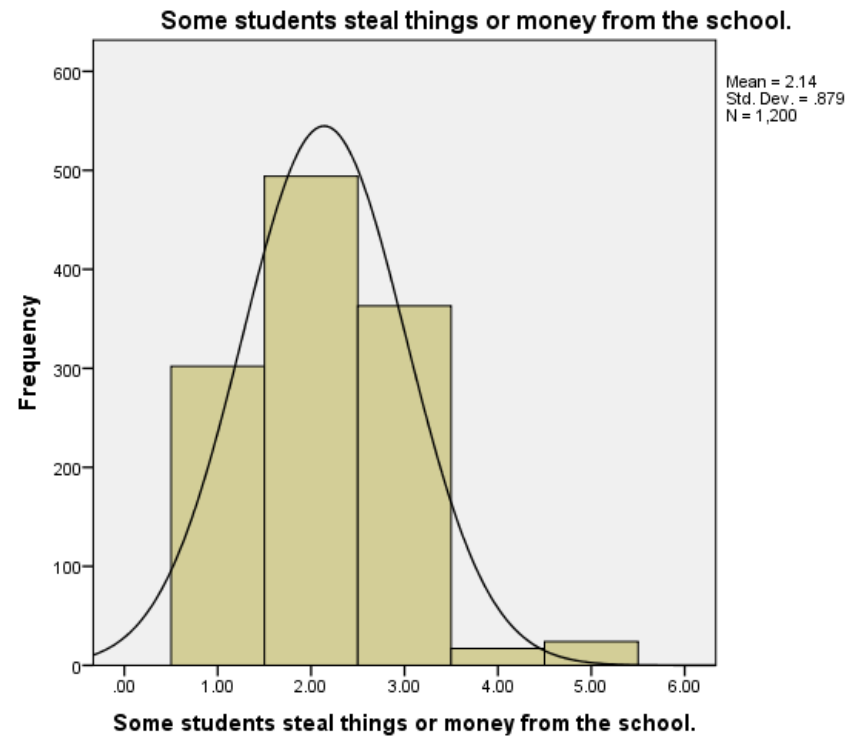
Based on the previous table, it is clear that paragraph No. (1) "Students give their classmates unpleasant nicknames" came with an arithmetic average of 4, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Frequently.



**Table 2**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Second question
			N° students	N° students	N° students	N° students	N° students	
			Percentage	percentage	Percentage	percentage	Percentage	
Rarely	2.14	2	302	494	363	17	24	Some students steal things or money from the school.
			25.2	41.2	30.3	1.4	2	

Based on the previous table, it is clear that paragraph No. (2) " Some students steal things or money from the school" came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.

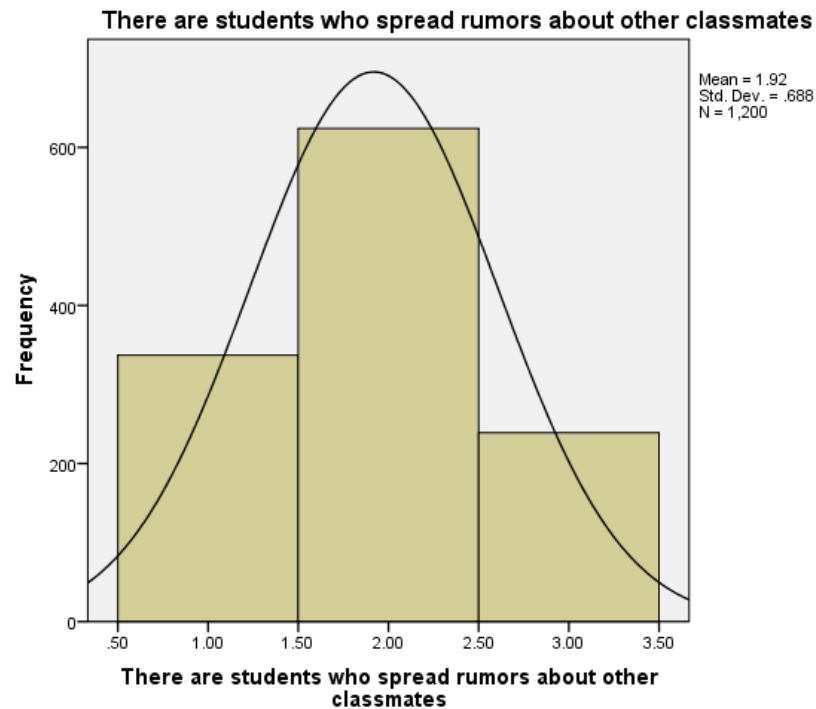




**Table3**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question Third
			N° students	N° students	N° students	N° students	N° students	
			Percentage	percentage	Percentage	percentage	Percentage	
Rarely	1.92	2	337	624	239	0	0	There are students who spread rumors about other classmates
			28.1	52.0	19.9	0	0	

Based on the previous table, it is clear that paragraph No. (3) " There are students who spread rumors about other classmates" came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is rarely.

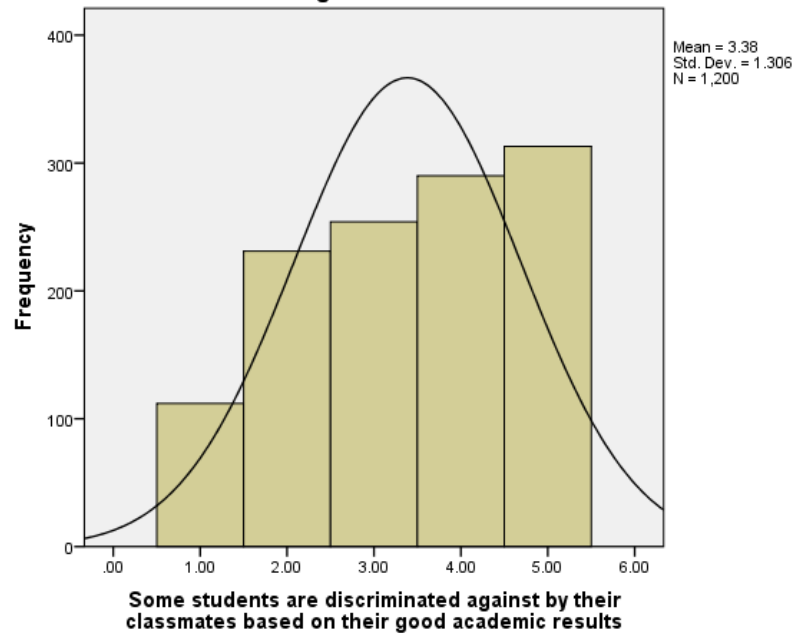


**Table 4**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question Fourth
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	Percentage	percentage	Percentage	
Frequently	3.38	4	112	231	254	290	313	Some students are discriminated against by their classmates based on their good academic results
			9.3	19.3	21.2	24.2	26.1	

Based on the previous table, it is clear that paragraph No. (4) " Some students are discriminated against by their classmates based on their good academic results " came with an arithmetic average of 4, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Frequently.

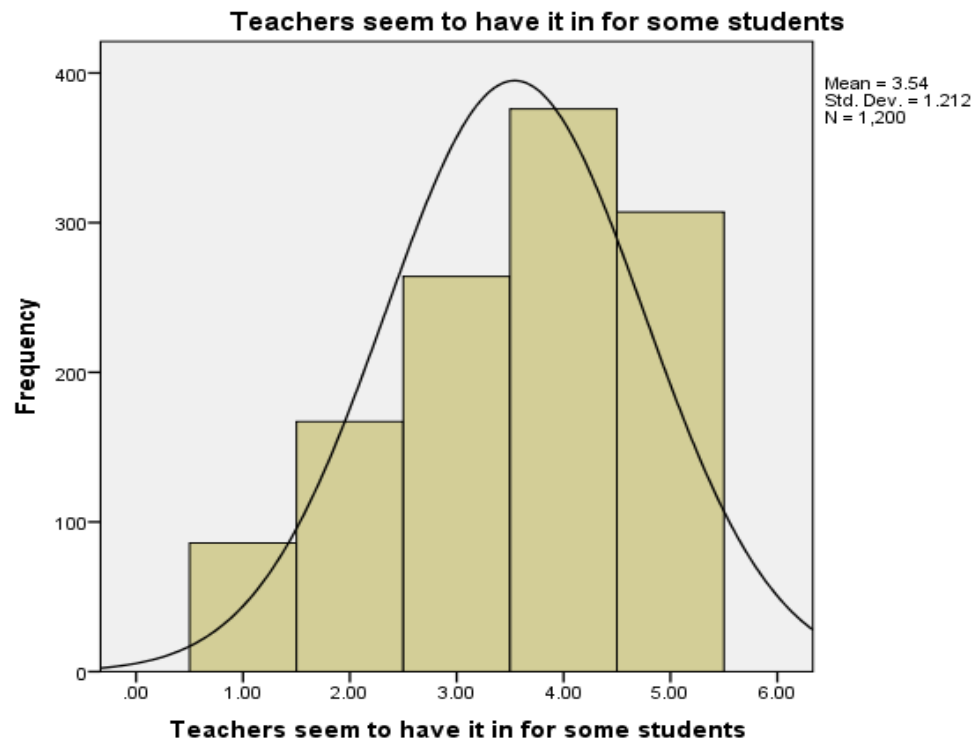
**Some students are discriminated against by their classmates based on their good academic results**



**Table 5**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question Fifth
			N° students	N° students	N° students	N° students	N° students	
			percentage	Percentage	Percentage	percentage	Percentage	
Frequently	1.21	4	86	167	264	376	307	Teachers seem to have it in for some students
			7.2	13.9	22	31.3	25.6	

Based on the previous table, it is clear that paragraph No. (5) " Teachers seem to have it in for some students " came with an arithmetic average of 4, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Frequently.

