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The impact of the educational climate on violence in Arab schools  
in Jerusalem from the perspective of Arab teachers

El impacto del clima educativo en la violencia en centros escolares  
árabes en Jerusalén desde la perspectiva de los docentes árabes

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The impact of the educational climate on violence in Arab schools in Jerusalem from the perspective of Arab teachers / El impacto del clima educativo en la violencia en centros escolares árabes en Jerusalén desde la perspectiva de los docentes árabes

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## Resumen

La violencia en las escuelas es una preocupación importante en la agenda pública de Israel y de muchos otros países. Los investigadores han enfatizado su impacto perjudicial en todo el proceso pedagógico. Incluso los estudiantes y miembros del personal educativo que no están directamente involucrados en casos de violencia sufren sus consecuencias negativas.

En las escuelas árabes, la situación es aún más compleja, ya que numerosos factores contribuyen a la existencia de violencia. Estos factores van desde los círculos personales e individuales de los estudiantes hasta círculos más amplios como la familia, el vecindario y la sociedad en general. En mi investigación, me concentro en la influencia del clima educativo en la reducción de la violencia, desde la perspectiva de los maestros árabes en Jerusalén Este.

Los estudios confirman la hipótesis de que los maestros pueden desempeñar un papel fundamental en la promoción del manejo exitoso de la violencia escolar por parte de sus alumnos. El propósito de este estudio es examinar cómo los maestros árabes en Jerusalén Este perciben la violencia en el sector educativo árabe. El objetivo es explorar el clima escolar, que incide en diversos aspectos relacionados con el aprendizaje y los procesos sociales dentro de la institución educativa.

La sección de método de esta investigación tiene como objetivo examinar si los docentes de la sociedad árabe perciben el clima escolar como un factor que afecta la violencia entre los estudiantes árabes en Jerusalén Este. El estudio tiene como objetivo explorar su percepción subjetiva y reforzar la hipótesis que surgió de la literatura de investigación. Un total de 352 docentes participaron en esta investigación, utilizando una combinación de métodos cualitativos y cuantitativos. Cincuenta docentes participaron de las entrevistas en profundidad como parte del método cualitativo, mientras que 302 docentes respondieron el cuestionario como parte del enfoque

cuantitativo. Los participantes incluyeron maestros de escuelas públicas y privadas en Jerusalén Este.

Este estudio adoptó un enfoque integrador, combinando análisis cualitativo y cuantitativo (método mixto). La investigación empleó dos herramientas: una entrevista cualitativa en profundidad y un cuestionario que evaluó las percepciones de los docentes sobre el clima escolar. El cuestionario de clima educativo para docentes fue desarrollado por la Autoridad Nacional para la Medición y Evaluación de la Educación, el Ministerio de Educación de Israel en 2018. El cuestionario consta de 33 declaraciones, que se miden en siete dimensiones, incluida la percepción de la gestión escolar, violencia escolar, habilidades de relación social, habilidades de tarea, pertenencia al equipo, identificación con la profesión e identificación con la escuela.

Los hallazgos sugieren que cuanto más interviene el lado administrativo de la escuela en cuestiones relacionadas con el clima escolar, mayor es la reducción de la violencia escolar. La mejora en las relaciones sociales dentro de la escuela está asociada con un mejor clima escolar y una reducción de la violencia. Existe una correlación entre la afiliación del personal y el clima escolar, lo que también puede contribuir a la reducción de la violencia escolar. Además, las opiniones de los docentes sobre el clima escolar también pueden tener un impacto en la reducción de la violencia escolar.

Los hallazgos de las entrevistas realizadas indican que existe una conexión significativa entre la violencia en la sociedad árabe y la violencia en las escuelas. Muchos maestros reconocieron que la violencia en la sociedad árabe se extiende a las instituciones educativas. Los docentes perciben la responsabilidad que tienen frente a este tema. Con respecto al núcleo de la investigación, que es el clima educativo, la mayoría de los docentes perciben que el clima educativo tiene un efecto positivo en la reducción de la violencia en las escuelas. Este hecho está directamente relacionado con la importancia del impacto que el profesorado en la sociedad árabe tiene sobre los estudiantes. Por lo tanto, la mayoría de los docentes vieron en la promoción



de un clima educativo positivo una expresión significativa de aspectos relacionados con la reducción de la violencia en las instituciones educativas.

La investigación futura puede examinar este tema no solo desde la perspectiva de los docentes sino también desde otras partes involucradas en el sistema educativo, como estudiantes, padres y trabajadores sociales. Este enfoque proporcionará una respuesta más completa a la pregunta abordada en este estudio.

**Palabras clave:** violencia escolar, clima de aula, docente, clima escolar.



## Abstract

Violence in schools is a significant concern on the public agenda in Israel and many other countries. Researchers have emphasized its detrimental impact on the entire pedagogical process. Even students and members of the educational staff who are not directly involved in cases of violence suffer from its negative consequences.

In Arab schools, the situation is even more complex, as numerous factors contribute to the existence of violence. These factors range from personal and individual circles of students to wider circles such as the family, neighborhood, and society at large. In my research, I focus on the influence of the educational climate on reducing violence, from the perspective of Arab teachers in East Jerusalem.

Studies confirm the hypothesis that teachers can play a critical role in promoting their students' successful handling of school violence. The purpose of this study is to examine how Arab teachers in East Jerusalem perceive violence in the Arab education sector. The aim is to explore the school climate, which affects various aspects related to learning and social processes within the educational institution.

The method section of this research aims to examine whether teachers in the Arab society perceive the school climate as a factor affecting violence among Arab students in East Jerusalem. The study aims to explore their subjective perception and reinforce the hypothesis that emerged from the research literature. A total of 352 teachers participated in this research, using a combination of qualitative and quantitative methods. Fifty teachers participated in in-depth interviews as part of the qualitative method, while 302 teachers answered the questionnaire as part of the quantitative approach. Participants included teachers from both private and public schools in East Jerusalem.

This study adopted an integrative approach, combining qualitative and quantitative analysis (mixed method). The research employed two tools: a qualitative in-depth interview and a questionnaire that assessed teachers' perceptions of the school climate. The educational climate questionnaire for teachers was developed by the National Authority for Measurement and Evaluation in Education - the Israel Ministry of Education in 2018. The questionnaire consists of 33 statements, which are measured along seven dimensions, including perception of school management, school violence, social relationship abilities, task abilities, belonging to the team, identification with the profession, and identification with the school.

The findings suggest that the more the administrative side of the school intervenes in issues related to school climate, the greater the reduction in school violence. Improvement in social relations within the school is associated with better school climate and reduced violence. There is a correlation between staff affiliation and school climate, which may also contribute to the reduction of school violence. Moreover, teachers' opinions about school climate can also have an impact on reducing school violence.

Violence is a phenomenon that exists in different spaces, including the school environment. School violence has negative consequences for both the attacker and the victim, and it is particularly destructive because it may harm many factors present in this space.

The findings from the conducted interviews indicate that there is a significant connection between violence in Arab society and violence in schools. Many teachers recognized that violence in Arab society spills over into educational institutions. Teachers perceive the responsibility they have when it comes to this issue. Regarding the core of the research, which is the educational climate, most teachers perceive the educational climate as having a positive effect on reducing violence in schools. This fact is directly related to the importance of the impact that the teaching staff in Arab society has on the students. Therefore, most teachers saw the promotion of a positive educational climate as significantly expressing aspects related to the reduction of violence in educational institutions.

Future research can examine this issue not only from the teachers' perspective but also from other parties involved in the education system, such as students, parents, and social workers. This approach will provide a more comprehensive answer to the question addressed in this study.

**Keywords:** school violence, classroom environment, teacher, school climate.



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## INTRODUCTION

The present study was conducted in order to obtain a doctorate in education, studying Arab teachers' positions regarding the influence of educational climate on reducing violence in Arab schools in East Jerusalem. School violence is a significant social problem in Israel that has negative effects on organizations and society (Cozma, 2015). While most studies have focused on violence directed towards students by other students (Berkowitz, 2014), recent research has also explored violence directed towards teachers, students, and parents (Espelage & Hong, 2008).

The author of this study chose to investigate this issue due to a growing phenomenon of violence among students, staff, and parents in Arab schools in East Jerusalem. As an advisor for the Israeli Ministry of Education for the past ten years, the author has trained many educators in Arab schools in East Jerusalem on creating the best educational climate. The author found that Arab teachers attributed school violence to various factors such as social environment, Arab culture, and the complex political situation of East Jerusalem, without emphasizing the influence of educational climate. Therefore, the author aimed to explore this issue, enrich the professional literature on the subject, encourage more studies in Arab schools in East Jerusalem, and raise awareness among professionals in the field.

The study included 352 participants, of which 302 filled out the climate questionnaire, and 50 all participated in interviews. All participants were Arab teachers from both official schools of the Israeli Ministry of Education and private schools in East Jerusalem.

The purpose of the study was to examine teachers' perceptions of the influence of educational climate on reducing violence in Arab schools.

The findings of the study indicated a positive relationship between maintaining optimal educational climate and reducing violence in Arab schools. According to the positions of East Jerusalem teachers, this positive

connection was evident in the teachers' answers to the questionnaire items and the findings of the interviews.

The research work consists of two parts: the theoretical part and the empirical part.

The theoretical part covered the following topics:

- a. Definitions of school climate, factors of influence, the contribution of a positive educational climate, the relationship between climate and risk behaviors, and promoting an educational climate in school,
- b. Violence in schools, including its definition and characteristics, the most common types of school violence (verbal and physical), theoretical explanations of the phenomenon of school violence (individual and social environment theories), factors of violence in schools, the history of treatment of violence in the education system in Israel, and teachers' perceptions of school violence.
- c. Arab society in Israel, including the characteristics of Arab culture and society in Israel, processes of modernization, violence within the Arab population in Israel, and possible causes of the crisis of violence in Arab society,
- d. The education system in Arab society, including the education system in Israel, characteristics of the Arab education system in Israel, privatization in the Arab education system in Israel, the education system in East Jerusalem, violence in schools in Arab society, the possible causes of the crisis of school violence in Arab society in Israel.

The empirical part described the methodology of the mixed method research, research tool, the validity and reliability of the tool, the study population, the research process, the research results and discussion, the analysis of the questionnaire findings, and the qualitative interview findings. The discussion covered the qualitative interviews, a summary, the limitations of the research, and suggestions for future research.

# **THEORETICAL FOUNDATION OF THE INVESTIGATION**

**CHAPTER I:** School climate

**CHAPTER II:** Violence in schools: Definition and characteristics

**CHAPTER III:** Arab society in Israel

**CHAPTER IV:** The education system in Arab society

## Chapter I: School climate

School climate is a heterogeneous concept that refers to a collection of indices that characterize the experience of the school community (students, staff, and students' families), considering relationships, lifestyles, norms, values, teaching, learning, school leadership, and organizational structure. (National School Climate Center, 2008).

Nonetheless, school climate has a variety of definitions in the literature that reflect disagreement among researchers, inconsistency and even confusion as to what exactly school climate is and how it can be measured and improved. It should be noted that in the literature, different lines of reasoning are used to define the term and there is difficulty conceptually to define it (Schoen & Teddlie, 2008). However, there are varieties of comprehensive definitions which have been accepted by researchers.

### 1.1. Definitions of school climate

The school climate is a concept that includes many dimensions that are attributed to it in the context of the school classroom and the school as a whole. It is common to call this concept also the school environment or the school atmosphere. The most common definition of this concept refers to the interaction that exists between the various factors that exist in the school, between the teacher and the students and between the students and themselves. In addition, this aspect of the classroom climate refers to various aspects that examine the personal development of each of the students in the school itself. The school climate, in this respect, examines various aspects related to the micro aspects of the school, i.e. the students and the teachers themselves (Reyes et al., 2012).

Various studies done in this regard have seen the importance of the concept of school climate when it comes to aspects that concern the students' ability to discover abilities that will help them in the learning process as well as in the social process they go through within the school (Sheaf, 2015).

In particular, according to the research literature, it is customary to see the concept of school climate as having a positive effect on social skills, the student's well-being and his academic achievements. The concept of school climate, in this respect, distills into it all the social and educational processes that take place at the macro level in the school, processes that affect the social skills, well-being and academic achievements of the student, respectively. Another accepted definition of school climate is a view of the latter as an intellectual, social, emotional and physical environment in which students learn (Sheaf, 2015).

This environment, therefore, is one that has been found by the research literature to have a significant impact on students in many respects. The environment is one that can encourage the students to learn and be an integral part of the process taking place in the school and on the other hand it is an environment that can also stimulate a feeling of rejection on the part of the students and their reluctance to take a significant part in the learning process (Reyes et al., 2012).

The school climate might play an important role to favor a positive school experience in students. Numerous approaches contribute to a conceptualization of school climate and there is not a unique definition of it. School climate is generally viewed as a multidimensional construct that encompasses a school's atmosphere, culture, values, resources, and social networks (Wamg & Degol, 2016). There is evidence that students are more engaged in school and attain higher academic achievement in schools with a positive school climate (Konold, et al., 2018). However, considering the perception of school climate also at an individual level can be very important, as several findings show that the feelings about school life have a great impact on student's well-being (Gage et al., 2016).

The concept of school climate does emphasize the fact of the concept as one that emphasizes the aspects of the interaction between the teacher and the students and between the students and themselves but, according to some interpretations of the research, it also refers to structural aspects of classroom organization, teaching styles, discipline problems, gender and the age of the student. Research done in this regard holds that the school climate



is based on four main dimensions. The first dimension concerns the behavioral and mental openness of the teacher and the students. This is an index that expresses a significant effect on the interaction between the teachers and the students and actually expresses its nature. When the nature of the interaction is positive then there is also a positive effect on the students who are more motivated to take a significant part in learning, in practice (Sheaf, 2015).

A second dimension is the teacher's support for the students and the students' support for their classmates and the school in general. This fact, when it exists, describes a situation according to which there is support and reinforcement of the students, among themselves, as well as from the teachers. This type of support is one that encourages the students to succeed more than in the case where no one cared about them and no one expressed interest in them, in practice (Hannah, 2013).

Various studies have shown in this matter the importance that students give to their teachers, as well as their friends at the educational institution, when it comes to their support for them. When this support exists, it is a significantly stronger structure that affects the student's desire to continue being part of that body that he feels strengthens him (Bar-lev, 2007).

In this regard, various studies have shown that the percentage of students dropping out of the educational institution is lower, that is, the more support that the students receive, both from other students and from the teachers themselves, then the percentage of them dropping out of the educational institution and the class is significantly lower. On the other hand, when there is no support, the dropout percentages increase and this is due to the fact that there is no dropout prevention mechanism that exists in a situation where the students support each other and the teachers support them (Sheaf, 2015).

A third dimension that is reflected here is the equal attitude of the teacher towards his students and the equal attitude of the students towards their classmates and the educational institution in general. An equal treatment of students is one that indicates that all students are treated equally, that is,

there is no discrimination between students. Preventing the feeling of discrimination between the students is one that allows them to feel that each of them has a real opportunity to succeed and that each of them receives the appropriate tools for success without creating a difference between them, one way or the other. This fact also creates a process of encouraging the students and causes them to become agents who want to take a more significant part in what is going on in the classroom (Toren& Iliyan, 2008).

Another index relates to the fact that it was found that the climate of the educational institution is one that promotes order and procedure that are known to the teacher and his students. The same order and procedure are the one according to which the class is conducted at the current level. This is a factor that expresses the removal of the students' possible confusion from the unknown. Many times, as found by various studies done in the research literature, students reach a situation where they feel that they are not successful in their studies and are not successful socially due to the fact that they do not understand what the order of study is, what the purpose of the study is, what the purpose of the lessons they receive and so on. Promoting order and management, therefore, is in terms of a factor that influences them to understand the orderly process of the learning process, to be aware of the process throughout and to understand what came before what, what will come after what, and this is with the aim of making order in their minds as far as the learning process is concerned and allowing them to follow it from the beginning (Sheaf, 2015).