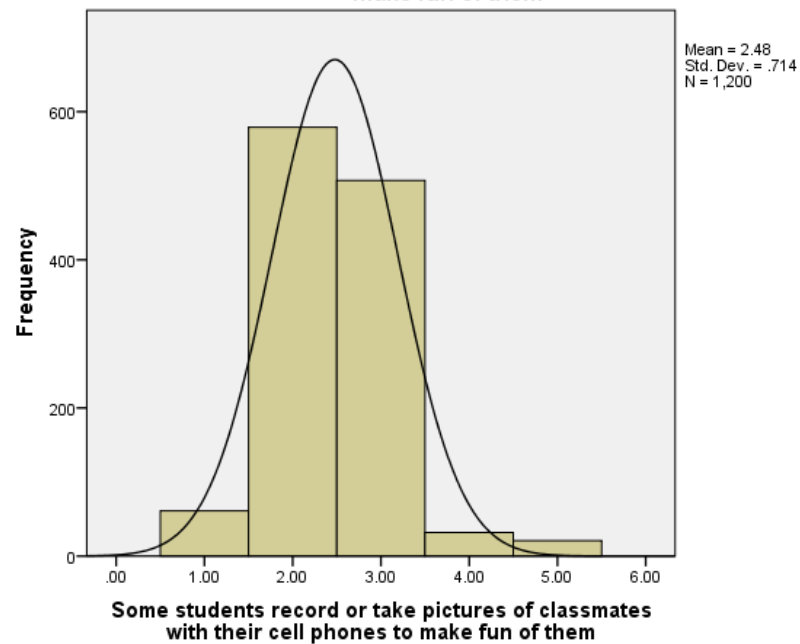


**Table 6**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question Sixth
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	Percentage	Percentage	
Rarely	0.71	2	61	579	507	32	21	Some students record or take pictures of classmates with their cell phones to make fun of them
			5.1	48.3	42.3	2.7	1.8	

Based on the previous table, it is clear that paragraph No. (6) " Some students record or take pictures of classmates with their cell phones to make fun of them " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.

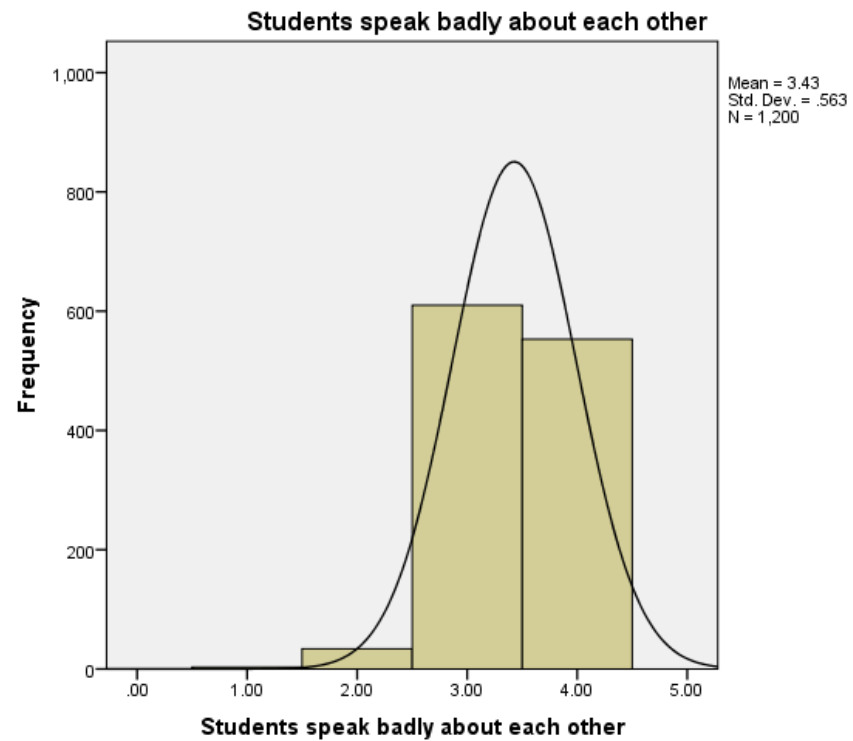
**Some students record or take pictures of classmates with their cell phones to make fun of them**



**Table 7**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question Seventh
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	Percentage	Percentage	
Sometimes	0.56	3	3	34	610	553	0	Students speak badly about each other
			0.3	2.8	50.8	46.1	0	

Based on the previous table, it is clear that paragraph No. (7) " Students speak badly about each other " came with an arithmetic average of 3, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Sometimes.

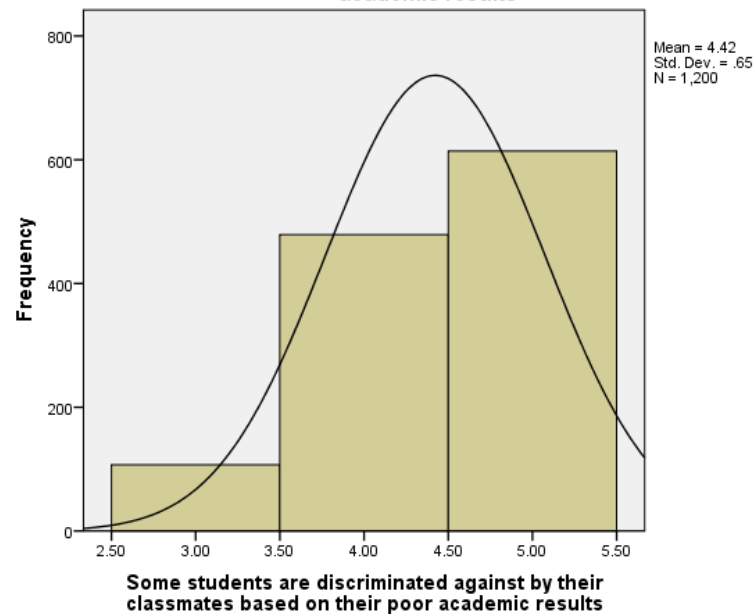


**Table 8**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question Eighth
			N° students	N° students	N° students	N° students	N° students	
			Percentage	percentage	percentage	percentage	Percentage	
Always	0.65	5	0	0	107	479	614	Some students are discriminated against by their classmates based on their poor academic results
			0	0	8.9	39.9	51.2	

Based on the previous table, it is clear that paragraph No. (8) " Some students are discriminated against by their classmates based on their poor academic results " came with an arithmetic average of 5, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Always.

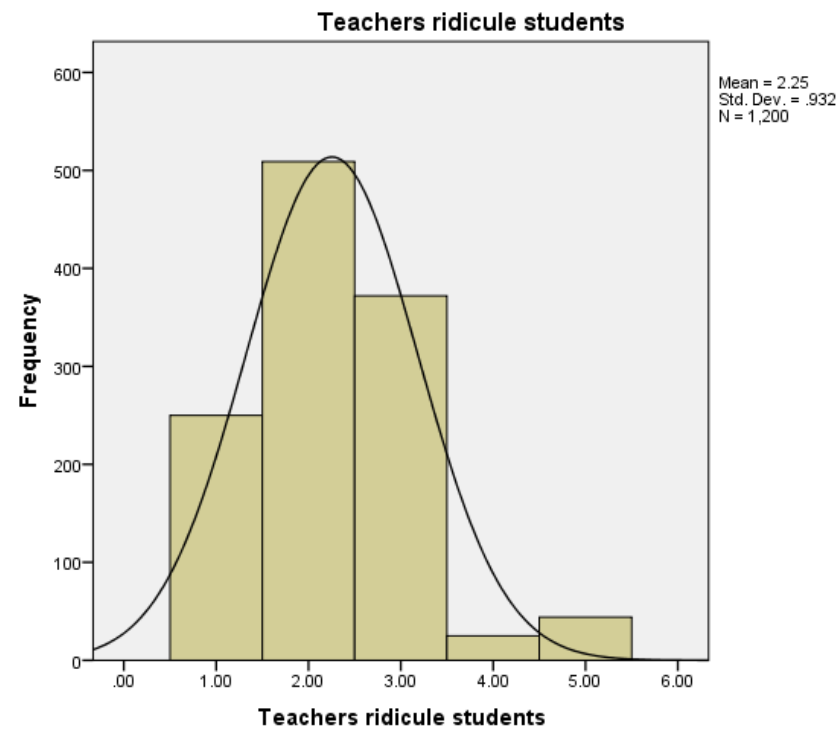
**Some students are discriminated against by their classmates based on their poor academic results**



**Table 9**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question Ninth
			N° students	N° students	N° students	N° students	N° students	
			Percentage	percentage	percentage	Percentage	Percentage	
Rarely	0.93	2	250	509	372	25	44	Teachers ridicule students
			20.8	42.4	31	2.1	3.7	

Based on the previous table, it is clear that paragraph No. (9) " Teacher's ridicule students " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.



**Table 10**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Tenth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	Percentage	percentage	
Rarely	0.77	2	237	420	543	0	0	Students disrespect their teachers in the classroom
			19.8	35	45.3	0	0	

Based on the previous table, it is clear that paragraph No. (10) " Students disrespect their teachers in the classroom " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.

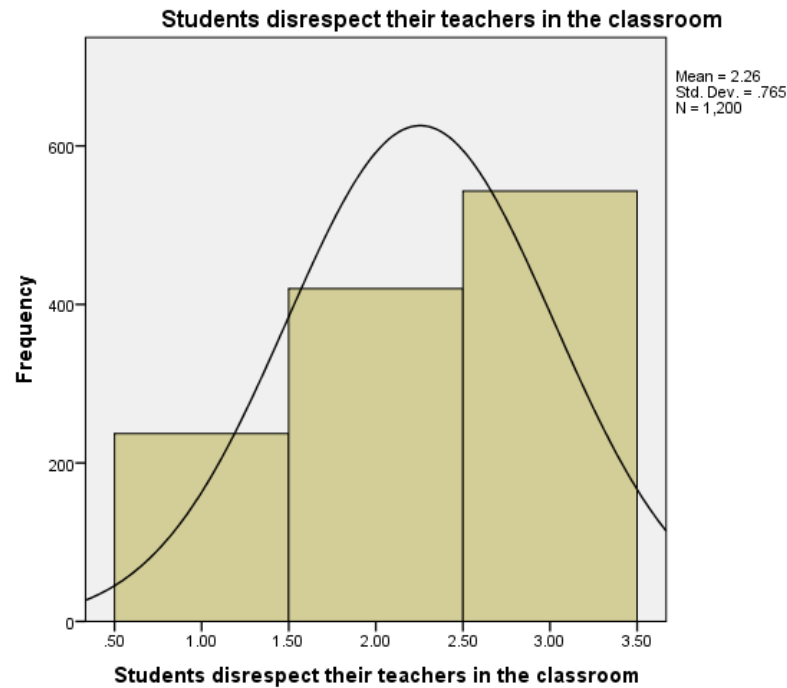




Table 11

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Eleventh question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	Percentage	Percentage	
Frequently	0.92	4	23	23	296	441	417	Students make it difficult for teachers to explain content in class because of their bad behavior
			1.9	1.9	24.7	36.8	34.8	

Based on the previous table, it is clear that paragraph No. (11) " Students make it difficult for teachers to explain content in class because of their bad behavior " came with an arithmetic average of 4, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Frequently.

Students make it difficult for teachers to explain content in class because of their bad behavior

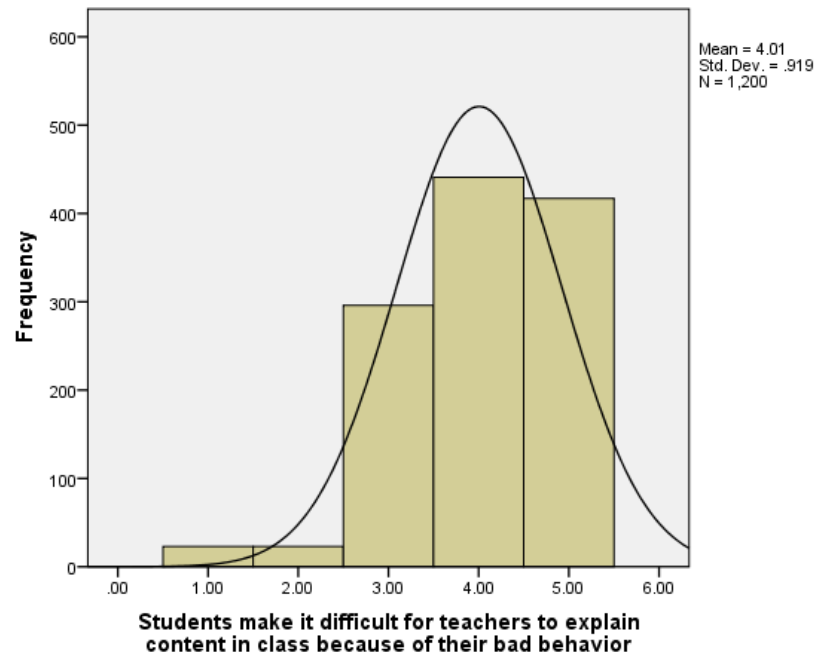


Table 12

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twelfth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	Percentage	percentage	Percentage	Percentage	
Sometimes	0.66	3	0	551	592	28	29	Teachers ignore certain students.
			0	45.9	49.3	2.3	2.4	

Based on the previous table, it is clear that paragraph No. (12) " Teachers ignore certain students" came with an arithmetic average of 3, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is sometimes.

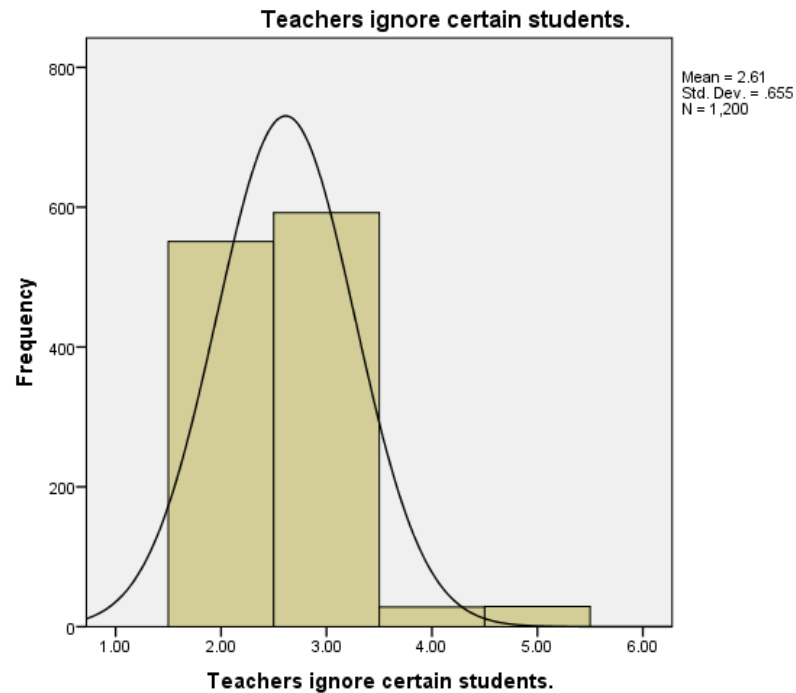
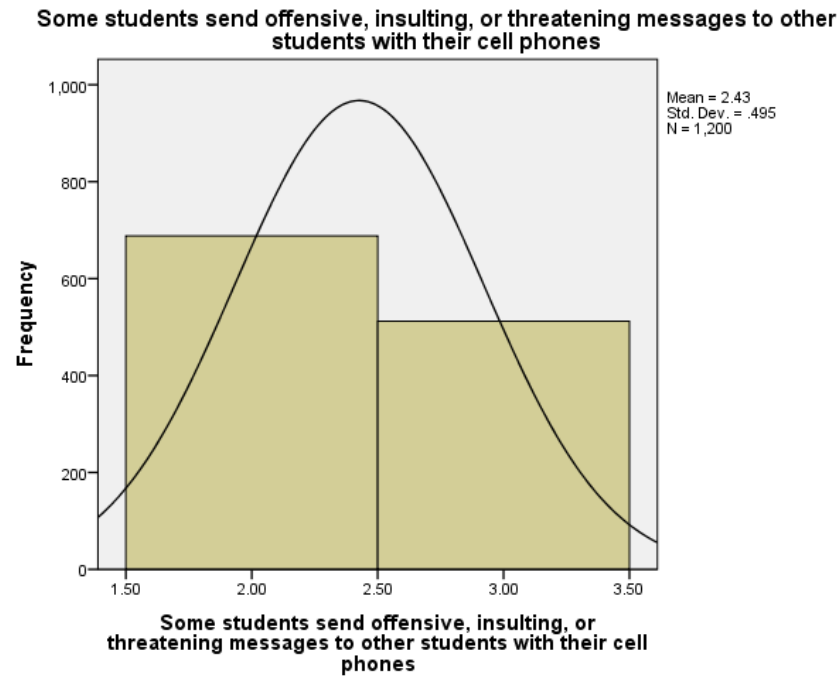


Table 13

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Thirteenth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	Percentage	percentage	percentage	percentage	
Rarely	0.49	2	0	688	512	0	0	Some students send offensive, insulting, or threatening messages to other students with their cell phones
			0	57.3	42.7	0	0	

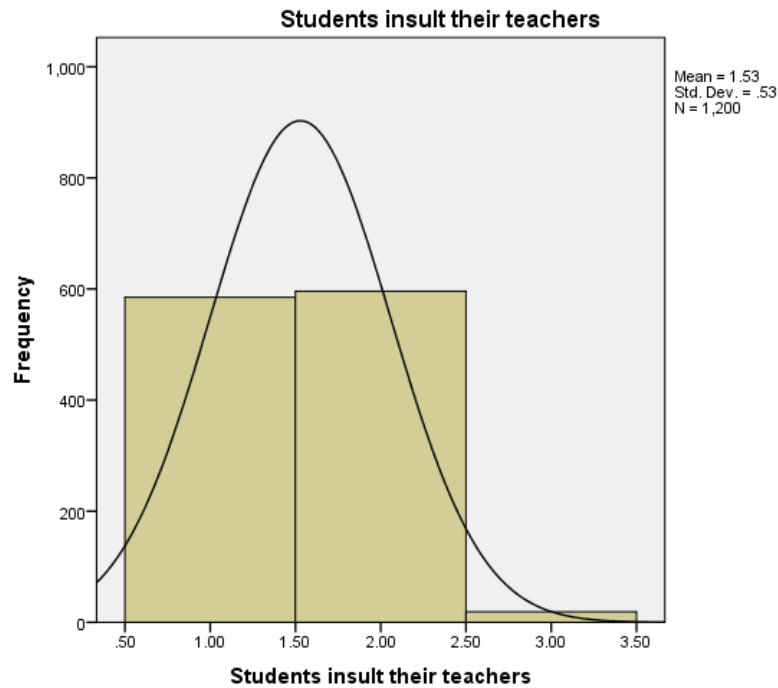
Based on the previous table, it is clear that paragraph No. (13) " Some students send offensive, insulting, or threatening messages to other students with their cell phones " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.



**Table 14**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Fourteenth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	percentage	percentage	
Rarely	0.53	2	585	596	19	0	0	Students insult their teachers
			48.8	49.7	1.6	0	0	

Based on the previous table, it is clear that paragraph No. (14) " Students insult their teachers" came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.



**Table 15**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Fifteenth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	percentage	Percentage	
Rarely	0.64	2	101	513	586	0	0	Teachers punish students unjustly
			8.4	42.8	48.8	0	0	

Based on the previous table, it is clear that paragraph No. (15) " Teachers punish students unjustly " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.