These dimensions express the fact that the concept of school climate, as well as classroom climate, is one that requires continuous cultivation through systematic and comprehensive educational work on the part of the teaching staff, in particular the head educator of the class (Reyes et al., 2012). Thus, the development of the school climate is not a factor that develops by itself and for the exact same reason, as presented by various studies in the research literature, it is a situation that expresses a direct effect on the students who see the level of effort made by the educational institution and the teachers in order to help the students in various aspects. This fact expresses the mobilization of many of the students towards the teachers as

well and the commitment of the students on their part with regards to the learning processes they are required for (O'Brennan et al., 2014).

In this regard, it was found that an unequal relationship between students, in the relationship between themselves or in the relationship they receive from the teacher significantly affects the school climate. The school climate, in this respect, expresses the point of balance between the various factors that exist in it. A violation of this balance and a preference for one of the factors present in it over another can lead to a significant damage to the school climate. This fact expresses a central definition of the school climate and is the balance that exists between all the systems and all the factors that this concept encompasses (O'brennan et al., 2014). The balance is one that preserves all the details that exist in this system for those who continue to take a significant part in this system, in this case the education system (Reyes et al., 2012).

The school climate is nothing but a description of the interactions between the students and themselves and between the students and the teacher. Therefore, it refers to the hierarchical status that each student receives in the class and catalogs it according to certain characteristics. Thus, the division of students, mainly among themselves, into the smartest student academically and the most socially acceptable student are examples of processes that develop as an integral part of the school climate and the classroom climate (Reyes et al., 2012).

Group formation and joint work between students in the classroom, which express an integral part of the school climate, can be damaged due to social processes that take place in the classroom space or in the online space, such as the class WhatsApp group (Hannah, 2013). For this very reason, the school climate is such that it can promote situations of accepting the existing hierarchy in the educational institution and, on the other hand, lead to this hierarchy not being accepted at all (Reyes et al., 2012).

This last fact is one that expresses the ability of the students to be part of the framework of the studies, many times, and to express interaction factors that are affected and influence the school climate in a positive way.

The students' ability to accept the hierarchy of the educational institution over them, especially the teachers, is one that can influence them in regards to the behavior that can be defined as appropriate in the educational institution aspect (Hannah, 2013).

The acceptance of the hierarchy in the educational institution by the students who exist in this system is a factor that can testify to the fact that the students are those who listen to the teachers and accept the rules of the educational institution and on the other hand those who act against the laws of the educational institution. In cases of this type, therefore, it can be seen that the students take an approach that is contrary to the social and educational concept in the educational institution, i.e., it involves anti-social behavior in front of their friends, failure to comply with the tasks of the educational institution, and the like aspect (Weissblai, 2013).

On the other hand, when the students accept the hierarchy that exists over them, they are also those who express compliance with the laws and regulations of the educational institution both in the social aspect and in the educational aspect (Zidan,2008). Processes such as students boycotting another student in the class express a change and damage to the school climate and the balance of relations between the various elements in the class and themselves. Many times, the exclusion of different groups of students, based on different divisions, leads to a change and damage to the school climate, respectively (Hannah, 2013).

Many teachers strive to create a positive school climate that is influenced by all the different processes that take place in the classroom. Various activities that consolidate the class socially and various activities that promote the advancement of all students at the academic level are just a few examples of the ability of the teaching staff to influence the school climate. This is, therefore, a situation where positive behavior affects a positive school climate and a positive school climate is one that affects the promotion of positive behavior. Thus, it is a process which is a kind of "snowball" in which one thing leads to another thing, the second thing leads to the first thing and so on (Konold, et al., 2018).

Thus, as the school climate describes processes that exist between the teacher and the students and between the students and themselves, so also the nature of these relationships, on both sides, express the various factors that can affect the school climate. Thus, teacher-student relationships and student relationships, among themselves, express the school climate in its essence and the nature of these relationships can influence this concept, respectively. A major factor, in this regard, which affects the school climate is expressed in the students' perception of accessibility to the classroom, both at the social level and at the academic level (Hannah, 2013).

Thus, a phenomenon in which students in the class, some or all of them, feel uncomfortable in the class, directly affects the school climate. This fact indicates that the climate of the school is such that it can make the students who exist there, as well as all the factors that exist in the educational institution, feel comfortable. This feeling of comfort is one that can affect the relationships between the various factors that exist in the educational institution (Hannah, 2013).

Thus, a sense of comfort is one that can contribute to normal relations between the students and themselves and a more positive interaction between the various factors that exist in the educational institution from the beginning. In this case, therefore, one can expect at least different cases which can express a conflict between different factors within the educational institution and a less positive interaction between them (Hannah, 2013).

The school climate consists of five central domains: security, interpersonal relationships, teaching and learning, organizational atmosphere, and processes for school improvement (Cohen et al., 2013).

With the expansion of school climate research, there has been an expansion of the terms, ideas, and metrics used to define and measure the climate. Thus, later definitions of climate also emphasize students' points of view and relate to relationships within the school, and the fairness of the rules. The argument is that the way a student experiences the quality of his or her social support network and the relationships he or she has with others at school has a crucial impact on his or her academic achievement. Teacher

support for students may provide them with the personal resources and social capital they need to succeed in school and face academic challenges (Osher et al., 2012).

School climate is the work environment and atmosphere of a school, the set of qualities, most if not all, of which are related to group processes and social relations between students, teachers, and administrators. The school climate is expressed in a culture that is formed and shaped over time by the teaching staff and students and influences their behavior, the climate is the learning and social atmosphere created by classroom interactions between its various participants: the teacher, students, and external factors (Bar-Lev, 2007).

School climate, in general, is linked to students' perceptions of their school, their behavior within their classroom and their attitude to the learning and activities offered within the school (Bar-Maoz, 2008).

## **1.2. Factors of influence**

The educational climate is affected by many factors. In well-established schools where the school climate has solidified, the climate components are stable and maintained over time so that change in the general atmosphere almost never occurs, and it is often difficult to bring about proactive change in cases where there is such an intention. The factors of influence can be divided into different categories:

- Physical factors: The architectural form of the school and its size: the appearance of the school and the degree of access to resources affect the feelings, functions and outputs of the staff and students, its size affects the variety of areas of study and social involvement.
- Administrative style affects the school atmosphere, and it is within the power of the administration to enhance or to harm the school climate.
- Social norms: The norms of behavior of employees and students resulting from pressures from the administration, including overt and

covert pressures exerted on the students, for example, in academic schools the pressures are aimed at intellectual development.

- Factors of system preservation and permutations, clarity of rules, teacher control and innovation.
- The socio-economic level of the children, which affects, among other things, their perception of their independence and their freedom of choice.
- Teacher behavior in the classroom and the teacher's interaction with students, sense of involvement, sense of belonging and teacher support.
- Professional contact and interaction within the staff.
- Efficiency in staff's teamwork.
- Factors of personal development and the degree of purposefulness of students and teachers, their goals and competitiveness.
- External environment:
  - The students' parents: the parents' representatives work towards fundamental change in areas that seem important to them in school life
  - The school's relationship with the community: the community has its own interests, such as identity, goals, ideology, and therefore, its impact on school climate can be either positive and constructive, or inhibiting (Reinders & Youniss, 2006).

### **1.3. The contribution of positive educational climate**

Positive classroom climate contributes to the fulfillment of a central goal of education and of the school: It contributes to the feeling of belonging among the students and develops their desire to learn and to come to school. It provides challenges for the students and gives them good learning experiences. It allows them to express themselves freely and feel confident. It contributes to high self-esteem and leads to academic success.

The climate affects many phenomena, both among teachers and among students. A healthy climate encourages those in the system to fulfill their roles in the best way possible and get the most out of themselves. Students are encouraged to be active in their learning experience. In a positive climate, students from well-established homes can take advantage of freedom of choice. Students from weak socioeconomic backgrounds can surpass academic achievements of students from stronger economic backgrounds. The administration indirectly encourages student activity via the staff. By engendering good relations between the principal and the staff and insisting on teachers' satisfaction with their work as a top priority, the leadership style of the administration can predict school efficiency and can contribute to teachers' sense of satisfaction at work.

A common argument is that especially in schools that serve underprivileged populations, a positive classroom and school climate has a beneficial effect on students' academic outcomes (Sherblom et al., 2006). Education authorities in various countries invest in improving the school climate and in developing additional emotional-social dimensions in the school so that they affect students' academic achievements. However, the scientific evidence regarding the relationships among these variables is ambiguous and often confusing. Studies differ significantly as to methodology: research methods, defining variables, and measuring variables. An example can illuminate this issue: Theories vary regarding the role of the climate and the mechanism by which a positive climate may contribute to achievement. Some researchers have found that a positive climate has an additive contribution to student achievement, beyond the effect of socioeconomic background (Brand et al., 2003). Such a climate provides for the ability to compensate for the negative contribution of a low socioeconomic background. They point to climate as an explanation for overcoming the negative contribution of a low socioeconomic background. and thus, add to scores so that they are higher than expected based on the socio-economic background alone. But others argue that a school's socioeconomic milieu affects the school's climate, which in turn affects academic achievement. They point, for example, to schools which serve communities that experience high levels of stress because of



poverty, crime, and other social problems. These schools fail to establish a supportive and safe school environment within the neighborhood, and as a result, students' ability to achieve high achievement is impaired (Sebring et al., 2006). A school climate mediates the impact that a socioeconomic background has on achievement through variables such as a sense of security and protection (Wang & Holcombe, 2010) for example school violence and the student's connection to school (Cheema & Kitsantas, 2014).

## **1.4. The relationship between climate and risk behaviors**

Positive climate is not only related to the creation of personal security and feelings of belonging, value, and respect, but may also reduce violence, risk behaviors, and hidden dropouts. Various studies have focused on the connections between the components of the school climate, including violence and a sense of security (Benbenishty & Astor, 2012) In order to create an optimal educational climate a planned, consistent, and long-term strategy must be implemented and security, mental well-being and belonging promoted. At the same time, violence, risk behaviors, and hidden dropouts must be reduced, both at the level of the system and at the level of the personality, the standards set by the Ministry of Education require continuous improvement in seven key aspects of educational climate:

1. Protected, safety and health
2. interpersonal communication and connection
3. Emotional and social learning
4. Learning climate
5. Differentiated response for students with unique needs
6. Interaction between the school and the parents and the community
7. The physical environment.

A key model that contributes to the understanding of school is the eco-social model, which discusses the interaction between the environment and the behavior of the individual and sees the intensification of risk behaviors or

their reduction as a product of the complex relationship between the individual and the social circles around him. Another model is the socialization approach, which is related to the ongoing processes of inheritance and the dissemination of social norms, customs, and ideologies. These processes provide the individual with essential skills and habits for participation in society, Judges issues according to the conventions of the society in which he lives, and he usually tends to accept them argued that negative perceptions of school predict risk behaviors among adolescents, including violence and hidden dropout (Barile et al.,2012) while positive perceptions such us love, happiness, security and belonging, may contribute to their reduction (Harel-Fisch, et al., 2010). The sense of social connection in school predicts adolescent health and achievement (Koth et al., 2008) and is a protective factor against risky behaviors (Chapman et al., 2011). Studies have shown that teacher involvement, setting high standards for students, and moderate supervision improve achievement and increase motivation to learn and a sense of well-being. However, too much supervision can cause nervousness, lack of interest, and unhappiness. The presence of teachers in class contributes to student success, especially when they give students clear feedback on performance and encourage them in their successes (Reinders & Youniss, 2006). A good and supportive relationship between teachers and students affects the mental well-being of adolescents, while poor relationships can lead to a decrease in students' sense of self-worth and even affect hidden dropout from school (Kanu & Rimpela, 2002). These and others paint a picture of a complex and multi-directional network of relationships between students' background variables and climate indices, involvement in violence, risk factors and achievements. (Kosur & Tement, 2014).

## **1.5. Promoting educational climate in school**

The school climate functions as a mirror to the worldview of the institution and includes the whole range of processes that determine the quality of education and learning. Therefore, it is important to design a theoretical model that will target the desired climate in the school, to

incorporate criteria from various realms, including learning and tasks, the emotional, and the organizational. The same model will be reflected in the school organizational culture: in the norms accepted in the school, in the quality of the interpersonal communication used in it and in the hidden messages received through reactions and behaviors in daily life in the classroom and learning environment (Tzafroni, 2008).

The climate has a comprehensive impact on the entire school population: students, teachers, and principals, as well as on the attitude of parents and society towards the school (Deal & Peterson, 2009).

Studies confirm the assumption that teachers may have a critical role in promoting their students' wherewithal; and the education system as a whole has enormous potential to create a community that cultivates the characteristics of a healthy person (Denis, 2002).

An optimal educational climate is defined by the fact that needs are first and foremost stimuli "external motives" and not "internal motives". Similarly, the set of needs, whose optimal satisfaction allows optimal development of children and adolescents, will be classified according to two broad categories: basic needs and optimal needs (Zidan, 2008).

There are two levels of needs, dividing needs into those that provide security and those that promote growth:

- Basic needs: an energetic state whose fulfillment contributes to a person's physical and psychological health. Failure to meet basic needs over time leads to a negative emotional state and even to pathology and illness.
- Optimal needs: needs that are not necessary for a basic sense of security, and whose satisfaction promotes the individual from a neutral state to a positive state. Optimal needs may contribute to personal development and growth and mental well-being. A state of dissatisfaction as to optimal needs can manifest itself in boredom, alienation and distancing from significant challenges. In most cases these feelings are not signs of psychopathology, but to a lack in optimal development.

### **1.5.1. School culture and school climate standards to prevent and reduce violence**

The Israeli Ministry of Education has set standards for the culture and climate of the school to prevent and reduce the level of violence. The standards set basic requirements for the school and require the creation of continuous improvement in the school's educational climate. Seven standards have been set: (1) protected, safety and health; (2) interpersonal communication and communication between school islanders; (3) emotional learning and social learning - life skills and social education; (4) educational climate; (5) providing a differential response in school to students with unique needs; (6) school-parent interactions and community-orientation; and, (7) the physical environment of the school.

### **1.5.2. The standards refer to three main components:**

A. School organization: policies, procedures - their knowledge and enforcement, division of roles and determination of powers and responsibilities, mechanisms for implementation, etc.

B. The nature of the relationships between people inside and outside the organization: The nature of the relationships between management and staff, between the educational staff and students, between the educational staff and parents, between students in different age groups, between school staff and students with special needs and between school and community.

C. The pedagogical aspect: the existence of educational discourse and of a developmental program for emotional learning, social learning, and value learning.

### **Specification of standards**

Below is a definition of each standard and examples of actions to be taken to implement it and examples of metrics for testing the application. The actions refer to the three components listed earlier. The school can choose

from these actions and metrics and add to them. What is said below is based on the standards document. (Israeli Ministry of Education, 2015).

### **A. Standard 1: Security**

Description of the standard: The school ensures the safety and security of students and teachers in the various activities within the school and in activities outside the school and thus provides the right of every student and of every adult to the protection of their body, mental health, and property.

#### **Examples of actions:**

- Establishing a code of conduct or bylaws or charter in each school that formulates the school's 'beliefs', common values / aspirations, disciplinary practices and boundaries.
- Classroom discussion on values and education for violence prevention.
- Follow-up of absences and latenesses.
- Establish a policy for monitoring, responding to and reporting incidents of violence and exceptional incidents.
- Increasing the supervision by adults during breaks and in places prone to risk.
- Rewarding and reinforcing positive behaviors among students.
- Promoting the capabilities of the educational staff in classroom management and navigation and in dealing with incidents of violence.
- Existence of advocacy programs and prevention of risk behaviors.

#### **Examples of indices:**

- Increase in students' sense of protection.
- Increase in the sense of protection of members of the educational and administrative staff.
- Presence of school regulations with clear procedures and laws and their consistent enforcement.

- Decrease in the frequency of absences and latenesses of students and teachers.
- Decrease in all measures of violence: involvement in incidents of violence, extortion, threats, boycott and harassment, sexual violence and sexual harassment, vandalism, and theft.
- Decreased smoking and use of alcohol and drugs.

**B. Standard 2: Interpersonal communication and communication among school attendees**

Description of the standard: The school builds and promotes a relationship of caring and respect among attendees and cultivates a sense of belonging and social involvement.

**Examples of actions:**

- Immediate contact with students absents from school.
- Locating isolated or rejected children and assisting in their integration.
- Involving students in determining the school lifestyle.
- Initiating actions and frameworks to encourage belonging and involvement.
- Mentoring of students by school staff.
- Initiating student tutoring for students in the school and the community.
- Conducting personal conversations, feedback conversations, and ongoing personal contact between teachers, students, and parents.

**Examples of indices:**

- Positive relationships between students and their classmates.
- Teamwork.
- Leadership and participation on the part of the administrator.
- Relationships and caring, fairness and respect between teachers and students.
- A sense of belonging to the school.
- Social involvement of students.

### **C. Standard 3: Emotional and social learning**

Description of the standard: The school promotes emotional and social learning and develops skills in students assisting assist them in age-appropriate developmental and social roles.

#### **Examples of actions:**

- Expansion of social education within the school.
- Combining homeroom / social time and life skills time in an obligatory program for schools.
- Experience in social settings and activities that encourage social involvement in the school and community and volunteer activities.

#### **Examples of indices:**

- Existence of a homeroom class and an hour of "life skills" / "preparation for life" classes.
- Participation in social activities.
- Experience in role-fulfillment.
- Participation in school forums and committees.
- Social involvement and relationships with the community.
- Student Council activities.

### **D. Standard 4: Learning climate**

Description of the standard: The school builds learning environments that support learning processes, assessment, and feedback, strengthening learning driven by intrinsic motivation and enhancing students' sense of personal ability to learn and advance their achievement.

#### **Examples of actions:**

- Creating diverse learning environments, which allow for choice and arouse interest among students.
- Strengthening the sense of competence among students.
- Increasing teachers' expectations of their students for academic progress.
- Creating diverse assessment and feedback processes for students.

- Providing a response to students at different levels of abilities, needs and achievements.
- Development and reinforcement of styles and ways of learning.

**Examples of indices:**

- Academic support for students during the lesson and / or through specialized programs.
- The existence of educational and social opportunities that allow for curiosity, choice, and autonomy of the student.
- The extent to which teachers provide students with information, feedback, and guidance that enables them to improve their achievement.
- The extent to which teachers expect students to make an effort and improve their achievement.
- The extent to which students show interest in learning and enjoyment of it.
- The degree of use of the various teaching methods and the various and adapted examination methods.
- The extent to which students are assisted in private lessons.
- The time students devote to homework.

**E. Standard 5: Addressing students with special needs**

Description of the standard: The school provides distinct responses to the unique needs of all students in the cognitive, emotional, social, family, and economic fields.

**Examples of actions:**

- Addressing students with special needs: learning disabilities, students eligible to be included in the integration program, students studying in special education classes, outstanding and gifted students, while maintaining their privacy.
- Providing a response and accompaniment to students in distress and students at risk while maintaining their privacy.



- Providing a therapeutic educational response in school for students with behavioral problems.
- Providing a unique response to immigrant students.

**Examples of indices:**

- The extent to which students with unique needs were mapped.
- Adequacy between the results of the diagnosis and the answer given to students with unique needs.
- Existence of treatment groups for students in distress and those with behavioral problems.
- Developing positive attitudes towards differences wherever they occur.

**F. Standard 6: Relationships between school and parents and community orientation**

Description of the standard: The school and the parents work together to promote the best interests of the child inside and outside school. Thus, the school maintains an array of information transfer to parents regarding the school and regarding their children; The school works to institutionalize the parents' partnership and defines the areas of their involvement and the areas in which they can be partners in the school's decision-making and activities; The school operates with community orientation.

**Examples of actions:**

- Providing current information to parents about their child's educational-social situation and about school activities and their participation in building a plan to improve the situation.
- Creating a culture of reporting to parents about positive events related to their child.
- Building frameworks for cooperation and parental involvement in the school.
- Building frameworks for cooperation with the community and other factors such as the police, welfare, etc.
- Running joint workshops for parents, students, and the educational staff.

- Incorporation of adult volunteers in the school.

**Examples of indices:**

- Parental involvement and contribution in the areas defined by the school.
- Parent notification.
- Community participation actions.

**G. Standard 7: The physical environment of the school**

Description of the standard: The school environment is pleasant, clean, and safe, and the school constantly cultivates its environment with the participation of the students.

**Examples of actions:**

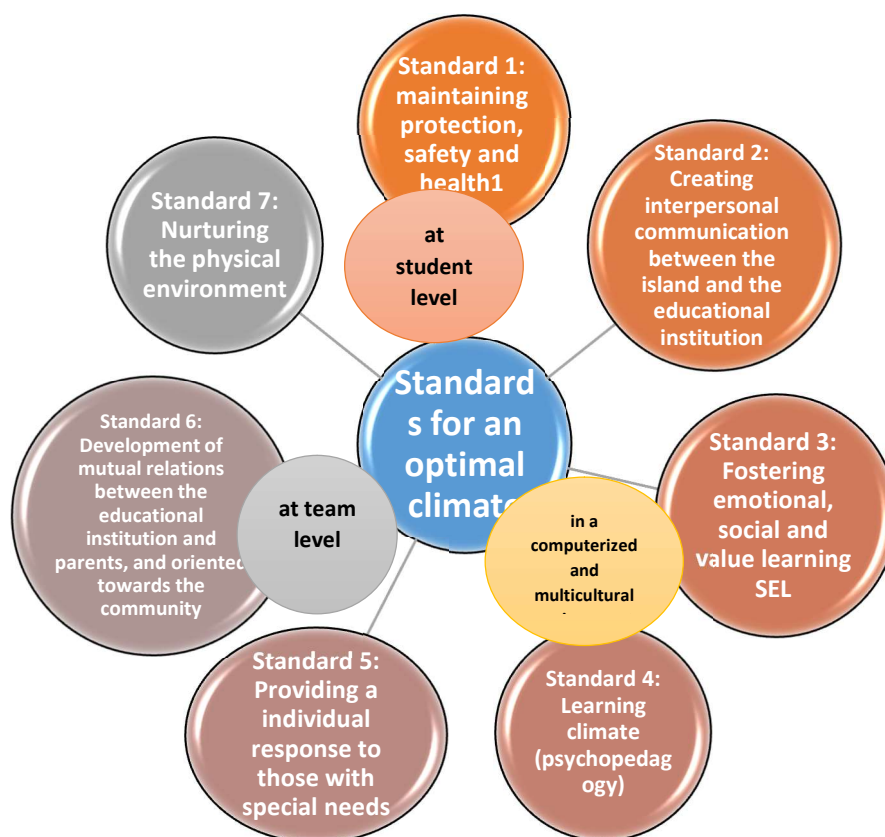
- Ensuring accessibility and removal of hazards.
- Adequate maintenance of the building, yard, and services in terms of safety, security and aesthetics.
- Renovation of the school and its renewal.
- Improving the learning environment.
- Equipping laboratories and libraries.
- Separation in the restrooms between young students and older students.
- Increased supervision during breaks in the toilet area and other out-of-sight areas.

**Examples of indices:**

- Quality of maintenance of buildings, services and yard and well-kept environment.
- Existence and quality of teaching resources - laboratories, computers, libraries, etc. (Israeli Ministry of Education, 2015).

**Figure 1**

*Standards of climate*



Source: Israeli Ministry of Education (2015) Ministry of Education, 2015

**Policy and Treatment of Violence** (Israeli Ministry of Education, 2015):

- Treatment of any serious or mild problem immediately and unequivocally, also in matters of dress, lateness, language, etc.
- Strengthening positive behavior, giving awards for good behavior, encouraging good behavior.
- Strong supervision of students: do not concede regarding any case of verbal violence or mild violence.
- Development of a code, convention or agreement that includes the students and teachers, in collaboration with the students. Student involvement: active student council, students whose job it is to mediate, student court which rules in cases of students who are fighting, student committee. Talks and lectures by police and neighborhood police.

- Treatment of a teacher, as well, who hit or insulted a student, leading to an apology to the student.
- Creative punishment, for example, assigning a student who has hit another student to a day of working alongside the custodian.
- Conversation on issues of violence even if there were no incidents whatsoever, an attempt to instill a deep understanding of the meaning of violence.
- Possibility to suspend a violent student.
- Continuing education of teachers and the administrator in matters of violence prevention.
- Presence of a multi-professional team.

## 1.6. Summary

A school climate has a variety of definitions in the literature that reflect disagreement among researchers. However, there are a number of general definitions accepted among researchers. Climate is a pattern of life experiences in an organization (in our case, school) and reflects norms, goals, values, interpersonal relationships, teaching practices, leadership, and organizational structure. This chapter addressed standards of school authorities in violence data, which reflect the expectation of schools to provide a social, learning environment that is safe, supportive, egalitarian and aesthetic. It enables emotional-personal-social-values and learning development of students, educational staff and all those who enter its domain, and prevents and reduces the level of violence.

The climate affects many phenomena, both among teachers and among students, both positively and negatively. A healthy climate encourages those in the system to fulfill their roles in the best way possible and to get the most out of themselves.

## Chapter II: Violence in Schools. Definition and characteristics

### 2.1. Violence

The research literature is one that defines the concept of violence as expressing the use of force towards the other, the use of force that causes damage in one way or another. More simplistic versions of the concept of violence are those that define this concept as extreme physical force that is applied by one agent to another agent. Violence is an aggressive act inflicted on others, causing damage and harm either physically or emotionally (Agbaria & Atamna, 2014). Violence does not have to be directed towards another human factor, but violence can also express a violent act against inanimate products, for example. Many times, therefore, violence is one that pertains to violence against property. Violence, as a rule, does not have to be physical either, but violence can be expressed in a wide variety of ways such as verbal violence, financial violence, mental violence and the like (Henry, 2000).

Violence is one that can also be defined from the perspective of the relationship between the two different factors, one of which applies violence and the other - the violence is applied to him. Thus, violence can be between two students and receive one type of context, it can be between a man and a woman who are in a relationship and receive a second context and so on. Violence, at the level of the result, is not always treated in the same way, but this depends, to a large extent, on the factors in which the violence takes place and on the social perception that exists in that exact place (Henry, 2000).

The violence is one that creates a situation in which there is a violent factor, on the one hand, and a factor that absorbs the violence on the other hand, the victim. Violence is one that has many secondary consequences. Beyond the fact that it causes damage at the time of the injury, i.e. while the injury takes place practically, it is one that manifests a long-term effect in the

physical aspect as well as in the mental aspect. Violence is a phenomenon, therefore, which is seen as undesirable in society, but it still exists. For this exact reason, various studies have examined over the years in the research literature which factors lead to violent behavior on the part of various parties towards other parties (Rivlin, 2020).

Some of these studies focused on the classroom. Classroom climate is deemed to refer to the subjective meanings that students have in the classroom where they study, encompassing dimensions such as the degree of involvement and motivation of students cohesion between students and the relationship between the teacher and the student (Montero-Montero et.,al,2021) Violence in the classroom is one that is perceived as having a particularly negative effect on the various factors present in the classroom. Violence in the classroom and school violence in general is one that can arise from a variety of different reasons. Various studies that have been done in this regard have shown that within the framework of studies, violence is common and can manifest itself in physical violence, mental violence, and the like. Especially in the various educational settings where boycotts of other students are a matter of routine, violence can be common. At this age, as well, this is a group of students who compare themselves to their peer group and in order to gain a higher status in the eyes of the school, they often defame other students and behave violently towards them in order to glorify their name (Henry, 2000).

School violence is one that receives a specific definition in the research literature. This fact stems from the fact that all violence, as mentioned, is seen as expressing a different process which must be examined in a completely different way as well. School violence is defined as the threat or use of physical force with the intention of causing physical injury, harm or intimidation of another person. The consequences of school violence have been found, according to various studies, to be particularly severe and this is due to the fact that this is a young group at an age that violence can affect in a more significant way compared to adults who suffer from violence (Sezer, 2021).

Also, various studies have shown that violence at school age is one that can express a more significant effect due to the fact that it is an age period in which students shape themselves in terms of their cognitive ability, in terms of their social ability and so on. When violence occurs in this case precisely those who experience the violence are those who can be significantly negatively affected by that violence precisely when the violence in this case can harm them significantly in terms of their ability to develop in the present as well as in the future. Violence in the educational institution is such, therefore, that has been examined in many studies in order to examine the various sources it can have and what possible solutions can be offered to it (Sezer, 2021).

Violence can arise between students and themselves, between students and teachers and sometimes also between teachers and students. The violence is one that can be the result of various difficulties that the students go through in their home, in their personal experience, in their development process (Agbaria & Atamna, 2014).. It is, therefore, a process that can express a significant difficulty that the student experiences in the anger that he takes out on others in the form of violence. For this very reason, various studies have testified that violence is a factor that should be treated as a red light. That is, the various factors that lead to that violence must be examined and the various reasons behind it must be understood (Sezer, 2021).

Many times, therefore, according to this very concept, the violence is one that expresses a significant difficulty that the student hides and that he is not exposed to other factors. Either way, various studies have testified to the significant difficulty in managing the classroom when there is a violent element in it. The violent factor is not alien to the hierarchy that exists in the educational institution and is one that seeks to release every burden. The violent factor is one that harms the social fabric and this is due to the fact that it creates unrest about violence which often also creates different camps within the class. This, in contrast to a positive process which expresses the creation of a single texture of the educational institution and the students

existing within it with processes of a sense of mutual guarantee among them (Benbenishty et al., 2006).

In this case, therefore, it is a particularly negative process that affects not only the violent student himself but many times the entire class. The environmental context for student violence is one that has been examined according to various studies. In this matter, therefore, the claim was made that the environment of the studies is one that affects the discovery of violence by the students, many times. An environment that is considered more stressful or one that shows less understanding and inclusion of the students is one in which the students show more violence, in a significant part of the cases (Sezer, 2021).

On the other hand, an environment that instills an atmosphere of calmness in students is one that promotes positive interaction between students and themselves, between students and teachers, and so on. This fact creates a more positive interaction between the various factors that exist within the framework of studies and thus enables the development, at the macro level, of various aspects that relate to both educational development and social development (Henry, 2000).

Various studies have shown that violence is one that can harm an individual's sense of belonging or his desire to belong and be part of a group, to be loved and to be loved is also defined in the research literature as the degree to which he feels being accepted, respected, contained and supported in his social environment. Various studies have developed the sense of belonging as an integral part of Maslow's pyramid of needs. In fact, not only is this matter established as part of Maslow's pyramid of needs, but there were those who claimed that the sense of belonging should be placed in the line of the more important human needs (Henry, 2000).

Various studies have testified that a sense of belonging is not a permanent thing, but a static perception and feeling that does not preserve itself. Thus, various studies claimed that this is an important need of the individual, but this need depends on time, context and different circumstances. Various studies have claimed that part of the context is the



space, let's find the individual. In this regard, it was found, for example, that in various educational institutions, such as a university, it is more important that the individual gives when it comes to the sense of belonging that he wants to feel and this is a more significant need than usual. This fact is due, for example, to the perception that this is a space that has a lot of dominance in terms of social interaction, and therefore the sense of belonging in that institution is also important as part of the perception that it is the ability to succeed in a significant way in this period from both the social and academic point of view (Sezer, 2021).