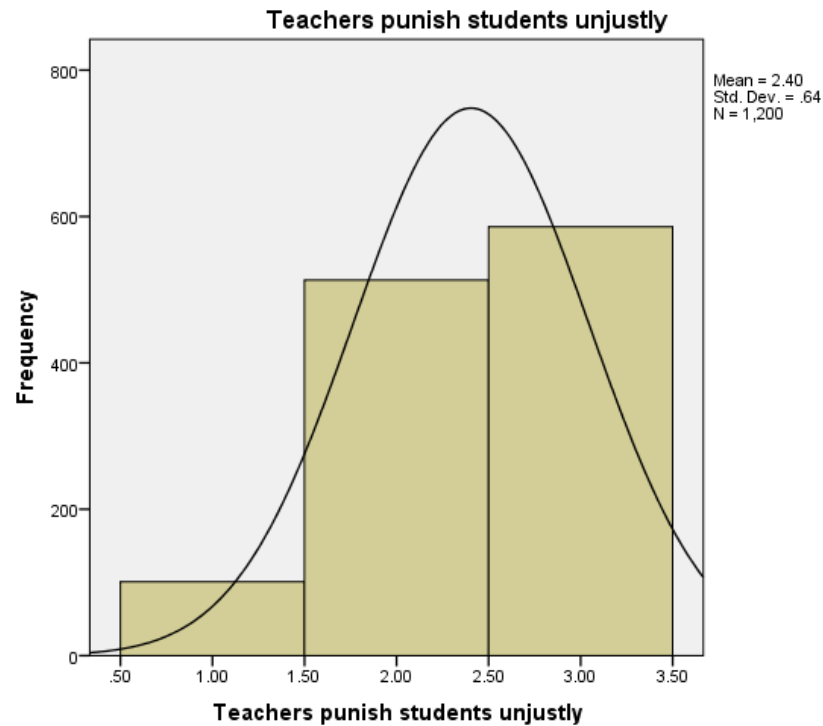


Table 16

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Sixteenth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	percentage	Percentage	
Rarely	0.74	2	412	518	270	0	0	Some students hide teachers' belongings or supplies they need to do their job with the goal of aggravating them
			34.3	43.2	22.5	0	0	

Based on the previous table, it is clear that paragraph No. (16) " Some students hide teachers' belongings or supplies they need to do their job with the goal of aggravating them " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.

Some students hide teachers' belongings or supplies they need to do their job with the goal of aggravating them

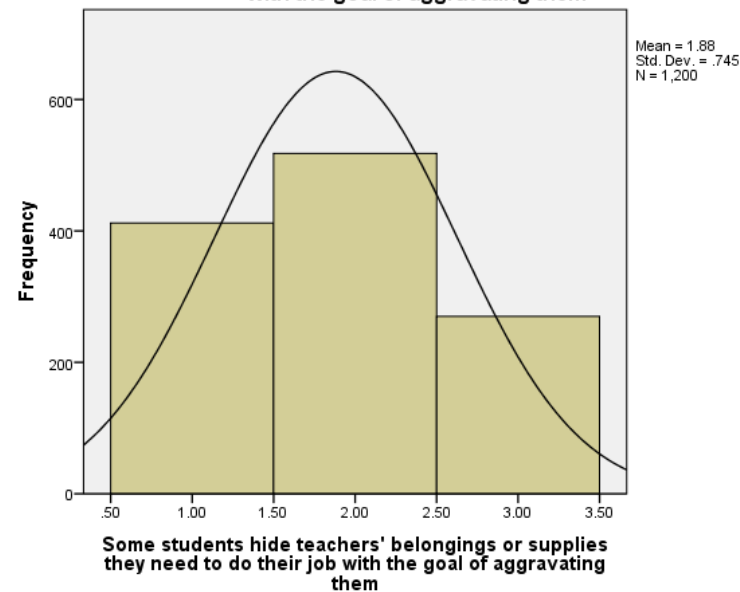


Table 17

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Seventeenth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	percentage	Percentage	
Frequently	0.85	4	0	0	524	305	371	Students insult their classmate
			0	0	43.7	25.4	30.9	

Based on the previous table, it is clear that paragraph No. (17) " Students insult their classmates " came with an arithmetic average of 4, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Frequently.

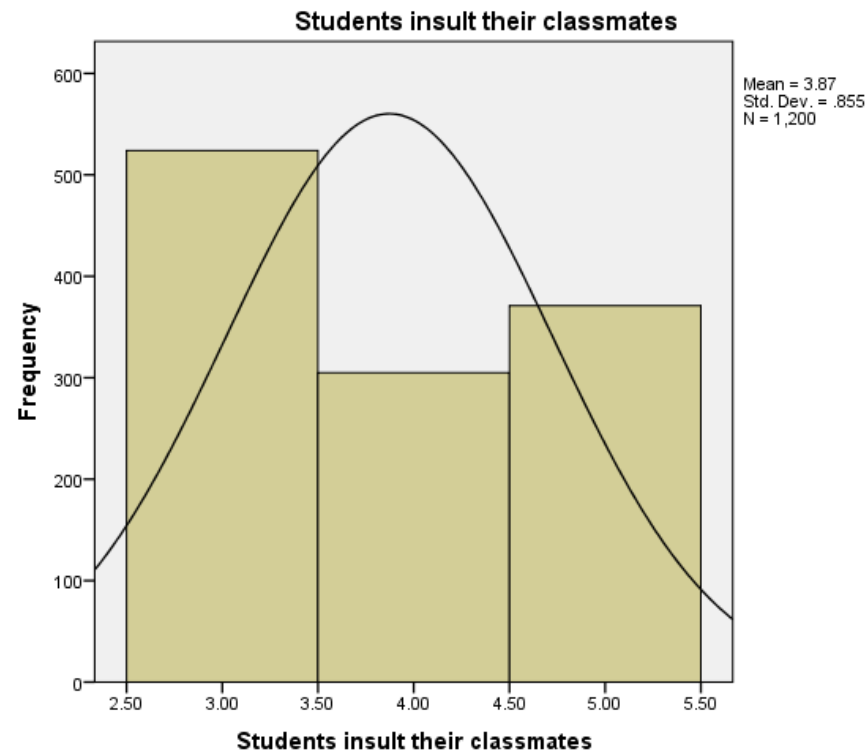


Table 18

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question Eighteenth
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	percentage	Percentage	
Frequently	0.82	4	0	0	405	399	396	Teachers lower students' grades as punishment
			0	0	33.8	33.3	33.0	

Based on the previous table, it is clear that paragraph No. (18) " Students insult their classmates " came with an arithmetic average of 4, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Frequently.

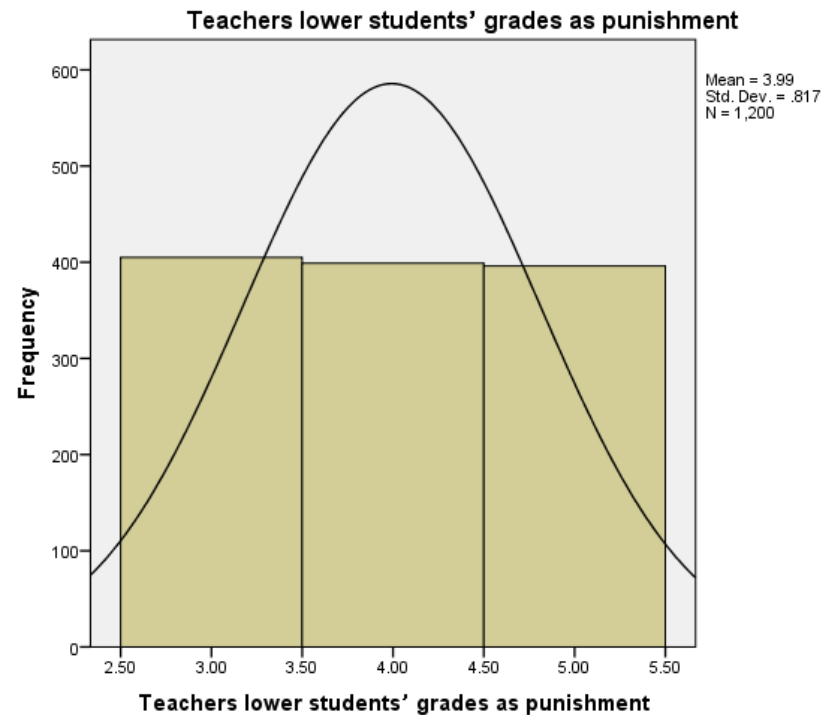
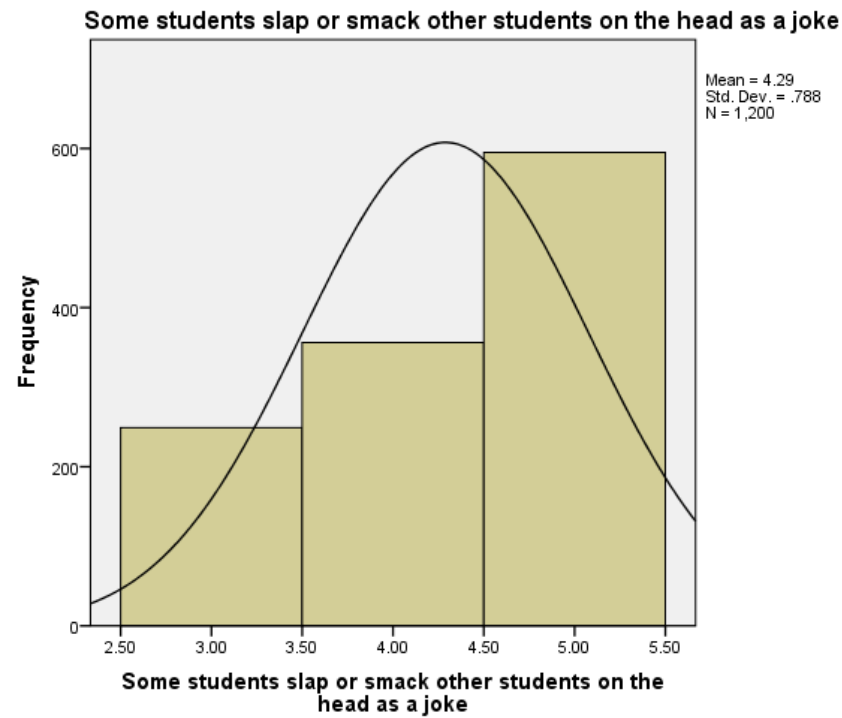




Table 19

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	question Nineteen
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	percentage	Percentage	
Frequently	0.79	4	0	0	249	356	595	Some students slap or smack other students on the head as a joke
			0	0	20.8	29.7	49.6	

Based on the previous table, it is clear that paragraph No. (19) " Some students slap or smack other students on the head as a joke " came with an arithmetic average of 4, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Frequently.