A sense of belonging has consequences both on the micro level, on the individual, and on the macro level. Thus, a sense of belonging can also be expressed in a group, that is, in the desire of a certain group to feel belonging. This sense of belonging seeks to create a supportive environment, an environment where there is unity when it comes to beliefs, opinions, symbols and the like. In the sense of belonging, both at the micro level and at the macro level, there is a significant reference to the existing framework which is seen as the one that creates the sense of belonging. Sometimes this framework is the one that actually creates a higher pressure and need among the factors that belong to it to feel they belong, thus increasing the desire for a sense of belonging in general (Ali, 2007).

The lack of feeling of belonging can create a feeling of alienation of the individual in the environment in which he exists and lead him to a feeling of alienation from it. Therefore, the element of belonging is critical due to the fact that through it the individual or the group feels that they identify with the goals and with the processes they carry out in that space out of a sense of their connection to that exact space. In other processes, as an example, where the individual does not feel a sense of belonging, then he can still exist in the same space, although his level of participation in the processes taking place there and his level of motivation to take an active and real part in it will significantly decrease (Henry, 2000).

The connection of a sense of non-belonging to violence is due to the fact that violence is one that can cause a sense of non-belonging in the

students, the victims who experience violence in the classroom, and also that violence by students towards others is one that can also stem from a sense of not belonging to what is happening in the classroom. In both cases, therefore, it is a negative effect on the macro class (Henry, 2000).

Violence is considered a factor that is defined as someone who refers to the threat or use of physical force on purpose with the aim of causing bodily harm, damage or intimidation of another person. Verbal and psychological injuries are not included in this definition. . Today it is common to use a broader definition, according to which violence is behavior that results in injury to others (Gimshi & Neeman-Haviv, 2015).

The injury can be physical or psychological, that is, involving injury by humiliation and the misuse of coercive power. With increasing public concern about school safety, researchers have expanded the definition of school violence to all situations or actions that create a climate in which students and teachers feel fear or threat, as well as being victims of assault, theft or vandalism (Gimshi & Neeman-Haviv, 2015).

This definition, as can be seen, is one that makes direct use of the aspect of the educational climate as expressing the state of violence in the classroom. Violence in schools harms those involved in the violent incident, the society of students and teachers, and affects the development and stability of society as a whole. The basic premise in this matter is that school violence does not remain only within the walls of the school, but manifests a widespread effect on other social entities beyond the school institution (Gimshi & Neeman-Haviv, 2015). So, violence is defined as the set of hostile behaviors that can manifest themselves consciously, unconsciously, ghostly, in order to destroy, degrade, constrain, deny or humiliate an object invested with meaning, behaviors felt as such and not provoked by it. Aggression is characteristic of human relations, its register of manifestations stretching to the passive attitude of indifference, the refusal to help, irony, teasing, up to attitudes of threat and acts of violence itself (Univ & Bara, 2022). The most relevant definition of school violence, the most complete and significant for this work is the definition given by the Bucharest Institute of Education Sciences and UNICEF: violence in school is any form of manifestation of

behaviors such as: inappropriate or offensive expression, such as be mocking, teasing, ironizing, imitating, threatening, harassing, abrupt, pushing, hitting, hurting; behavior that falls under the law; offense committed to the status or authority of the teacher; inappropriate school behavior: late hours, leaving the classroom during class, smoking in school or any other behavior that contravenes the current school regulations (Jigau et al., 2006).

School violence can be divided into two types: individual violence and overall school violence. Individual violence stems from the individual's difficulty in adapting. Sometimes it has no effect on the entire system, or its effect is minimal, and sometimes it can paralyze an entire class, grade, or even an entire school. Although it is violence that originates from an individual, the system has a great influence on it, because in a calm and effective school it is easier to control the phenomena of individual violence. Overall school violence occurs when the entire system is not calm, its functioning is poor, and the entire school is under the impression that it is "stricken with violence" (Gimshi & Neeman-Haviv, 2015).

The matter is getting out of control: the local press, and sometimes even the national press, complaints from parents, the supervision and others - burden the school and create a feeling of helplessness. In recent years, the professional literature has focused on the phenomenon of bullying. The phenomenon of bullying has two main characteristics: harming a person over a long period of time and repeatedly and using force in an unbalanced way (Gimshi & Neeman-Haviv, 2015).

Bullying finds its expression in actions, such as beatings, sexual assaults, harassment, insults, yelling threats at students and teachers, hurling insults, attaching derogatory names, imposing boycotts, extortion, vandalism and behaviors that make the victim feel threatened, frightened and humiliated. Apparently, bullying is in the category of individual violence, but in practice it shapes the school climate, which is characterized by a threatening atmosphere, fear, indifference and lack of trust of the students in their teachers and the school administration (Abu Assaba, 2010).

Bullying is one of the main causes of the feeling of insecurity in educational institutions. Studies in schools around the world show that the phenomenon of bullying is very common in schools, but most incidents of bullying are not reported to the police or the school administration (Gimshi & Neeman-Haviv, 2015).

In the research literature, there are four main types of explanations for the phenomenon of school violence: the guiding principle in this approach is that the school is a mirror of society, and when society is violent, the school is also violent. There is a concept here according to which the school is a mirror image of society and society is a mirror image of the school. This, therefore, is part of the concept that processes that take place in the school, including violent processes, are not those that are kept within the school only, but have an effect, as well as a root, outside the walls of the school (Zidan,2008).

There are many and complex reasons for this phenomenon, according to which students may bring antagonistic and violent behavior to school, the result of socialization processes in which they experienced society and violent subcultures or criminal culture. Many researchers. It is believed that in areas of poverty and distress a subculture develops, which in situations of decisive dilemma leads to disobedience to the law, cunning and violent behavior (Gimshi & Neeman-Haviv, 2015).

In other words, antisocial behaviors are not a product of the encounter with the school, but a product of socialization in the subculture. One of the claims raised in this matter was that criminal subculture in general, and school violence in particular, are the result of frustration of lower class students in schools that represent middle class values (Ali, 2014).

Studies conducted in recent years point to the great impact that school has on the social-emotional development of students, especially the young among them. On the other hand, the child's social-emotional ability, especially in the early years of his life, has an important impact on how the child functions in school. It is precisely for this reason that many studies in the research literature have seen the period of adolescence as a very important period in which students develop themselves on a professional level as well

as on a social level. Over the years, researchers have added many explanations for the violence that comes from experiencing school. The research literature talks about this matter and talks about school climate as a central factor in understanding violence in schools (Gimshi & Neeman-Haviv, 2015).

The development of a positive school climate, which creates a feeling of support for children and positive expectations from them, requires a consistent effort on the part of the adults working within the school system and close ties between them and the parents. Consistency in expectations reminds children that they are in the care of the extended community, and adults are responsible for their development (Kosur & Tement, 2014).

The main factor affecting the frequency of aggressive behavior of children is their perceptions of the acceptable and unacceptable behaviors in the eyes of the supervising adult. Because of this, the adult's consistent responses will have an effect, both immediately and in the longer term, on reducing the scope of the children's aggressive behavior. The adult, therefore, is seen as a factor that monitors the level of violence and directly influences it (Gimshi & Neeman-Haviv, 2015).

A new angle in the theories that talk about the factors influencing school violence does not examine society or the classroom, but rather the relationships that develop between the aggressors and their victims. It refers to a violent interaction directed by a dominant individual or individuals towards a non-dominant individual or individuals. This approach sees bullying as a particular form of violence, which is social in nature and prolonged. This dichotomous division between aggressor and victim is one that explains that violence is a comprehensive phenomenon that has a set of effects, from several different directions of influence as well (Lutan, 2020).

The school is an organization with special characteristics, different from those existing in the wider society. These characteristics can be described as a "situation" in a given place, which is also influenced by its external environment. The main situational factors that influence student behavior include: physical characteristics, social characteristics, the status of the

teacher in the classroom, the existence of mandatory rules and procedures and the ways of enforcing them and the school's response to students who are abnormal in their behavior. Schools where there are mandatory, consistent and systematic behavior procedures and positive and open relations between teachers and students were found to be less violent than a school where the teachers' supervision of the students was arbitrary, inconsistent and based more on the teachers' personal reactions than on arrangements, procedures and a positive atmosphere anchored in the organizational climate of School (Abu Jabal et al., 2015).

Various studies show that situational factors, such as changes in a certain society or in the school itself, can lead to a change in the degree of violence in the school. Such factors can be a situation of war or the rise of radical leaders in the society around the school, or even the appointment of a new principal to the school, the employment of new teachers and a change in the composition of the students at the school, as in cases of massive absorption of immigrants (Rinawi, 2003).

Additional studies examined the effect of the physical characteristics of the school on the violence that occurs there. One of the claims raised in this context was that the physical environment of the school has functional, social and value messages, in addition to the aesthetic messages. The physical environment of the classroom and the entire school has a significant impact on the school climate and the phenomena of violence and vandalism (Gimshi & Neeman-Haviv, 2015).

Various studies in the research literature which examined the scope of the phenomenon of violence in the educational system in Israel and its characteristics among students in grades 4 to 11, indicated a decrease in students' reports of being victims of violence in schools, an increase in their sense of security and a feeling that the level of violence in their school has decreased, compared to the previous year. From the reports of the educational staff it is possible to learn about a greater awareness of the issue of violence at school and a large increase in the scope of actions taken to deal with it (Kosur & Tement, 2014).

However, the research indicates that the violence in the education system, mainly the emotional-verbal and the physical violence which is considered the least serious, is a widespread and worrying phenomenon, which requires dealing with and treatment. Most of the students who participated in the study reported being victims of verbal and physical violence in the month preceding the study (Gimshi & Neeman-Haviv, 2015).

About half of the students who participated in the study in elementary schools and middle schools reported that they had been grabbed and pushed on purpose at least once in the month preceding the study. One in three middle school students, and almost one in two elementary school students, reported being kicked or punched at least once this month. The more extreme behaviors are much less common, but not negligible. Another finding that came up in this context is that a high proportion of students complain about violence from the educational staff. One in four students report that a member of staff ridiculed, insulted or humiliated them. One in ten students say a member of staff cursed at them. A relatively high percentage of students claim that a staff member pinched them or slapped them (Gimshi & Neeman-Haviv, 2015).

Violence is present throughout society and is steadily trending upward. Schools are a pivotal milieu for violent interactions: among students; between students and their parents towards the educational staff; and of teachers towards students. Research on child and youth violence among peer groups in school appears prominently in the theoretical and professional literature, and recently the scope has expanded to includes students' attacks on teachers both the online and physically (Alzyoud et al., 2016).

## **2.2. Defining the term school violence**

Violence in school is any intentional behavior, the purpose of which is to cause harm, either emotional or physical, to people in the school, or to cause harm to property in the school. This behavior includes:

- verbal violence designed to hurt emotionally by cursing, swearing, insulting, and humiliating (including social boycott)
- direct and indirect threats, including intimidation and extortion
- physical harm at various levels, including shoving, kicking, punching, and beating
- use of various types of weapons in order to threaten or to cause bodily harm
- damage to property by theft or vandalism
- sexual assault
- indirect social violence: behaviors that aim to harm through actions taken at the social level in indirect ways, for example, spreading vicious rumors, inciting students not to talk to another student, or intentionally ignoring a student

The elements of the definition of violence apply to all members of the school community: students, teachers, administrators, and other staff members, whether they cause violence or are affected by it. (Hinduja & Patchin, 2009).

School violence is a general term that includes physical violence, psychological violence, and sexual violence. School violence harms the physical and mental health of students who fall victim to it, as well as those who watch from the sidelines. On the physical level, symptoms such as abdominal pain, eating disorders, and sleep disorders may appear. On the psychological level, violence can lead to interpersonal difficulties, loneliness, depression, anxiety, and low self-esteem, to the point of suicidal thoughts and behavior. School violence also impairs students' ability to participate in school activities and may lead to school absenteeism and dropout (Gilat, 2019).



## **2.3. The most common types of school violence**

### **2.3.1. Verbal violence**

Verbal violence designed to hurt emotionally by swearing ("curses"), insults and humiliations (Including social boycott), direct and indirect threats, including intimidation and extortion, and the spreading of insulting rumors. (Benbenisti et al., 2005).

Despite being the most common form of violence, verbal violence is usually not taken as seriously as physical violence because it has no overt proof. The abuser can be a perfect figure around others. In reality, verbal violence can be just as harmful as physical violence. Verbal violence causes emotional harm and sometimes psychological damage.

### **2.3.2. Physical violence**

Physical injury is classified at various levels: pushing, kicking, hitting, severe beating, use of various types of weapons (firearms, knives and pocketknives other sharp devices, sticks, batons, stones) for threatening and damaging property, by theft and vandalism, and unwanted physical contact. (Benbenisti et al., 2005).

A common method of classifying violent behaviors is according to the nature of actions as follows:

1. Severe physical violence, including severe injury and threatening behaviors, such as extortion, beatings that necessitate medical treatment, threat and use of firearms, and use of objects such as knives, pocketknives, stones, and sticks, with intent to cause injury.
2. Moderate physical violence, including behaviors such as pushing, kicking and fighting.
3. Verbal violence, including behaviors designed to injure emotionally, such as, swears, curses, insults, humiliations, and intimidating threats.

4. Social violence, including behaviors such as: imposing a group boycott, social exclusion, and spreading negative rumors about a student.
5. Sexual assault, including behaviors designed to humiliate as well as behaviors that have direct harm.
6. Damage to property, including theft and vandalism of school property or property belonging to other students.

### **2.3.3. Theoretical explanations of the phenomenon of school violence**

Research on school violence developed in two directions: one direction emphasized the individual, while the other emphasized social environments.

### **2.3.4. Theories emphasizing the individual**

**Frustration theory:** Frustration is blockage of behavior that is focused on a goal. The blockage creates a drive that leads to aggressive behavior. But, already from the outset, researchers understood that one cannot claim that anyone who is frustrated will react aggressively. (Miller, 1958) claimed that aggression is only one of the possible reactions to frustration. There are other factors which affect the reaction, such as the person's expectation of bettering his or her chances of reaching a cherished goal, the level of the offender's involvement in the victim's reactions, and the number of frustrations to which the aggressor has been exposed in the recent period.

**Learning theory:** The learning theory has various developments associated with the names Bandura and Eron (Bandura, 1983). The researchers assert that violence, like other behaviors is learned via the mechanisms of punishment and reward. If a certain behavior led to punishment, it probably was not repeated. Similarly, a certain behavior can have been acquired as a result of its having been observed in an influential model, such as parents, teachers, students, or on television. Four processes occur in the process of learning: directing attention, organizing the material within memory, creating motivation, and creating the violent act.

**Moral disengagement:** This theory is also associated with Bandura's work (1990). According to Bandura, moral disengagement is a process in

which a person convinces him or herself that standards of ethics are not applicable to him or her within a certain social context; and, therefore, he or she separates inhumane behavior from self-accusation for committing the act. (Bandura, 1990).

### **2.3.5. Theories that emphasize the social environment**

These theories began to develop in the 1960s when the main purpose of schooling was to get good grades. Some of the research led to the study of topics, such as, equal opportunity in education and school climate. Emphasis began to be placed on the individual vs. society, school atmosphere, classroom behaviors, teacher and student satisfaction, problems of discipline, and violence. The trend of research into school processes and particularly into school climate led to the study of school violence, where the violence was perceived as a product of an ineffective school which hampers the learning process.

The social-ecology perspective:( Bronfenbrenner, 1979) opened the door to understanding the interrelationships between the individual and the environment as shaping child development. According to him, four systems affect the child's design:

1. The microsystem contains entities with which the child has direct contact, including parents, siblings, peer group and school.
2. The mesosystem includes all the interactions among components of the microsystem, for example, between family and peer group, or between siblings and parents.
3. The ecosystem contains external social systems, including law enforcement, the judicial system, and welfare.
4. The macro system is an overarching system, such as the state, or an individual's social, economic, and cultural structure.

Thus, the individual is affected by a complex of numerous environments. Violence, such as bullying and victimizing, therefore, does not occur in a void. Incidences of violence are enhanced or inhibited by a complex system of the individual's relationships with the various systems in his or her life.