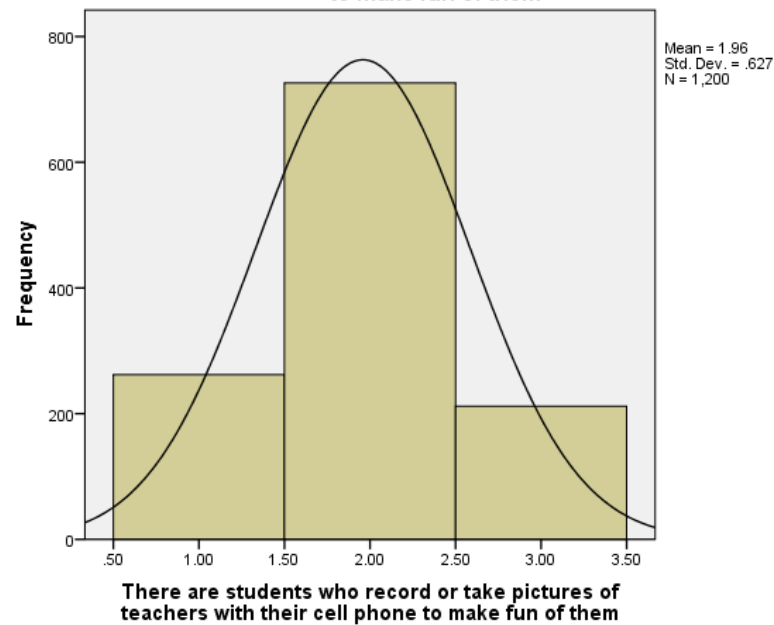


**Table 20**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	percentage	percentage	Percentage	
Rarely	0.63	2	262	726	212	0	0	There are students who record or take pictures of teachers with their cell phone to make fun of them
			21.8	60.5	17.7	0	0	

Based on the previous table, it is clear that paragraph No. (20) " There are students who record or take pictures of teachers with their cell phone to make fun of them " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.

**There are students who record or take pictures of teachers with their cell phone to make fun of them**



**Table 21**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty-first question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	Percentage	percentage	Percentage	
Sometimes	1.17	3	328	190	387	272	23	Students hit classmates on school grounds
			27.3	15.8	32.3	22.7	1.9	

Based on the previous table, it is clear that paragraph No. (21) " Students hit classmates on school grounds " came with an arithmetic average of 3, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Sometimes.

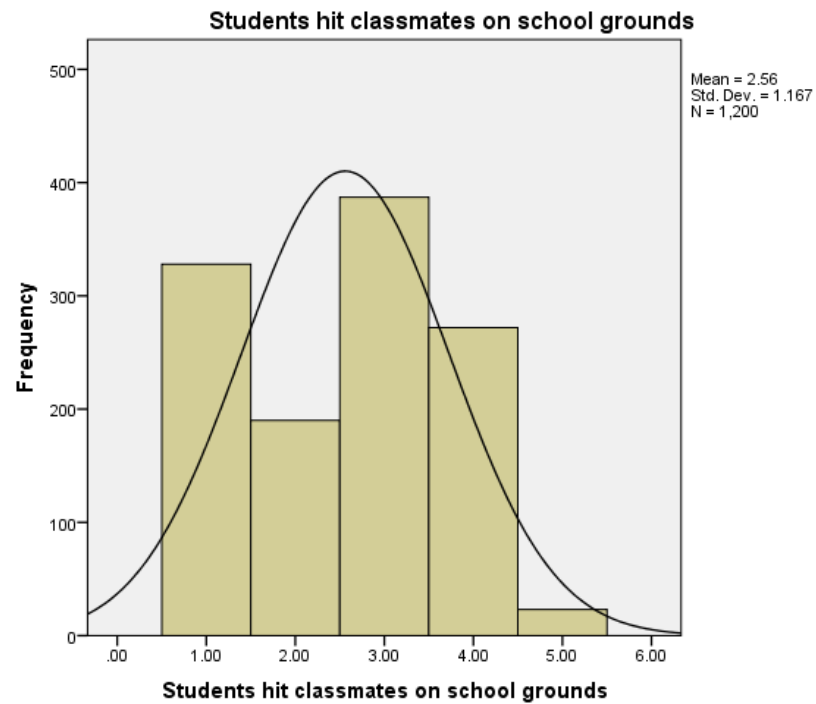
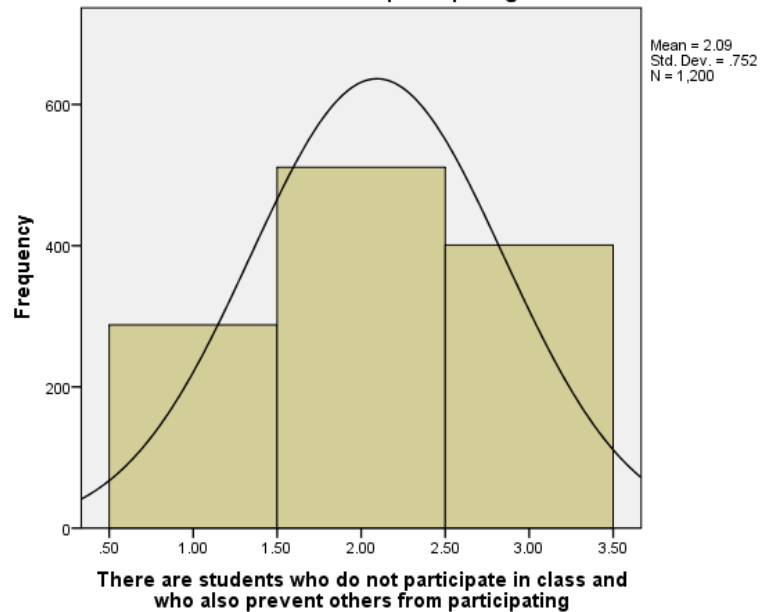


Table 22

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty-second question
			N° students	N° students	N° students	N° students	N° students	
			Percentage	percentage	percentage	percentage	Percentage	
Rarely	0.75	2	288	511	401	0	0	There are students who do not participate in class and who also prevent others from participating
			24	42.6	33.4	0	0	

Based on the previous table, it is clear that paragraph No. (22) " There are students who do not participate in class and who also prevent others from participating " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.

There are students who do not participate in class and who also prevent others from participating



**Table 23**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty-third question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	Percentage	percentage	Percentage	
Never	0.49	1	731	469	0	0	0	Teachers insult students
			60.9	39.1	0	0	0	

Based on the previous table, it is clear that paragraph No. (23) " Teachers insult students " came with an arithmetic average of 1, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Never.

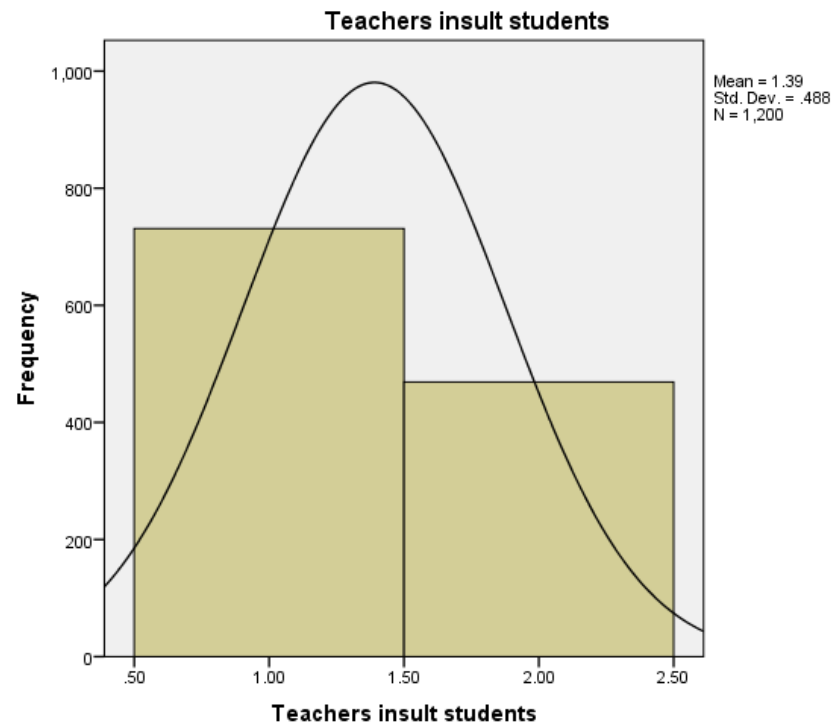
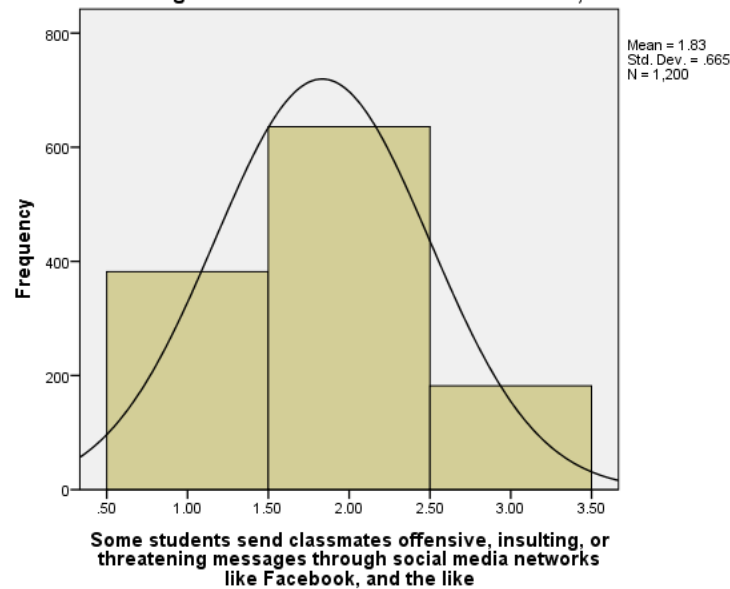


Table 24

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty-fourth question
			N° students	N° students	N° students	N° students	N° students	
			Percentage	percentage	Percentage	percentage	Percentage	
Rarely	0.67	2	382	636	182	0	0	Some students send classmates offensive, insulting, or threatening messages through social media networks like Face book, and the like
			31.8	53.0	15.2	0	0	

Based on the previous table, it is clear that paragraph No. (24) " Some students send classmates offensive, insulting, or threatening messages through social media networks like Face book, and the like " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.

Some students send classmates offensive, insulting, or threatening messages through social media networks like Facebook, and the like



**Table 25**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty-fifth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	Percentage	percentage	Percentage	
Rarely	1.14	2.5	311	289	279	321	0	Some students are physically aggressive in the area surrounding the school premises
			25.9	24.1	23.3	26.8	0	

Based on the previous table, it is clear that paragraph No. (25) " Some students are physically aggressive in the area surrounding the school premises " came with an arithmetic average of 2.5, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.

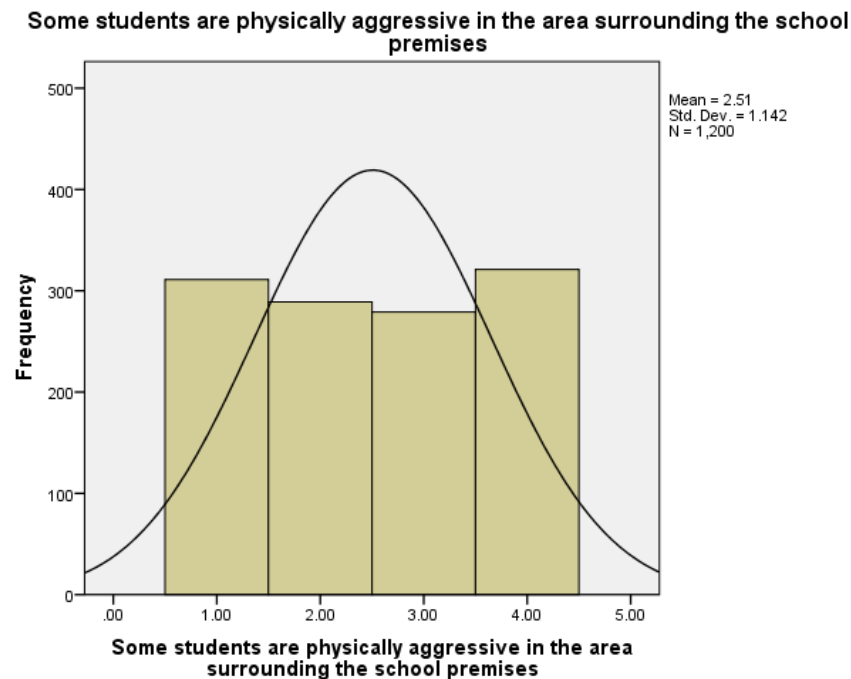
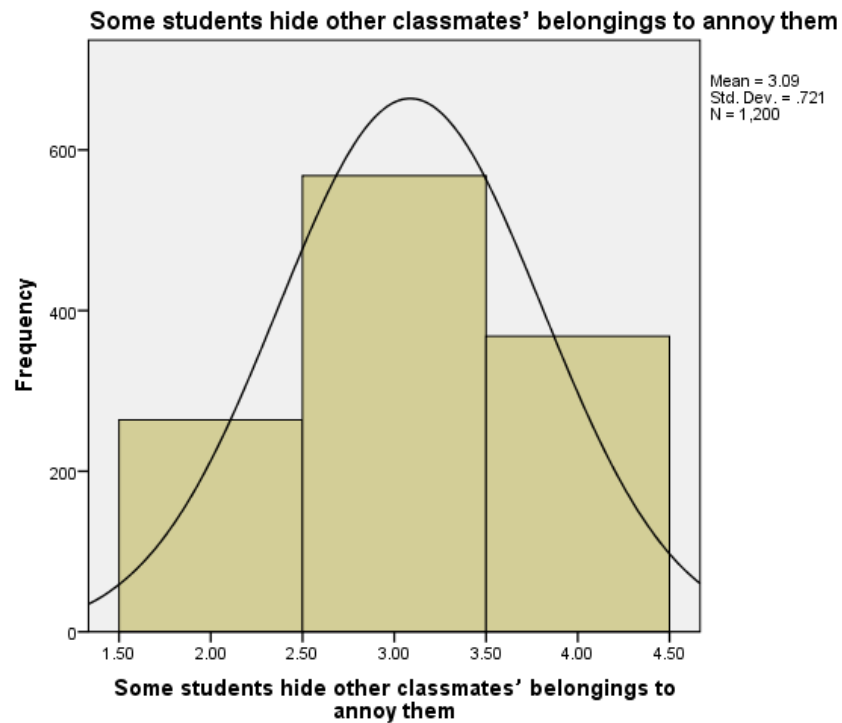


Table 26

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty-sixth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	Percentage	Percentage	Percentage	
Sometimes	0.72	3	0	264	568	368	0	Some students hide other classmates' belongings to annoy them
			0	22.0	47.3	30.7	0	

Based on the previous table, it is clear that paragraph No. (26) " Some students hide other classmates' belongings to annoy them " came with an arithmetic average of 3, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Sometimes.

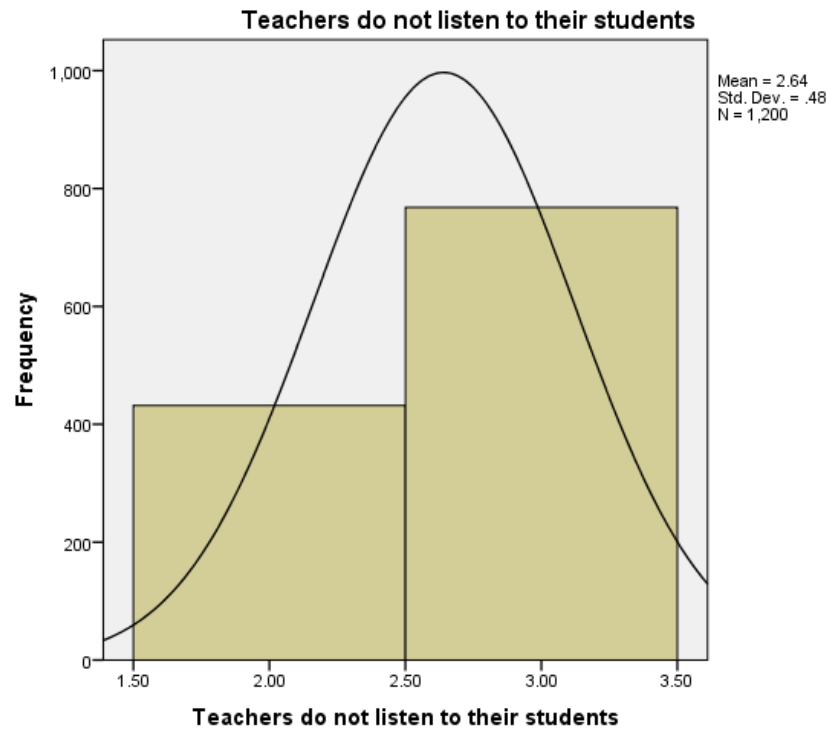




**Table 27**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty-seventh question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	Percentage	Percentage	Percentage	
Sometimes	0.48	3	0	432	768	0	0	Teachers do not listen to their students
			0	36.0	64.0	0	0	

Based on the previous table, it is clear that paragraph No. (27) " Teachers do not listen to their students " came with an arithmetic average of 3, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Sometimes.