The social-welfare perspective: This perspective differs from other perspectives in that violence is included within it as a component in the set of risks to the well-being of a child or adolescent. The establishment of the welfare state marked populations as at-risk; but the term "youth at-risk" was intensively employed only in the 1980s. Today's youth are more exposed than ever before to a multiplicity of risk factors, including alcohol, drugs, violence, and health risks. Various agencies began to conduct surveys on the subject in order to assess the scope of the various risk factors. In 1982, the International Health Organization established the Health Behavior in School Age project (HBCS) which collects data used in developing comprehensive policy regarding youth (Harel et al., 2003).

The radical perspective claims that school is fundamentally an oppressive institution. The culprit should not be sought in individual violence but in structural factors. School particularly oppresses students whose parents have low levels of education, ethnic minorities, girls, and people with physical disabilities. School perpetuates social differences. Students lose their chance to succeed in life, despite schooling.

According to the radical view, equipment, such as metal detectors and cameras, do not reduce the level of violence; but indicate that schools employ tools of repression.

The anthropologist (Divine, 1996) saw school as a prison, run according to laws similar to those prevailing within prison walls. He criticized the multiplicity of authorities who deal with school violence, including police officers, social workers, psychologists, and judges, who leave the role of the teacher empty, while being ineffective in their treatments.

## **2.4. Factors of violence in schools**

Violence has been widely discussed in the professional literature as a complex phenomenon with a multiplicity of antecedents. Violence in schools stems from a variety of factors. The professional literature connects the reasons for violence among youths with factors in the environment, family,

culture, society, biology, psychology, and, of course, within schools. (Horowitz, 2000) divided the explanations for the phenomenon of violence into three groupings:

1. Violence as input of the community into the school.
2. Violence as a product of school experience.
3. Violence as a product of situational factors.

Research by Horowitz (1981) examined conditions which precipitate violence; this research provides evidence connecting conditions in the community with school components that lead to violent behavior of adolescents. Conditions in the community which were found to precipitate violence include: distressed neighborhoods in states of anomie, and schools situated within areas rife with crime. The school components which were found to precipitate violence include: arbitrary, inconsistent, and diagnostically unfounded administrative decisions; inter-school transfer policy; high expectations vs. mediocre ability; the revamping of middle-school education and multi-tracking.

Research by Sela-Shayewitz (2004) explores an additional facet of the connection between the parameter's youth culture, education and schools and the factor of violent adolescent behavior. Sela-Shayewitz examined violent behavior of adolescents in discotheques and at rock concerts. She found violent behavior to be more prevalent among those enrolled in trade schools and those belonging to street gangs than among those enrolled in academic high schools. The results of her research imply that participation of adolescents in incidents of violence in discotheques and at rock concerts is connected to their educational level: the higher the level of education, the lower the incidence of violence as a cultural phenomenon in the community. (Sela-Shayewitz, 2004)

Among teenagers, the incidence of violent behavior in recent years has been increasing. It should be noted that adolescent peer groups constitute a natural breeding ground for arguments and fights, which can easily turn into acts of violence. Some argue that in Western society adolescent peer groups

develop into sub-cultures which are antagonistic to the adult world. This can be observed within mass leisure, surfing the internet, television programs for teenage audiences (Huesman, et al 1986) and, of course, in educational settings, where teachers and administrators are perceived as enemies. Likewise, Harel (1999) and Gombel (2002) have observed that students' feelings of alienation towards teachers, towards their peers, and towards school and the school syllabus affect the level of violence within school.

Gilboa (2004) maintains that the most striking reference to violence has become firmly established in the moral and cultural codex according to which societies and states operate. According to Gilboa (2004), school, viewed as a clear representative of the dominant society and culture, constitutes power. Standing opposite it, though, are individuals and groups, whose force is no less powerful. Those who succeed in accepting the normative value framework survive within the system. Those who do not accept the values of the framework do not survive within it and therefore exhibit violence towards it. Gilboa (2004) asserts that in Israel, schools constitute a reflection of society with all its subdivisions and layers. The school represents a social reality in which conflicts between individuals and representatives of the system breed violence. Only a change in perception that will stop seeing the phenomenon of violence and its causes as a social deviation, but as a subject, in and of itself, within social and cultural contexts, can lead to amelioration of the situation. (Gilboa, 2004)

Abu Assaba (2010) adds that an indulgent response to violence in schools enhances violence within society and turns violent behavior into a familiar behavioral pattern. It must be borne in mind that the problem of violence in schools is complex and must not be attributed to a single cause, but to an array of social and psychological factors.

The plethora of programs advancing multiculturalism, conflict resolution and education-for-peace are an indication that there is belief in a connection between adolescent violence and political and social conditions (Solomon, 2000). In view of such a wide array of programs, Solomon suggests three categories of peace education:

1. Education toward peace in the context of international conflicts, which focuses on acknowledging the opponent's narrative.
2. Education toward peace in the context of tensions among various cultural factions, which focuses on altering stereotypes and preconceptions.
3. Education toward peace in contexts devoid of conflict or tension, which focuses on supporting the importance of living in peace.

The concept that links violent behavior of students in the education system to the socio-cultural reality in Israel is also emphasized in recent studies conducted in Israel on student violence. Anat et al., 2003 reviewed the extramural variables that influence behaviors within the school, such as family, peer group, and culture. He also introduces factors within the school that may increase violence or help prevent it, such as the school climate and student-teacher relationships. In his view, given the multiplicity of variables associated with school violence, it was to be expected that intervention programs in this area would focus on many factors both within and outside the school. However, most school violence intervention programs focus on only one or two variables or one or two ecological levels (e.g., child, family, or class), and tend to ignore the interaction between the multiple variables. It is therefore no wonder that most programs that deal with only one variable tend to be ineffective in lowering school violence levels.

In the Circular of the Director General of the Ministry of Education (Updated Special Circular 16, 5741, December 2000), the prevalence of school violence was directly linked to variables related to the school climate, and it was argued (section 1.1.) that "climate in the educational institution is a major factor which affects the creation of an environment that does not invite and does not allow violence within the walls of the educational institution. Creating a climate in the educational institution means creating an opportunity for students to continuously experience social values and internalize and experience social skills." Among the guidelines for creating a climate of protection in schools, the circular includes "implementing a social-community worldview (belonging, caring, involvement and responsibility) ... creating

routines that promote protection, security and values of mutual respect... adopting a policy of intolerance to violence" (section 1.2).

Point to additional school components that may increase the likelihood of youth violence. They found that school variables, and especially the student's sense of alienation from school, a sense of inadequacy, and a perception of a high level of violence in the school environment were associated with bullying, brawling, and carrying weapons. In their opinion, bored students who tend to run away from school, whose level of academic achievement is low and who claim that there is a high level of violence in their school, are more likely to be involved in bullying, fights and carrying weapons. Although social difficulties were also found to be related to violence, this was to a lesser extent. This correlation was slightly higher among female students. (Harel et al., 2003)

Although research studies in Israel on patterns of violence among students highlight the school as a dominant locus of violence, it is universally apparent that the causes violence lie within a wide range of factors, most of which are not directly related to schools. Nevertheless, researchers believe that the school should take responsibility for dealing effectively with the problem of adolescent violence through collaboration with educational-therapeutic systems in the community in order to address the living situation of youth in school and in the community (Benbenisti et al., 2006).

A first group of factors (biological, psychological and familial factors) refers to primary factors, both those that are internally within a person from birth and those that are in the surrounding primary environment during childhood. These factors constitute baggage with which the child arrives at school and make the child prone to aggressive behavior. The study by Bodin & Crawford (1998 in: Brent, 2004) suggests that behavior is assembled through a joining of factors with each having a particular effect: accelerating factors (such as failure) can exacerbate the tendency to violence, whereas characteristics such as flexibility and communication skills can mitigate the tendency even up to its disappearance.



The second group of factors, which include elements such as communication, community and society, surrounds the child and influences him even before he reaches educational settings, and continues to influence him during his school years. There sometimes exists a danger that a mismatch between the school framework and the external framework will lead to an advance rejection of the values that the school imparts and an aggravation of aggression (Horowitz, 1981).

Great optimism lies in the fact that not all children who are exposed to risk factors from the first and second groups are characterized by aggressive and violent behavior. The cognitive-behavioral approach argues that behavioral change can be achieved by changing perception and thinking, and by imparting skills of conflict resolution and self-control (Brent, 2004). Indeed, it has been found that children who were prone to violent behavior but who have managed to develop social competence and have not become violent are characterized by resilience and flexibility, resulting from factors such as a sense of belonging, concern for others, effective communication skills, problem-solving skills and others.

## **2.5. History of Treatment of Violence in the Education System in Israel**

### **Stage 1: "No Problem"**

In the late 1970s and early 1980s, Israeli media began to report cases of violence in elementary, middle, and high schools, directed against students and educational staff. Included were cases of extortion, vandalism, and violence.

Students and parents reported in the media on the events that were accompanied by an atmosphere of fear and even terror in the schools. The proliferation of articles in the media and the repeated claim that the reported events were just the tip of the iceberg, and that the phenomenon was

widespread and serious, led to discussions on the phenomenon in Knesset committees, the Knesset plenum, and the Ministry of Education.

The Ministry of Education was accused of "sweeping the problem under the rug."

Prof. Tamar Horowitz from the School of Education at Ben-Gurion University and Prof. Menachem Amir from the Institute of Criminology at the Hebrew University of Jerusalem were asked to investigate the issue and gather information on the phenomenon. The report which they published: "Patterns of the Education System Dealing with the Problem of Violence" (Horowitz ,1981) showed that the phenomenon of violence in schools crossed demographic and social boundaries, and a phenomenon that had been common in specific areas had spread to other areas of the middle and upper classes (Erhard & Brosh, 2008).

### **Stage 2: Contingency plans: Trial and error**

The murder of taxi driver Derek Roth in January 1994 by two middle-school students brought to the fore as never before the phenomenon of violence among children and adolescents. The event which shocked the public and the media pressure that followed promoted the issue of violence in schools to center stage in the educational and public agendas. The transition from the first stage to the second stage accelerated, and the phenomenon came to be viewed as a social issue. Through increased media pressure and the presentation of the issue of violence among youth as a phenomenon threatening Israeli society. The firm demand was raised by the Israeli public to take action and to place responsibility on the education system that was not doing enough.

In response to the mood of the public, within the education system, and among the decision makers in the political arena, a decision was made to set up a parliamentary inquiry committee to diagnose the characteristics of the phenomenon of violence, to recommend ways of dealing with it, and to determine measures for their implementation. In June 1995, a committee headed by Member of Knesset Dr. Benny Temkin was established. The committee included ten members of various parliamentary factions; and an

advisory committee was appointed alongside it, consisting of 18 experts headed by Prof. Yohanan Wesner, chairman of the Forum for Children and Youth at the School of Social Work of Tel Aviv University. The recommendations of the Advisory Committee designed to assist in formulating a strategy for comprehensive intervention include:

- One must act within a holistic approach based on understanding the phenomena, designing policies and planning actions.
- Action must be taken to implement a systemic, long-term and multi-sectoral plan to deal with the phenomenon.
- Addressing the phenomenon requires a comprehensive multi-system, multi-disciplinary and multi-year strategy that combines elements of public awareness, education and prevention, treatment and punishment.
- All education systems should be required to implement educational programs within the school to prevent and intervene against the effects of violence. These programs should be based on emphases of education for values, human dignity, patience and the culture of speech, as an integral part of existing lesson plans and as unique multi-year programs.

The committee's recommendations reinforced a response that was already sprouted in the education system: running diverse educational programs that have a direct or indirect connection to the phenomenon of violence. The Ministry of Education and the Pedagogic Administration encouraged the implementation of projects and prevention programs, in the hope that these would soon lead to an improvement in the situation in the education system.

Thus, in the mid-1990s, a large number of different prevention programs were implemented in the education system, varying in their scope and in their target populations (among students, teachers, and parents) (Erhard & Brosh, 2008).

**Stage 3: Policy Design: "A Well-Fitted Suit"**

The 21st century represents the third stage in the process in which violence among youth, in general, and in schools, in particular, transitions from "no problem" to a social problem standing in the eye of the storm. Its treatment does not only involve response, but the formulation of an orderly and comprehensive policy. While the first stage of the process was characterized by an almost complete disregard of the existence of the problem, and in the second stage actions that were taken were preliminary and decentralized, in the third stage, in the midst of which we find ourselves today, there is public and professional agreement that there is a "social problem" that must be dealt with proactively.

At this stage, on the basis of knowledge, information and experience accumulated internationally and within Israel, a policy is being designed, including built-in evaluation mechanisms to examine the effectiveness of the policy, its implementation and its results. An effort is being made to mobilize as many bodies as possible that come in contact with the problem of violence, whether directly or indirectly, to deal with the problem multi-systemically. The intention is to create a solution that is neither casual nor short-term, but one committed to a clear policy, requiring long-term processes and to be put to the test of time (Erhard & Brosh, 2008).

**2.6. Teachers' perceptions of school violence**

The issue of school violence has been the focus of increasing research interest in recent years (Varela et al., 2019). But, despite the many programs to reduce school violence, violence rates among students in school continue to be high. Because teachers are in direct contact with school violence, teachers' perspectives can contribute to a deeper understanding of the phenomenon (Anderson, 2016).

School violence is one of the serious problems common to many countries (Espelage&Hong,2019) Although schools are supposed to encourage tolerant behavior, teachers report that school violence has

escalated in recent years in Europe and the United States (Dogutas, 2013). To better understand the problem of school violence, (Bentea & Dogutas 2013) conducted studies that examined teachers' perceptions of school violence, using qualitative methodology.

The results of the studies show that according to the teachers' perceptions, there exist various causes of school violence. Bentea & Dogutas (2013) classify these factors into:

- individual-related factors
- family-related factors
- society-related factors

Factors related to the family are mainly low education among the family, low socioeconomic status in the family, alcoholism among the parents, and domestic violence including physical punishment of the children (Bentea, 2013). Dogutas (2013) explains how family factors affect school violence: by the differences among teachers' perceptions of violence. Dogutas (2013) found that teachers in schools in a well-established environment do not report much violence, and teachers report that students believe that violence is not normal behavior. In contrast, in schools where teachers report problems in students' families such as drug use by parents, inmate parents, verbal violence at home, students see violence as normal, and they are also more violent. In other words, family behavior shapes students' perceptions of violence, and this perception, in turn, influences behavior (Dogutas, 2013).

In addition to family factors (Bentea,2013) Cites social factors, such as poverty, exposure to violence in media and computer games, influences of peers, community violence, and the social value system. In addition to these factors, (Bentea, 2013) emphasizes the school environment can be a source of student violent behavior. Factors such as lack of teacher authority, inattentive assessment methods, ineffective classroom management, unhealthy relationships between students and themselves and between students and teachers - these factors and other school-related factors may create frustration and antagonism among students manifested in violent behavior (Bentea, 2013).

Both researchers found that teachers' perceptions differ from teacher to teacher (Bentea & Dogutas, 2013). According to Bentea (2013), the differences among teachers in the perception of school violence indicate that this is a complex phenomenon. According to Dogutas (2013), the differences between teachers from different schools regarding the perception of school violence can teach us about the environmental impact on school violence.

In conclusion, understanding teachers' perceptions helps to understand the phenomenon and causes of violence among young people better than formal metrics, and thus may help construct more effective intervention programs (Bentea& Dogutas, 2013).

## **2.7. Summary**

The phenomenon of violence in schools is a worldwide phenomenon, which occurs not only in modern industrialized countries, but also in developing countries. In recent decades, we have witnessed an increase in the level of violence in Israel and around the world. Many students around the world report being victims of violence, and a larger proportion of them testify that although they are not direct victims, they experience feelings of insecurity and apprehension, and a general sense that their school has a problem of violence. The phenomenon of violence harms both the human environment and the physical environment and affects both the direct victims and indirect victims, those who witness the violence and its damages to the people around them, psychologically, socially and developmentally.