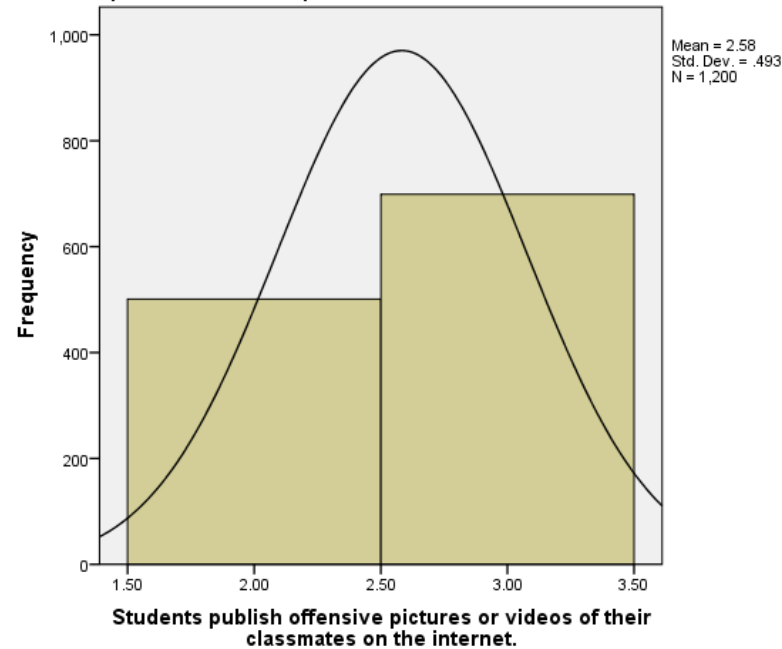


**Table 28**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty-eighth question
			N° students	N° students	N° students	N° students	N° students	
			Percentage	percentage	Percentage	percentage	Percentage	
Sometimes	0.49	3	0	501	699	0	0	Students publish offensive pictures or videos of their classmates on the internet.
			0	41.8	58.3	0	0	

Based on the previous table, it is clear that paragraph No. (28) " Students publish offensive pictures or videos of their classmates on the internet." came with an arithmetic average of 3, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Sometimes.

**Students publish offensive pictures or videos of their classmates on the internet.**

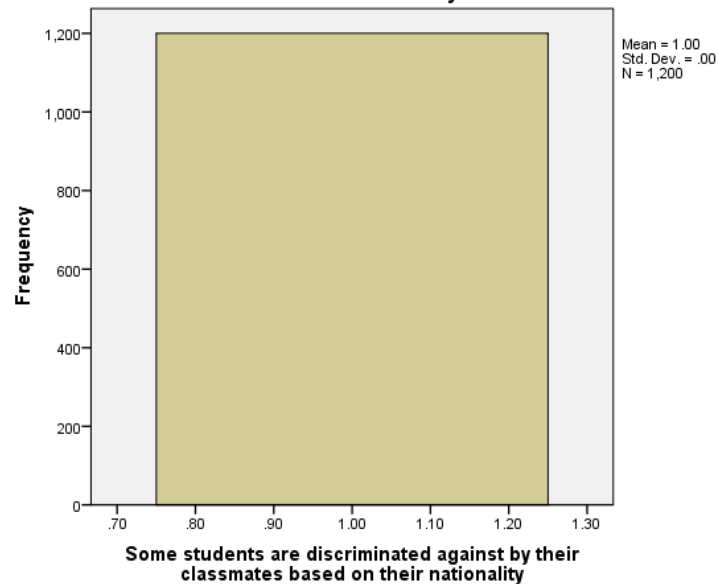


**Table 29**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Twenty-ninth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	percentage	Percentage	percentage	Percentage	
Never	0.0	1	1200	0	0	0	0	Some students are discriminated against by their classmates based on their nationality
			100	0	0	0	0	

Based on the previous table, it is clear that paragraph No. (29) "Students give their classmates unpleasant nicknames Some students are discriminated against by their classmates based on their nationality" came with an arithmetic average of 1, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Never.

**Some students are discriminated against by their classmates based on their nationality**

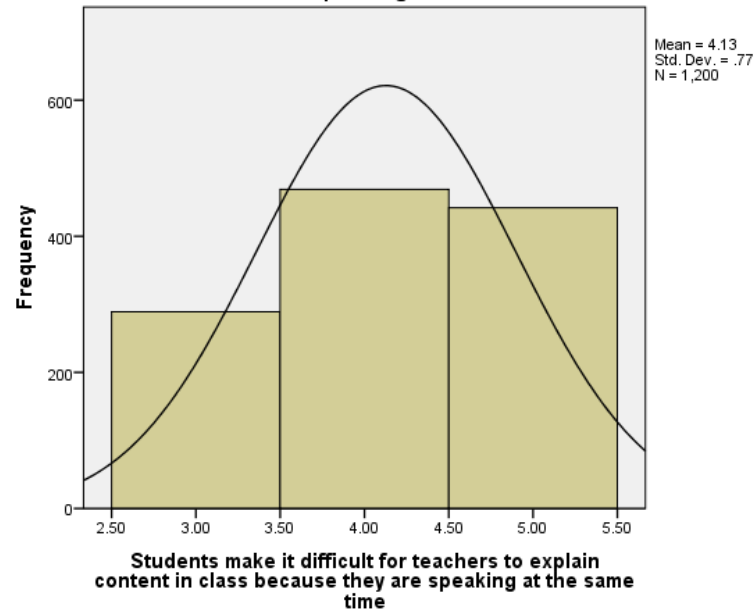


**Table 30**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	thirtieth question
			N° students	N° students	N° students	N° students	N° students	
			percentage	Percentage	Percentage	Percentage	Percentage	
Frequently	0.77	4	0	0	289	469	442	Students make it difficult for teachers to explain content in class because they are speaking at the same time
			0	0	24.1	39.1	36.8	

Based on the previous table, it is clear that paragraph No. (30) " Students make it difficult for teachers to explain content in class because they are speaking at the same time" came with an arithmetic average of 4, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Frequently.

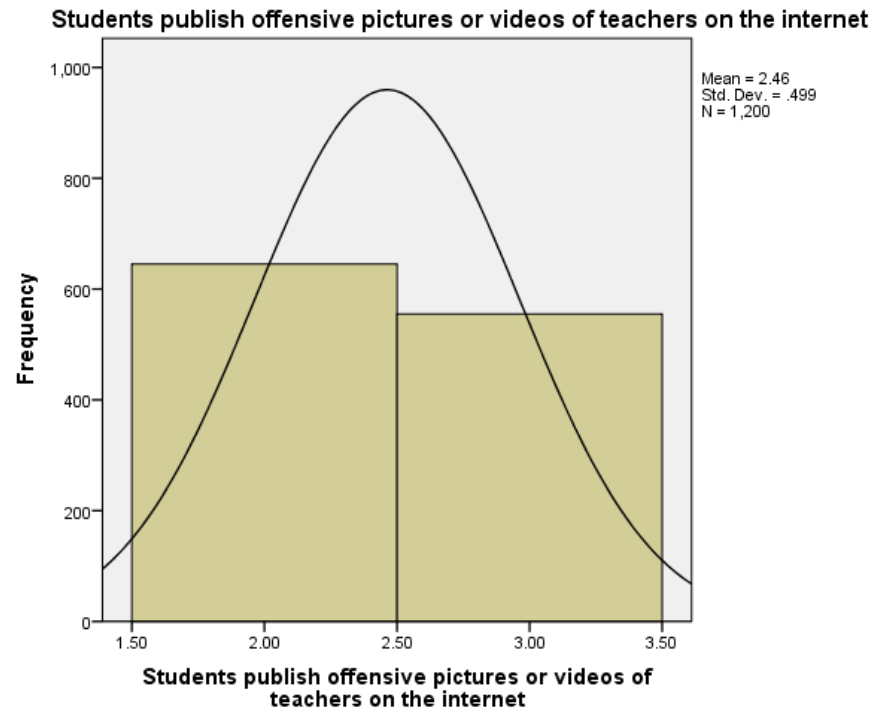
**Students make it difficult for teachers to explain content in class because they are speaking at the same time**



**Table 31**

General direction	standard deviation	Median	Never	Rarely	Sometimes	Frequently	Always	Thirty-first question
			N° students	N° students	N° students	N° students	N° students	
			percentage	Percentage	Percentage	percentage	Percentage	
Rarely	0.50	2	0	645	555	0	0	Students publish offensive pictures or videos of teachers on the internet
			0	53.8	46.3	0	0	

Based on the previous table, it is clear that paragraph No. (31) " Students publish offensive pictures or videos of teachers on the internet " came with an arithmetic average of 2, which represents in the balance of estimates of the five-point Likert scale that the general trend of this paragraph is Rarely.





# **DISCUSSION AND CONCLUSIONS**





## 5.2 DISCUSSION AND CONCLUSIONS

Education is the means that societies resort to transfer their culture and civilization, in order to continue progress, and the school in general, and physical education in particular, is one of the most important means of general education that creates the individual for life and provides him with the appropriate environment for growth in an integrated manner in all physical, mental, psychological and social aspects. And cognitive. Clark and other scholars believe that one of the goals of physical education is to develop social competence, by instilling desirable behaviors within the physical education class, such as leadership or social adaptation.

The physical education class effectively contributes to improving students' performance. When students engage in sports activities, it helps them get rid of the pressure and stress of studying and relieve its fatigue, and through the physical education class, they unload all negative charges and pent-up energy as a result of the pressure of the family and the school alike. Sports activities are a treatment for many problems that students suffer from, such as shyness, introversion, isolation, etc., and thus help him to meet his physical, psychological, social, and cognitive needs, and this in turn leads to the removal of his violent psychological and behavioral tensions that have spread in societies and The phenomenon of violence has become one of the most widespread pathological phenomena and one of the complex psychological and social problems, where violence is considered among the first manifestations of behavior known to human societies, and a contemporary society is hardly devoid of some forms of violence, as it has become one of the realities of the times.

The phenomenon of violence in the school environment has become the focus of attention of researchers in education, psychology and sociology because of its severe damage and it is considered one of the basic phenomena that affect the school's function through an imbalance in the regularity and balance in its functions and thus affecting the academic achievement of students .

Since the relationship between the body and the soul is considered as the relationship of the two sides of the same coin, it cannot be separated between them and it cannot be said that they are the same thing. From the saying "a healthy mind resides in a healthy body," it becomes clear to us directly the extent of influence and influence between the body, soul and mind, and since the mind is the engine of the body and soul, and therefore the practice of sports activities strengthens and revitalizes the body. Sports play a major role in various areas of life, as it

develops social relationships, and is one of the best ways to invest leisure time in a way that benefits mental and physical health.