In Israel, 1998 was a turning point in dealing with violence in the education system, when until this year the education system refrained from recognizing the phenomenon and dealing with it openly. The open avoidance of engaging in the subject stemmed from school administrators' fear of exposing incidents of violence and harming their schools' image, as well as the fact that the dimensions of the phenomenon were hidden from the educational staff within the school (Shadmi et al., 2006).

Violence is considered a social phenomenon, and is defined as anti-human activity, which transcends the boundaries of social norms, has a clear negative valence and is intended to harm another or his/her property directly

or indirectly. The term violence refers not only to the injury itself, but also to the judgment of the behavior, with the judgment and definition of the behavior as violent depending on the treatment of the offender: the more responsibility is attributed to his/her actions, the more likely his/her behavior is defined as violent (Reuvani, 2006).





## Chapter III: Arab society in Israel

### 3.1. Violence in the Arabic society

According to the data of the Central Bureau of Statistics, the Arab population in the State of Israel is about 20% of all residents. However, not in accordance with its proportion in the State of Israel as a whole, it seems that in the indicators of violence it occupies a much larger share. Data presented by the Institute for National Security Studies shows that 45% of murders in the State of Israel are committed in Arab society. This is a figure that is twice as large as the size of the Arab population in relative terms. Another statistic that indicates this is that 65% of the women murdered by their spouses are from Arab society (Rivlin, 2020).

Although the murder of women has become associated with Arab society and is common in it, data shows that among those murdered in Arab society there is a clear majority of men. One way or another, it is impossible to ignore the plight of violence in Arab society, which is increasingly taking a central place in the public discourse. Examples of this can be seen on behalf of state bodies, such as members of the Knesset, as well as bodies from associations and non-profit organizations that point to the rising violence of Arab society. One of the aspects related to this is the huge number of weapons that exist in the Arab sector (Rivlin, 2020).

Therefore, there are no official data on the amount of weapons in this country, but it is clear that it is a large amount. Many cases of errant bullets that killed people and children reached the media and testified to the great danger that exists in Arab society from this point of view as well. The collection of weapons is considered a key factor in order to eradicate a significant part of the violence in Arab society. Official data shows that since 2006, there has been a continuous increase every year in the cases of violence in Arab society. In 2009, the degree of violence increased significantly and reached a peak compared to previous years. In that year, for example, Arabs constituted 41% of the suspects in murder cases, 36% of the

suspects in attempted murder cases, 36% of the suspects in aggravated assault cases, 40% of the suspects in arson cases, 36% of the suspects in robbery cases and 43% of the suspects in aggravated robbery cases (Rivlin, 2020).

This fact shows that the increase in crime in the Arab sector is not only not linear but sometimes exponential. This fact indicates the serious and chaotic problem that exists in the Arab society in the State of Israel in the view of history (Rivlin, 2020). As Ali (2014) claims, violence and crime in Israeli society and in the world in general is an issue that is on the agenda as a civil problem that undermines public order and threatens the security of society and the security of the individual existing in that society. The violence is made up of a spectrum that ranges between terrorism and harm to feelings, that is, between violence that is seriously offensive to the soul to actual physical harm.

Ali (2014) diagnoses several different factors that led Arab society to this situation:

- Poverty
- Economic situation
- The lack of law enforcement
- Inadequate treatment by the police
- Deterioration of education systems in the Arab sector over the years
- Absence of informal frameworks for young men and women
- The lack of a framework for leisure time for the young Arab society
- Lack of horizon
- A significant change in the structure of the nuclear family in Arab society
- The loosening of values and morality in Arab society

First, as far as the poverty situation is concerned, various studies show particularly high percentages of the poor among the Arab sector in the State of Israel. Poverty is not only expressed in aspects of the citizens' economic capacity but also in the state of the infrastructure in their place of residence.

Poverty, as we know, causes crime and as such it also functions in Arab society. A poor economic situation is another factor that has led to crime and violence among Arab society. The poor economic situation of many percent of the population there led to the fact that many decided that in order to improve their situation they had no choice but to resort to force of arms.

Another factor is the lack of law enforcement. Various studies show that Arab society in many cases behaves like a wild west in its territory. This fact is precisely linked to the lack of police treatment which leaves a vacuum for people from within the Arab society to control terrorism in their place of residence by using weapons and physical force. Many times, one can see, as an example, the payment of protection within the Arab populations in their territory to those who have the power to do it. The police, therefore, do not interfere with them in this work traditionally (Ali, 2014). Many living in Arab towns and cities in Israel point their finger at the police's failure to confront and complicity with criminal gangs. Talab Al-Sane, a former member of Israel's parliament, the Knesset, has repeatedly accused the Israel Police of not doing enough. At the same time, Al-Sane also criticizes the society that does not fight these armed organizations. Most of the victims are young people, but other groups are increasingly falling victim to crime linked to unlicensed weapons, family disputes and organized crime, The families of the victims and Arab officials see police inaction as one of the main causes of the endemic violence that has plagued their neighborhoods and cities (Al-Kassim, 2023).

Another factor is the deterioration of the Arab education system. Various studies show a significant damage to the Arab sector in this aspect regarding the budgets received by the various governments. This work leads to significant damage to the Arab education system. The lack of budgets means the lack of ability to recruit suitable teachers, the lack of ability to recruit suitable tools for learning, etc. This fact led to the fact that large sections of the Arab youth did not receive a benevolent education, which on the other hand led to violence (Ali, 2014).

The lack of frameworks for leisure time is another factor that expresses the inability to advance the Arab society at the social level, which led to the

takeover of the nests of crime there which resort to violence. The latter expressed the most benevolent model for the young people in Arab society who saw that if they wanted to succeed in life they had to resort to violence as well. An alternative through activities at the social level that aim to show that there is also another way to exist in life did not exist and therefore no additional approach was presented to this population in regards to progress and success in life (Ali, 2014).

All the factors mentioned so far express the lack of horizons that young people have in Arab society and in general. They do not receive the hope that there is a meaning to learning, to a positive activity that they can perform. They, in fact, receive an example from home that violence is the one that can give them a name within their society and the one that can give them money and a respectable social status (Ali, 2014).

The absence of informal frameworks for young people in the Arab sector is another factor that has led to the fact that no real alternative to the Arab society has been created when it comes to their advancement at the social level. This fact increased the frustration of the Arab society and led to the fact that the most violent elements in them took advantage of the situation in order to dominate their local government through violence. Another significant change that Arab society has undergone is the change of the nuclear family unit in its traditional structure. In the past, therefore, the father in the house was not in a clear way over all the members of his household and they all disobeyed him (Ali, 2014).

Today it is a reality that is less common when the young people in Arab society feel that they do not have to give an account to any party, certainly not to their parents. The father's authority was undermined during this period and the young men no longer disobeyed him as they had in the past. This unburdening of the burden led the young people to establish themselves and see as a model the factors considered in their community, sometimes the violent factors that served as a model for them instead of the father serving as a model. This fact is directly linked to the loosening of discipline in Arab society. In a gradual process that manifested itself in changes in the structure of the family unit in Arab society at the micro level and in changes in Arab

society in general, for example in the educational space, at the macro level, there was a change in the loosening of discipline in Arab society, that is, a situation in which the young people in this society no longer feel that they are obligated to account to one or another factor (Ali, 2014). It remains unclear when or how the increase in homicides among the Arab population in Israel will abate. The challenges are daunting and could worsen despite the exceptionally large budget allocations. The unprecedented attention given to the issue by the public, the media, the police and the government are a hopeful sign of both the will and the commitment to addressing the issue and its diverse underlying causes. Successful and long-lasting solutions will require combined economic, educational, social and other efforts by government (local and national), the police, the public, businesses and non-profit organizations. Jewish Federations and Jewish communities across North America can contribute to these efforts, but must resist the distracting and problematic temptation to see problems and potential solutions in Israel as analogous to those in the United States (The Jewish Federation of North America, 2022).

This is a process of releasing a burden which expresses the willingness of many elements in this society to also resort to violence in order to achieve what they ask for (Ali, 2014). Official data submitted to the Israeli Knesset to discuss the problem of violence in general that exists in the State of Israel and the violence of Arab society in particular showed that in 2019 the Israel Police opened 170,616 open cases, with 41% of them involving a non-Jewish suspect. Also in 2019, 45,478 indictments were filed, 57% of which had a Jewish defendant and 43% had a non-Jewish defendant. It was also found that in 2019 there were 51,128 criminal arrests in Israel, with a particularly shocking figure of 61% of those arrested were non-Jews (Lutan, 2020).

Weapons crimes, an undoubtedly dire problem in the Arab sector, showed, relying on backup from the data, that between the years 2015 and 2019, 80% of those suspected of weapons crimes in the State of Israel were not Jewish. In these years there was a cumulative increase of 34% in cases

where the suspect was not Jewish. From data produced by the Israel Police in response to a freedom of information request, it emerged that non-Jews are the suspects in approximately 82% of the murder crimes in which a weapon was used and in 56% of the cases in which an attempted murder was recorded along with an illegal weapon offense (Lutan, 2020).

All of the recent facts are expressed in the sense of security of the general public in the State of Israel in the face of the rising violence in the Arab sector, but in particular the undermining of the sense of security among Israeli Arabs. The crime and violence data in Arab society is also expressed in the reports of Arab residents in questionnaires and surveys regarding their sense of personal security. As an example, in the personal security survey of the Central Bureau of Statistics for 2018, it emerged that the sense of personal security among the Arab respondents was lower than that of the Jews, with 13.4% reporting that they do not feel safe in their residential area compared to 9.3%, respectively (Cohen et al., 2020).

The data from the Ministry of Health are those that can also teach about the increasing scope of violence in the Arab sector in the State of Israel, when according to these data, Arab citizens are a significant proportion of the victims of serious violence in Israel, far beyond their proportion in the population. Thus, from the data of the Ministry of Health for 2018, it appears that about 27% of referrals to emergency rooms for intentional injury came from Arab communities and 21% from mixed Western communities. Even when referring to specific localities, it appears that the most violent localities are Arab localities. Thus, out of the 50 settlements where more than 1000 residents live and where the number of referrals to the emergency room per capita for intentional attacks is the largest, only 5 are Jewish settlements (Cohen et al., 2020).

As far as the future trend of crime and violence in Arab society is concerned, various studies show that the future trend, in light of observed changes and those that will occur are ones that will intensify violence in this society. As an example, demographic processes are those that are expected to intensify violence in Arab society. A clear example of this matter is the changes in marriage patterns in Arab society in recent years when, in the last

15 years, the level of education of young Arab women has increased much more compared to young Arab men and has disrupted the traditional marriage norm according to which men who marry a woman are more educated than her (Weinerv, 2021).

This fact has led to the fact that from the point of view of the young Arab men there is likely to be a shortage of "decent" brides since they develop their careers until later ages than before, while also among the group of women in Arab society there is likely to be a shortage of "decent" grooms due to the educational gaps between them. This imbalance has been found according to various studies to shake the world of an increasing number of young Arab men when without significant intervention it will increase the violence in Arab society even more. This is an example of a future process that is expected to further increase crime rates among Arab society, especially violent crime (Weinerv, 2021).

This fact overlaps the divide between Jews and Arabs when the latter feel that they are excluded on the macro level as well as on the micro level and therefore have no real place to develop and progress. Various studies in this regard have shown that Arab society, especially the young, is very lacking in the motif of hope. The motif of hope is the one that can cause this population to avoid violence, but when this component does not exist, it is considered an encouragement and an additional catalyst for violence in this society (Rachs & Rodentsky, 2008).

In addition, many collected data indicating that the problem of violence in Arab society is a problem that will continue in the future are due to the fact that the situation of many young people in Arab society is not good. In fact, various studies in this regard show that a high percentage of young people from Arab society are in a significant risk situation, which indicates their actual risk at any given moment as well as their danger of spilling over into violence or being victims of violence at any given moment as well. This fact is linked to the data which show that many of the young people in the Arab sector over the years are not optimistic about their future (Rachs & Rodentsky, 2008).

The functions of the police in the modern country are to enforce the law, maintain public order and care for the personal safety of the citizens, according to the Police Ordinance, 531-1971, the Israel Police will deal with the prevention of crimes and the detection and apprehension of criminals and their prosecution, the safe custody of prisoners and the maintenance of public order and the security of life and property. Various studies have shown that the relations of the police with different social groups are a mirror image of the social situation of those exact groups. The difficulties of Arab society in the State of Israel are those that also arise from the divisions between Jews and Arabs and the attitude of the police towards the Arab population, respectively (Haseisi & Teschner, 2014).

Thus, groups or a population that is considered to receive good treatment from the police is one that is considered a population in good standing, while a population that does not receive treatment from the police is considered a population that suffers from difficulties (Weizman & Schurtzold, 2019). Various studies have shown that, in general, the relationship between minority groups and the police in democratic countries is relatively strained. This relationship is characterized by excessive friction between minorities and the police, i.e. by high arrest rates of young people from among the minority and by the frequency of violent confrontations between the members of the minority and the police (Haseisi & Taschner, 2014).

The relationship between the Arab minority and the police has known many conflicts since the establishment of the state. This fact is not surprising since the existing rift between Jews and Arabs in the State of Israel led to the fact that the police had to intervene many times in this conflict while focusing on eradicating violence. One of the most important events that is considered the turning point in the relationship between the police and the Arab population in the State of Israel is the events of October 2000 in which 12 Arab citizens were killed (Haseisi and Taschner, 2014).

The state investigation committee that was established following these events addressed the relationship between the police and the Arab minority in a focused manner with several key points:



- A recommendation to the police to improve the relationship between it and the Arab minority. This assumption was based on the perception that the Arab minority sees the police as a kind of enemy. It was about a perception that sees this assumption by the Arab society as expressing a loss both to the Arab side and to the police.
- A recommendation to the police to implement processes that promote moderate conduct with the Arab population.
- Recommendation to maintain regular contacts with the leaders of the Arab society. This recommendation is due to the perception that ties with the leaders of the Arab society is one that can influence the Arab society from the inside and cause the ties between the parties to skew.
- A recommendation to the leadership of the Arab society to demonstrate responsibility in the messages and actions addressed to the citizens of the Arab society.

However, a report by the State Comptroller in 2012 raised the claim that there are significant gaps between the recommendations of the investigative committee after the events of October 2000 and their implementation on the ground and that the implementation is insufficient up to the point where it was examined. This fact was well reflected in surveys conducted among the Arab population, which revealed that a central part of them does not trust the police at all and will not turn to them even if they feel a danger or a threat of some kind from a civilian point of view. One of the main issues that have arisen for the police to deal with in the Arab population is the issue of dealing with weapons offenses (Hasseisi and Taschner, 2014).

This issue came up on the public agenda especially during periods when the number of murders of Arab citizens increased. In October 2011, Knesset member Ahmed Tibi, from the joint list, initiated a petition aimed at raising awareness of the danger of weapons within the Arab sector. In the discussions that took place in the various Knesset committees, it was claimed that the police are not doing enough when it comes to this. The police, for

their part, have argued many times in the face of this claim that the government over the years has not given them the opportunity to eradicate the weapons that exist among Arab society and that this is a program that must be led in a strategic and calculated way (Hasseisi and Taschner, 2014).

In February 2013 Knesset member (Agbaria ,2015) submits an urgent query regarding the police's inability to eradicate the phenomenon of violence in the Triangle against the backdrop of the murder of a Kalanswa resident. This can be seen as the relationship between the Arab society and the police at the macro level, that is, at the level of the elected officials of this society who blame the police for the violence that exists in the sector. The Minister of Internal Security at the time that the police, especially in certain centers, are investing in handling the shooting incidents in general and in the triangle area in particular (Hasseisi and Taschner, 2014).

The Minister of Internal Security claimed that this was an activity that was clearly effective, as it led to a decrease in shooting incidents in 2012. Among the actions of the police that can be mentioned in this regard is the establishment of a new police station and the operation of theoretical policing in the castle, the operation of the "City without violence" project in the cities of the Triangle, as well as the placement of Dedicated forces of the Border Guard in the settlements of the Triangle (Hasseisi and Teschner, 2014). Various studies have revealed that the lack of trust of the Arab citizens in the Israel Police over the years stems from two main factors, one of which is a lack of faith that they will be able to deal with the problem of violence in the sector, as well as a claim that the police themselves are the perpetrators of violence (Nachshon, 2018).

The claim in this case is police violence as part of a phenomenon of over-policing towards Arab society in Israel. This is a central claim of Arab society in the State of Israel, which raised the claim that the police are extremely suspicious of them (Casey, 2017). This fact stems both from the feeling of the Arab population, in large part, that it is nothing more than a foreign plant within Israeli society and due to the fact that it has a history of various clashes with the police under various circumstances. That is, the hostile and suspicious attitude towards the police is both due to the fact that

the police represent the Zionist state and due to the activity of the police itself (Nachshon, 2018).

The main claim, as mentioned, is excessive policing in the State of Israel. One clear example of this is the profiling method, in which a stricter security check is made on a person from a certain ethnic population, in particular the Arab population, which was used by Israeli security forces at airports and at the entrance to public places. This method, in practice, caused more policing operations against the Arab population in the State of Israel. Another example of excessive policing vis-a-vis Arab society is reflected in the excess of arrests (Nachshon, 2018).

According to data from the Israel Police between 2011-2015, 295,654 people were arrested in Israel, about 60% were committed against non-Jews and about 59% of these arrests ended without charges being filed. On the other hand, about 40% of the arrests were made against Jews and about 39% ended without charges being filed. As mentioned, the rate of arrests of non-Jews that ended without charges is 20% higher than the corresponding rate in the Jewish sector. Some claim that the excess arrests are only in the security sector and this is due to the fact that most of the civilian threats come from among the Arab public, but this claim has no truth in it (Nachshon, 2018).

This fact stems from the fact that the excess of arrests against the Arab population in the State of Israel is also reflected in arrests for traffic offenses, fraud offenses, property offenses, licensing offenses and administrative offenses (Nachshon, 2018). Studies done about the degree of trust of the Jewish citizens vis-à-vis the Arab citizens in the police show that there is a significant gap between these two groups. Thus, a study conducted in this regard showed that Jews estimate that the police's handling of their complaints is better than the Arabs estimate (Ali & Levin-Chen, 2018).

About 48% of the respondents in the Jewish society, compared to 35% of the respondents in the Arab society, estimate that the treatment of the police in their last contact with them was good or very good. Here too, according to the claim, the perception of the police as a hostile and foreign body greatly affects the assessment of its treatment of Arab citizens. The

police, therefore, are not seen as civilians but are seen as a security body for all intents and purposes. This fact raises one of the main reasons for the enmity that exists between a large part of the Arab population and the police, since the Arab population sees the police as a security force, like the IDF, and not as a civilian force (Ali & Levin-Chen, 2018).

Studies done in this matter showed the conflict that exists between minorities and the police. A minority group needs, on the one hand, police services to maintain their safety like the other groups, but on the other hand, they may also see the police as a hostile factor that reinforces their negative status. The police have a lot of power to influence the public's attitudes and opinions, regarding the abilities of social political groups to behave responsibly towards ethnic minorities and to accept the difference according to the law and in a just manner (Shmuel, 2017).

The studies point out in the same matter that the police, in regards to their attitude towards minority groups in the State of Israel, including the Arab population, do not fulfill their role effectively and this is due to the fact that they are unable to rule the law in the Bedouin sector, for example, and in communities that suffer from under-policing and this is mainly due to the lack of appropriate allocation of resources. According to an examination of the Bedouin's perception of the police, it was found that the police represent in their eyes the inequality they receive from the government in a structured manner (Shmuel, 2017).

The nature of policing and the level of policing are also seen by the Arab population as not expressing any proportion to the attitude that should exist in practice. Whether it is a subjective perception or whether it is an objective reality, various studies have testified that it is the perception of the Arab population towards the police in the State of Israel (Shmuel, 2017).

### **3.2. Ethnic diversity in the Arabic society**

Arab society is a large, growing part of the population of the state of Israel. As of 2019, there are approximately 1,907,000 Arabs living in Israel,

constituting approximately 21% of the total population. Arab society is heterogeneous and includes members of different religions (Muslims, Christians, Druze and Circassia's), living in diverse forms of settlement (villages, mixed cities, cities, unrecognized localities), in a wide geographical distribution. In addition, there are very large socioeconomic and cultural differences between parts of Arab society, for example between Christians and Muslims, or between the Druze in the north and the Bedouin in the south (Shinvel et al., 2015).

The Arab population in Israel is a national minority pushed to the margins in four aspects: discriminatory government policy, class social structure that leads to differentiation between ethnic groups, cultural and sociostructurally gaps, and social-spatial separation in the national periphery (Abu Nasra & Heilbrunn, 2016). From these aspects, Arab society in Israel is perceived as a social group with limited autonomy, political and cultural dependence, with negligible ability to oppose discriminatory government policy (Agbaria, 2015).

Regarding education, the Arab population in Israel is in the process of transition in all aspects of the development of the infrastructure of its educational institutions: investment in teaching staff, development of laboratories and state-of-the-art technological tools, and promotion of vulnerable populations of students (Seif, 2019). In recent years, the Ministry of Education has allocated development budgets to the Arab population in an attempt to overcome the shortage of resources and educational infrastructure in this sector. However, despite the relative increase in budgets relative to previous years, the problem of lack of budgets, resources, and educational infrastructure in Arab education in Israel still exists. (Shwed et al., 2014).

In this chapter we will discuss the characteristics of Arab society and culture in Israel. Understanding the characteristics can contribute to a deeper understanding of the difficulties unique to Arab education and thus help advance finding solutions and reducing disparities.

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### 3.3. Characteristics of Arab culture and society in Israel

Israeli Arabs are more traditional, in comparison with Israeli Jews. About 32.8% of the Arab population define themselves as “religious” or as “very religious,” compared to 18.6% of Jews. Most Arabs engage in prayer often, and tradition plays a central role in Arab culture. (Reches & Rodnitzky, 2009) In terms of the labor market, Arab society in Israel is characterized by more traditional fields of occupation, primarily involving physical labor and which lie at the bottom of the wage scale. The rate of participation in the labor force is low in Arab society compared to Jewish society, and particularly low among women, with about 27% of women employed in Arab society, compared with about 76% among Jewish women (Lavie, 2016).

Family patterns in Arab society differ from those in Western society; and the family occupies a central role in social life (Smuha, 2001). Arab households are larger (averaging 4.5 people compared to 3 in a Jewish household) and have more children (2.9 children under the age of 17 on average, compared to 2.3 among Jews) (Shinvel et al., 2015). The health status of the Arab population in Israel is poor compared to that of the Jewish population. This fact can be associated with income disparities and with differences between the geographic center of Israel compared with areas in the periphery. These result in disparities in the level of access to health services for different population groups (Chernichovsky et al., 2017).

Culture in Arab society is characterized by the fact that alongside high traditionalism, there is a high fertility rate and more severe restrictions on women (Smuha, 2001). Arab culture is characterized by hierarchical and patriarchal family patterns, as well as the attachment of importance to values such as respect, honor, family honor, and conformism (Toren & Iliyan, 2008). In Arab culture interpersonal relations differ from those in Western society: respect for elders and good neighborly relations are important values. (Smuha 2001). Social and cultural differences influence how relationships are established, empathy and how empathy is expressed, as well as perception of one's inner world. For example, (Kathriel, 1999) describes how in Arab society,

a "musier" style of speech is common, characterized by restraint, tolerance, care in respect towards others, sophistication, and refinement, as distinguished from an intimate, direct, and spontaneous style of speaking. This style influences how relationships are managed in general, as well as how emotions and feelings are described. In this respect, the use of language to describe the self and not just to consider others may be unusual (Pigni, 2010). In addition, Arab society encourages maintaining social harmony and solidarity, and attaches importance to maintaining social ties even when it involves personal cost to the individual. As a result, people in Arab society are more likely to control their negative emotions in order to maintain social ties (Abu Jabal, et al., 2015).

Recent data on Arab society indicate a continuing trend of improvement in education, including a reduction in classroom density, improvement in the achievements of the Arab education system, an increase in degree recipients and their relative share of all degree recipients, and a reduction in gaps within the Arab population between men and women. The data also indicate a continued increase in the Arab population's participation in the labor force and employment, which has led to an increase in income and some reduction of poverty. However, it should be noted that despite the positive trends, comparison with the Jewish population indicates that there are still deep gaps, which are reflected in education (Weisblai, 2013), where the Arab education system suffers from many problems such as poor teaching quality, a paucity of resources and budgets, high dropout rates, and low achievement levels (Zidane, 2016). In recent years, various studies have traced the characteristics of the Arab education system in Israel, and describe these characteristics, the achievements of students and the challenges they face (Khaled & Masri-Harzallah, 2016).

### **3.4. Processes of modernization**

Arab society in Israel has previously been described as a patriarchal society, emphasizing norms and values of morality, obedience, and

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conformity, and is characterized by strong family ties based on the individual's identification with the family collective (Haj Yahya, 2006). It is expected of the individual in Arab society to prefer the interests of the family, to support its members, to accept the authority of elders, and to preserve family pride and dignity. (Graham & Krenawi-Al, 1998) However, in recent decades the society has undergone accelerated processes of modernization, reflected in changes in all areas of sociopolitical, economic and sociocultural life, as well as in the balances of power and authority. (Azaiza & Ari-Ben, 1998) These changes lead to adoption of Western standards. Traditional structures are reorganized during the modernization process; but changes in family structure and its roles weaken the central social position of the extended family as a natural system of support. (Rinawi, 2003)

These changes in Arab society in Israel in general, and their reflection among young people, in particular, (Khatib, 2011), indicate the need to redefine the role of school in Arab society. Moreover, the findings of the Health Behavior in School Children survey conducted by the World Health Organization from 1998 to 2006, indicate a positive perception by Arab students during this period of school climate. (Harel-Fish et al., 2013).

### **3.5. Violence within the Arab population in Israel**

For two decades of violence in the Arab sector there is no real problem that requires treatment and solution in the last year the situation has reached a new low that does not seem like 96.2 murdered constitute over 60% of all women in the country + the Arab sector accounts for only 20% of Israeli society The fathers in which the parties or the responsibility impose on each other do not claim that Hashem depends on the institutional relationship with Arab society and its long-standing assumption, while claiming that the infrastructure for this lies in his company in the violent culture of the Arab sector and social norms.

Violence among the Arab sector in Israel Data points that the Arab society in Israel numbers about 20 of its country's population in proportion to its size. In the population as well as about 65% of women murdered by their

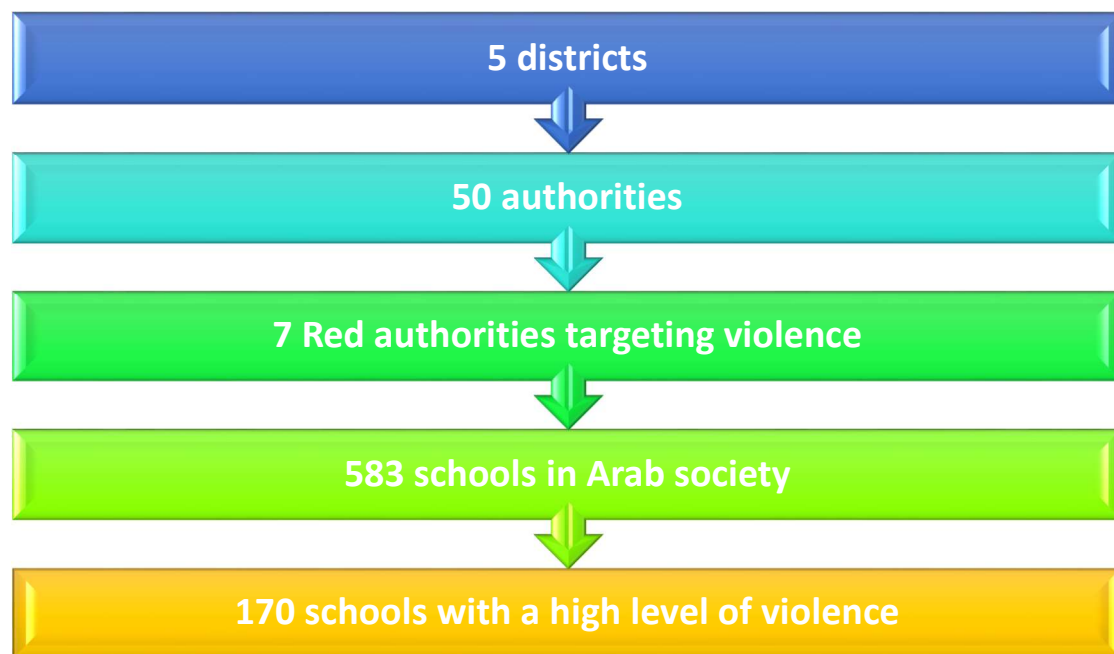


spouses are not Arab society although murder of women has become identified with Arab society and mobile data is common among those murdered in Arab society There is a clear majority of men one way or another. Central place in public discourse.

Since 2006, it has been recorded every year in cases of violence in Arab society. In 2009, the degree of violence was significant and reached a peak compared to the two years preceding that year. 36% of suspects in the case There are another 43% of suspects in aggravated robbery cases in January to September 2009 81 10% of all complaints of domestic violence were filed by Arab women This rate is low compared to the share of Arab citizens in the said population 20% to about 40 of the localities in prison are not Arabs (Rivlin, 2020).