At a time when the importance of sports in gaining fitness and treating many diseases such as obesity, diabetes, high blood pressure and others, many psychological studies appear that explain the importance of sports and even its necessity in treating some psychological problems related to anxiety of various kinds, especially for adolescents who are in the stage of growth and maturity. Their behavior is dominated by violence, excessive emotion and exaggerated reactions, and this is related to the nature of the stage that carries many physical, hormonal, psychological and mental changes. Recently, it was noticed that the phenomenon of school violence in its various forms, both physical and verbal, has spread. And since schools are considered the second incubator after the family for adolescents, it is necessary to search for an effective treatment for the phenomenon of school violence, which is represented by the consensus of many specialists in the practice of sports activities of all kinds. And excessive tension, and also helps in developing good morals and instilling sportsmanship through teamwork, without forgetting its contribution to building a compatible personality that enjoys physical and mental health.

Most countries of the world have shown interest in the phenomenon of school violence and have become a major focus in seminars, lectures, and international conferences. This topic also attracted a number of specialists to present the reality of this phenomenon in their countries and to hear from others about their personal and institutional experiences in combating this phenomenon. Among the series of these seminars and conferences, he organized - for example in the Netherlands (1993) a conference entitled "Security and School Violence"; It also organized in Paris (2001) a symposium on violence in schools, and the European Development Council recognized the seriousness of the spread of this phenomenon and its dimensions (Shahin, 2013).

School violence exists without interruption throughout the history of education (1962, Aries), but this violence was not considered a clear phenomenon except in recent decades due to its seriousness and the spread of its events in various countries of the world. Agnich (2011, Agnich) indicated that the phenomenon of school violence became a major problem facing American society at the end of the eighties and the beginning of the nineties of the last century, as (3%) of all adults in society in (1982) considered violence to be the problem. The main

problem facing their society, while this percentage has increased significantly in the year (1994) to reach (50%).

School violence is one of the most serious threats to the life of the individual and society, and this violence has become a major concern for the students themselves, their parents, the educational and academic institution and all civil society organizations. This concern stems from the fact that the school is the second institution of socialization and the first social incubator outside the family, through which students interact with a large number of individuals, young or old, and their roles in it grow with the progression of school years (Assad, 2014).

Based on the foregoing, we see the extent to which the study agrees with various studies that show the preventive role of sports in reducing school violence.

### **5.3 Recommendations:**

Increasing interest in sports activity within the school works to reduce the rate of violence significantly

Increasing the number of sports classes per class from two times a week to three, for example, provides the appropriate atmosphere for students to relieve psychological well-being and get rid of stress, tension and daily routine.

The diversity of sports activities is necessary in order to take into account the individual differences of students, and this works to satisfy their desires and tendencies and direct their energies in a positive matter, enabling them to learn skills and moral values.

The interest in sports activities, whether during or after school hours, will enhance the student and create an incentive for him to achieve academic excellence.

The timing of the sport class has a great impact on the belonging of the students, and it works on the calmness of the students during the lessons during the school day.

The sports teacher is responsible for planning sports activities in a manner that they are varied and continuous to suit the students' preferences.

Coordination with civil society institutions in order to sponsor sports activities after school as they have a great impact on creating harmony and creating friendships among students.

The necessity of fully equipped sports facilities and halls in order to provide students with various activities and mental skills.

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# APPENDICES



## **Informed consent**

I am aware that the interview was conducted as part of a study on the impact of sport on violence in schools towards a PhD, the interview is anonymous and all results will be published at the end of the study.

I agree to participate in the study of my own free will, I agree that the interview will be recorded and I know that the recording files will be destroyed after they are copied.

Signature

## INTERVIEW

### **Personal data:**

Gender.-

Age.-

Area of residence.-

Academic education + teaching certificate.-

School where you teach (primary, preparatory or secondary school, ordinary, integrative or special education, religious school, monosexual or bisexual) .-

School specialization.-

School seniority.-

Seniority in teaching in general.-

Number of hours per week taught.-

Teaching classes.-

Sector.-

### **Questions:**

Tell me about the school, vision, regulations and goals.

Tell me about violence in the school.

Tell me how to solve the problems of violence in the school.

Tell me about your reactions to a violent incident between students and how to solve it.

Tell me about the sports classes included in the school system.

Tell me about exercising at school, after normal school hours.

Explain to me to what extent, in your opinion, there is a link between sports activities and violence in school.

If you find that there is a link between sporting activity and violence in school, how can you expand sporting activity and how many students are involved in sports?

I would love to hear about other sporting options that can be incorporated into the school for the purpose of reducing violence.

If you have anything to add, now is the time.



### California School Climate and Safety Survey-Short form

Please answer by circling the response that best shows your ideas and the experiences you have had at school. Your participation is voluntary. All your answers are private.

Are you a male or female? (Circle one) Male Female

What is your grade? (Circle one) 5 6 7 8 9 10 11 12

Today's Date: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

<b>How often do these things happen at your school?</b>						
<b>1 = Not at all    2 = A little    3 = Sometimes    4 = Quite a bit    5 = Very much</b>						
1	Students getting into fights	1	2	3	4	5
2	Students stealing things	1	2	3	4	5
3	Students threatening or bullying	1	2	3	4	5
4	Students destroying things (vandalism)	1	2	3	4	5
5	Student using drugs (marijuana, coke, crack)	1	2	3	4	5
6	Students drinking beer/wine/liquor	1	2	3	4	5
7	Students carrying weapons	1	2	3	4	5
<b>Think about the way your school is most of the time.</b>						
<b>Use these choices to answer.</b>						
<b>1 = Strongly Disagree    2 = Disagree    3 = Disagree Some and Agree Some</b>						
<b>4 = Agree    5 = Strongly Agree</b>						
8	My teachers respect me.	1	2	3	4	5
9	My teachers are fair.	1	2	3	4	5
10	Teachers here are nice people.	1	2	3	4	5
11	When students break rules, they are treated fairly.	1	2	3	4	5
12	The rules at my school are fair.	1	2	3	4	5
13	It pays to follow the rules at my school.	1	2	3	4	5
14	The principal asks students about their ideas.	1	2	3	4	5
15	Gang members make this school dangerous.	1	2	3	4	5
16	This school is being ruined by youth gang activity.	1	2	3	4	5
17	This school is badly affected by crime and violence in the community.	1	2	3	4	5
18	Crime and violence is a major concern on this campus.	1	2	3	4	5
19	I do not feel safe at this school.	1	2	3	4	5
<b>Did any of these things happened to you AT SCHOOL during the past month?</b>						
<b>(We mean things that have actually happened to you, not things that you have just heard about.)</b>						
<b>1 = Not at all    2 = A little    3 = Sometimes    4 = Quite a bit    5 = Very much</b>						
20	Grabbed or shoved by someone being mean.	1	2	3	4	5
21	Punched or kicked by someone trying to hurt you.	1	2	3	4	5
22	Personal property smashed or damaged on purpose.	1	2	3	4	5
23	Someone threatened to hurt you.	1	2	3	4	5

24	Someone made fun of you, put you down.	1	2	3	4	5
25	Someone tried to scare you by the way they looked at you.	1	2	3	4	5
26	Personal property stolen.	1	2	3	4	5
27	Threatened by a student with a knife and you saw the knife.	1	2	3	4	5
28	Threatened by a gun and you saw the gun.	1	2	3	4	5
29	Cut with a knife or something sharp by someone trying to hurt you.	1	2	3	4	5
30	Went to a doctor or nurse because you were hurt in an attack or fight.	1	2	3	4	5
31	Threatened going to school or on your way home after school.	1	2	3	4	5
32	Unwanted physical sexual advances toward you.	1	2	3	4	5
33	Someone sexually harassed you.	1	2	3	4	5

*THANK YOU FOR YOUR COLLABORATION.*

SVQ-R

(School Violence Questionnaire-Revised)

COMPULSORY SECONDARY EDUCATION

Mark with an 'X' the frequency with which the teachers or students in your class, depending on what is indicated in each statement, take part in the situations described. Please only mark one of the five options for each statement, and do not leave any statement blank.

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Frequently; 5 = Always

		1	2	3	4	5
1	Students give their classmates unpleasant nicknames.					
2	Some students steal things or money from the school.					
3	There are students who spread rumors about other classmates					
4	Some students are discriminated against by their classmates based on their good academic results					
5	Teachers seem to have it in for some students					
6	Some students record or take pictures of classmates with their cell phones to make fun of them					
7	Students speak badly about each other					
8	Some students are discriminated against by their classmates based on their poor academic results					
9	Teachers ridicule students					
10	Students disrespect their teachers in the classroom					
11	Students make it difficult for teachers to explain content in class because of their bad behavior					
12	Teachers ignore certain students.					
13	Some students send offensive, insulting, or threatening messages to other students with their cell phones					
14	Students insult their teachers					
15	Teachers punish students unjustly					
16	Some students hide teachers' belongings or supplies they need to do their job with the goal of aggravating them					
17	Students insult their classmates					
18	Teachers lower students' grades as punishment					
19	Some students slap or smack other students on the head as a joke					
20	There are students who record or take pictures of teachers with their cell phone to make fun of them					
21	Students hit classmates on school grounds					
22	There are students who do not participate in class and who also prevent others from participating					
23	Teachers insult students					
24	Some students send classmates offensive, insulting, or threatening messages through social media networks like Facebook, and the like					
25	Some students are physically aggressive in the area surrounding the school premises					
26	Some students hide other classmates' belongings to annoy them					
27	Teachers do not listen to their students					
28	Students publish offensive pictures or videos of their classmates on the internet.					
29	Some students are discriminated against by their classmates based on their nationality					

30	Students make it difficult for teachers to explain content in class because they are speaking at the same time					
31	Students publish offensive pictures or videos of teachers on the internet					

Are you a male or female? (Circle one) Male Female

What is your grade? (Circle one) 5 6 7 8 9 10 11 12

Today's Date: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

*THANK YOU FOR YOUR COLLABORATION.*