**Figure 2**

*"Red" schools and "red" authorities in violence data in Arab society*



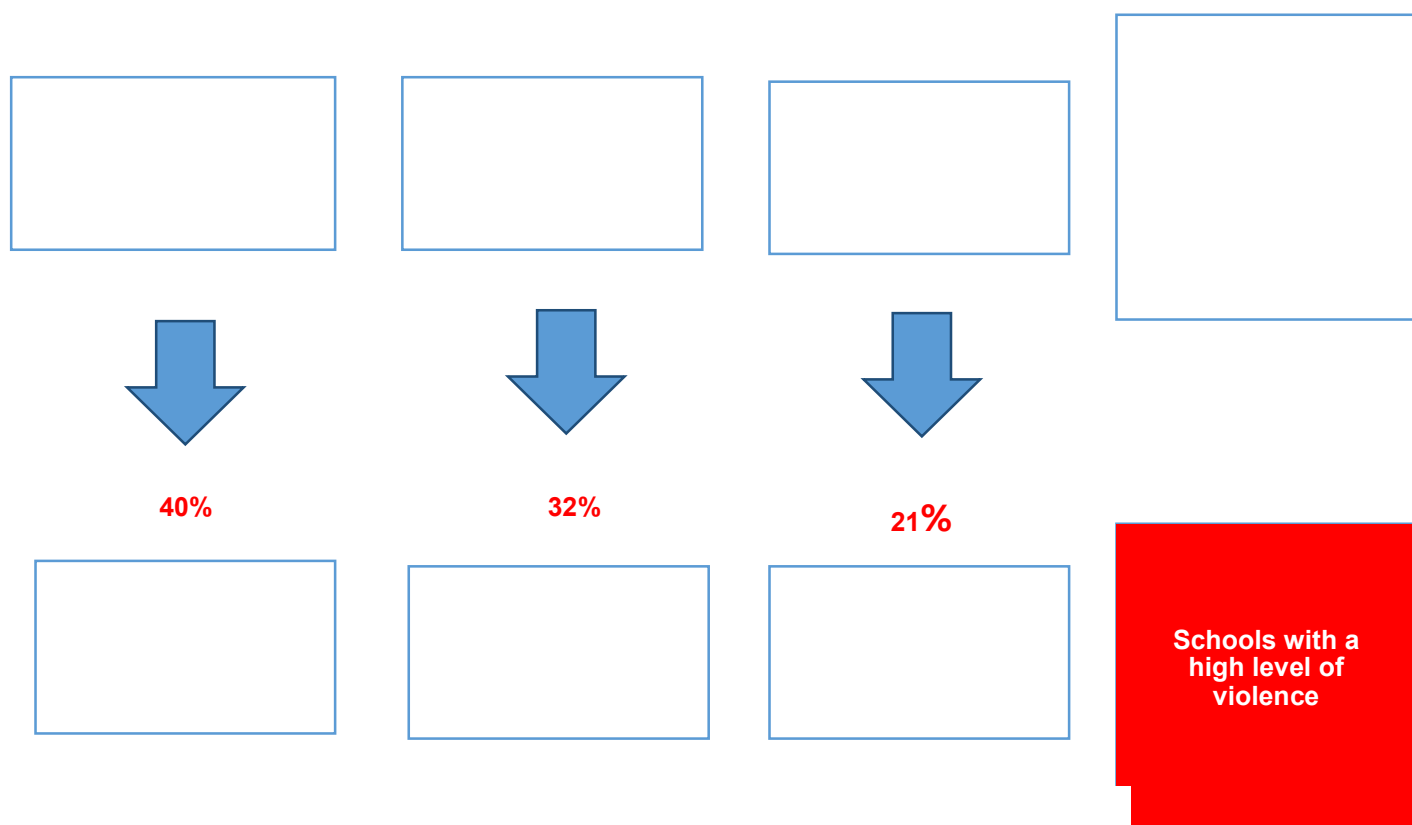
Source: Rivlin (2020)

**Table 1** *Seven authorities targeting violence*

Percentage of red schools out of the total number of schools in the Authority	Number of schools in the authority	Total red schools	Secondary schools	Red primary and secondary schools	settlement	district
<b>100%</b>	8	<b>8</b>	2	6	Jaser A Zarka	Haifa
<b>58%</b>	12	<b>7</b>	1	6	Arabe	north
<b>14%</b>	51	<b>7</b>	4	3	Nazareth	north
<b>24%</b>	21	<b>5</b>	3	2	Tamra	north
<b>17%</b>	30	<b>5</b>	2	3	Um El Fahem	Haifa
<b>33%</b>	12	<b>4</b>	3	1	Kalansua	center
<b>27%</b>	15	<b>4</b>	1	3	Jaffa	Tel Aviv

**Figure 3**

*Schools with high levels of violence in Arab society, Segmentation by age stages*

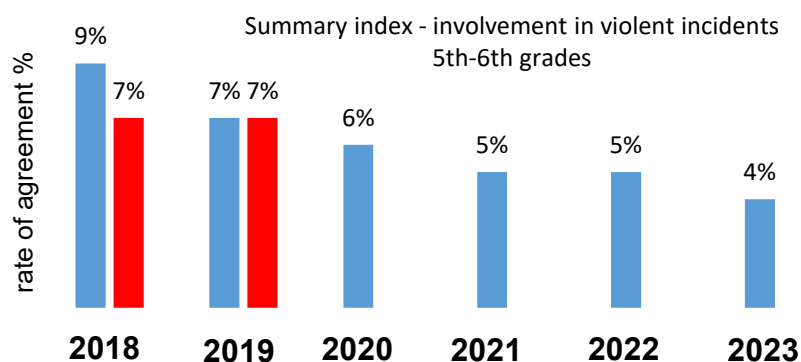


Source: Rivlin (2020)

## Figure 4

### Summary index 1

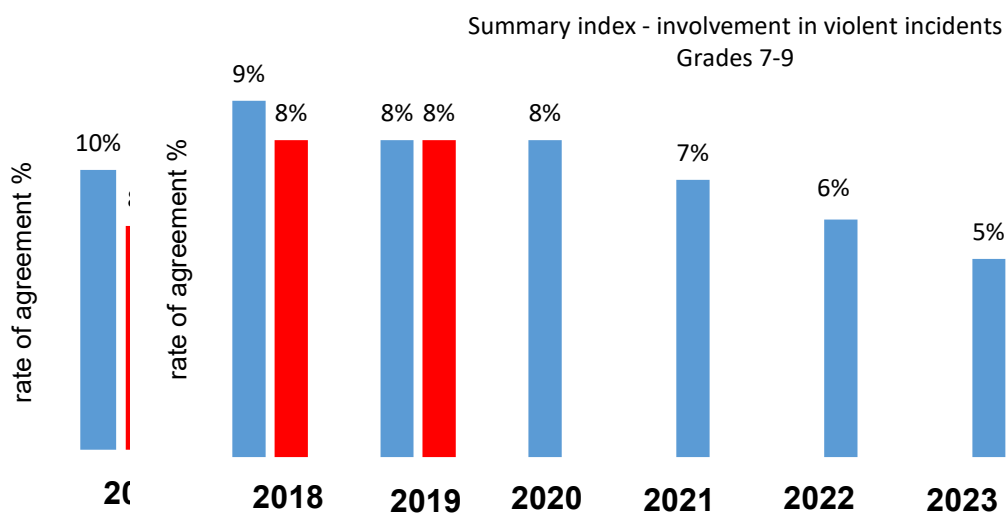
*The lack of a sense of protection of the students' grades 5<sup>th</sup>-6<sup>th</sup> grades* success measures - a summary measure, involvement in violent incidents



Source: Rivlin (2020)

### Summary index 2

*The lack of a sense of protection of the student's grades- grades 7-9* success measures - a summary measure, involvement in violent incidents.



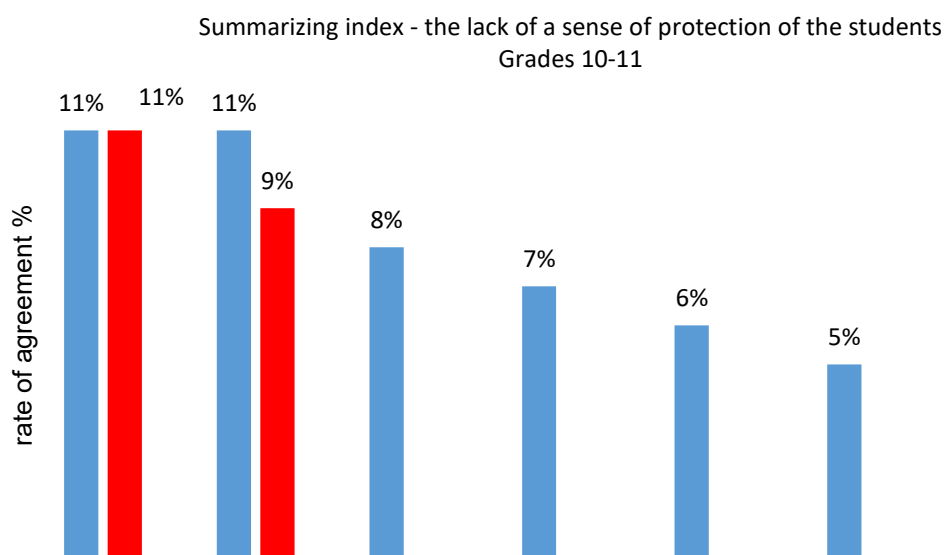
Source: Rivlin (2020)

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### Summary index 3

*The lack of a sense of protection of the students' grades 10-11*

Grades 10-11 Success indicators - a summary measure, the lack of a sense of protection for the students

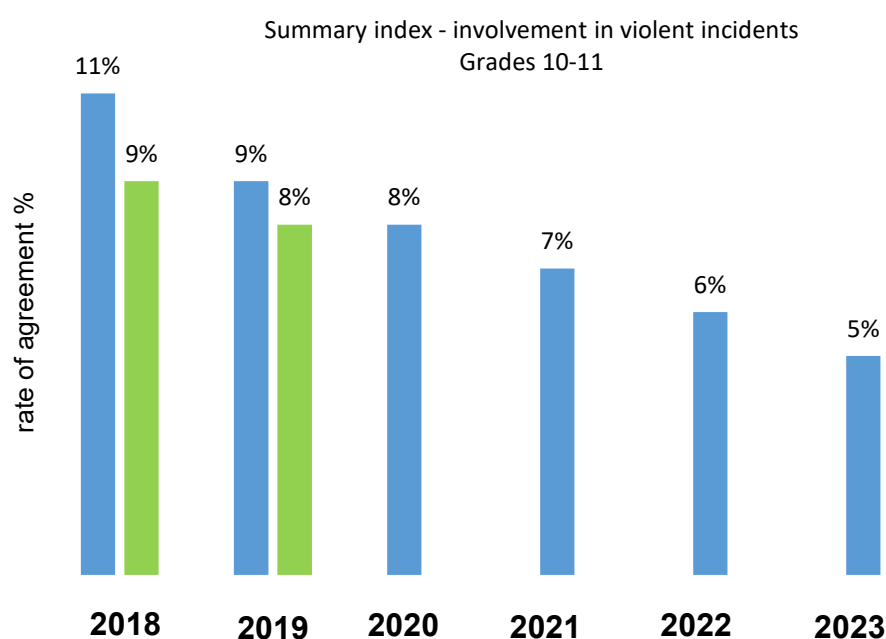


Source: Rivlin (2020)

## Summary index 4

Involvement in violent incidents, grades - 10th-11th

*10th-11th grades success indicators - a summary measure, involvement in violent incidents*



Source: Rivlin (2020)

## 3.6. Possible causes of the crisis of violence in Arab society

Violence is a universal phenomenon across countries, societies, cultures, and religions. Nevertheless, differences exist in the degree and prevalence of violence among various societies, as well as in the degree of legitimacy given to violence in the eyes of the environment and in the willingness to deal with it. The explanations given for violence also vary from

society to society. Studies related to violence have presented various theories and approaches that explain violence as a social phenomenon. They can be divided into four categories:

1. Genetic explanation: Violence is understood as an inborn trait that stems from instincts. These theories attribute violence to genetic makeup and inborn characteristics. They nullify or reduce the ability to intervene and alter this tendency.
2. Psychodynamic explanation: Freud understood the existence of violence as related to the instinct of death (Thanatos), an innate, destructive force counteracting the instinct of life (Eros). According to Freud, violence and aggression arise as a result of the repression of sexual urges (libido). There exist in the personality control mechanisms that are designed to regulate and curb violent outbursts, in accordance with reality and its circumstances.
3. Sociological explanation: The root of violence is found in social conditions, such as poor economic circumstances, poverty, and deprivation. These may create violent patterns of behavior causing harm to those closest and most accessible to the attacker. In addition, in crowded living conditions, where characteristics of social inferiority prevail, behavior more violent can arise. For example, data from studies in the United States have shown that in places of high population density, rates of violence are the same for populations of different origins. That is, neither race nor culture was the root of violence.

These approaches give great weight to the way an individual was raised and the environment in which one individual was bred. A significant person during this period of development or some other violent source may have provided a model to be imitated.

4. Interactive explanation: Violence stems from the individual's interaction with the environment and is rooted in feelings of frustration and deprivation. One experiences frustration when one's path to a goal is blocked or when one is prevented from realizing one's intentions. In these cases, the individual may react aggressively. Repeated



experiences of lifelong frustration accumulate and cause formation of an aggressive drive. Accordingly, the ecological approach that relates to the interrelationship between the physical, social, economic, emotional, and cultural environment and society or the individual, proposes that the act of violence is caused by the mismatch between the needs of the individual or group and its environment. That is, one must understand the context in which the individual or group finds themselves in order to understand the processes or challenges they face (Stewart, 2002).

### **3.7. Summary**

Since the establishment of the state of Israel, Palestinian Arab society in Israel has undergone changes and social and cultural processes, which are ongoing today. With the establishment of the state, the existent Palestinian society disintegrated, and the fragment that remained within the borders of the state of Israel was primarily rural, i.e., village-based, and agricultural. The sociocultural structure of the remaining population was traditional, authoritarian, and collectivist, with the intention of belonging and being mutually responsible.

The changes that Arab society is still undergoing have far-reaching implications on individual behavior, including modes of socialization of the individual, which change in accordance with the changes that have occurred in educational institutions, both formal and informal.

Violence in Arab society is significant and requires interventions and solutions appropriate to the characteristics of the society.



## Chapter IV: Education System in Arab Society

The education system in Israel is divided into a formal education system and an informal education system. Formal education is conducted within the framework of educational institutions, with several stages of schooling: pre-primary education for kindergartens for ages 3-6; primary education for grades 1 to 6, and post-primary education, divided into two: middle school for grades 7 to 9, and upper division for grades 10 to 12. Non-formal education is conducted outside the school framework and includes activities in the community for young people (Zozovsky & Schmidt, 2005).

The education system in Israel is directly subordinate to the Minister of Education and the Director General of the Ministry of Education, and under them several procedures and districts operate. Teacher matters are concentrated in the Senior Division of Personnel in Teaching and in the Administration for the Training, Continuing Education and Training of Teaching Staff (Zozovsky & Schmidt, 2005).

Schools in Israel include schools in which the language of instruction is Hebrew or Arabic (known as The Arab education system). Zozovsky and Schmidt (2005) note that according to surveys conducted in Israel on the power of teaching in kindergartens and schools in the Hebrew and Arab sectors, it has been found that the number of teachers is increasing compared to the number of students, but the ratio between the number of students and a teacher in Arab education is greater compared to the ratio in Hebrew-language schools. The Israeli education system is one that includes the Jewish and Arab sectors, among others. Within the Arab sector, in the field of education there is a wide range of problems related to the lack of resources (Zozovsky & Schmidt, 2005).

The education system in Israel is characterized by deep gaps between students from different socio-economic backgrounds. One of the most prominent gaps is the gap between the Arab education system and the Hebrew education system. These disparities, therefore, are an integral part of the divide between the Jews and the Arabs that has existed in the State of

Israel since its inception. The disparities are expressed in two main areas that are related to each other - budgeting and educational achievements. In terms of the budget, for years Arab education has suffered from discrimination compared to Hebrew education at all stages of study - in elementary schools, middle schools, and even more so in upper schools. Various studies have found that the biggest gaps are precisely between schools attended by students from difficult socio-economic backgrounds (Haj Yahya et al, 2021).

The average investment in a student from a disadvantaged background in Hebrew education is thousands of shekels higher than the investment in a student in Arab education. The fact that the majority of students in the Arab education system come from disadvantaged backgrounds only reinforces the urgent need for budgetary investment that will erase the disparities. Following the policy of the Ministry of Education to expand the differential budgeting, the budget gaps in the elementary schools and middle schools have narrowed somewhat in recent years, but there are still unjustified gaps. Various studies have found in this regard that the budgeting gaps have a social and academic education on both groups, Arab and Jewish together (Haj Yahya et al, 2021).

The gap between the resources invested in Arab education and those invested in Hebrew education is not only expressed in the budgeting of teaching hours. The teaching infrastructure and tools available to teachers and administrators in Arab education also do not allow meaningful learning, especially not for students from disadvantaged backgrounds. There is a serious shortage of classrooms, physical infrastructure and digital equipment for teaching. Also, both the curriculum itself and the ways in which it is implemented do not provide the necessary knowledge and skills for the future integration of Arab education students into Israeli society and the world of work of the 21st century (Haj Yahya et al, 2021).

This fact, of course, expresses a decisive influence on the future of these populations so that it is a situation that perpetuates itself, when the younger generation is one that reaches a similar situation of the previous generation and so on. And if that's not enough, there are signs that indicate a decline in the level of teachers involved in Arab education, a field in which until recently Arab education was actually stronger, in some respects, than

Hebrew education. Of course, these fundamental problems also have consequences for the students' achievements. In the Mitzvah exams, in eligibility for the matriculation certificate, in the quality of the matriculation certificate, in international tests and in the dropout rates - in all of these the Arab education stands out for the worse (Haj Yahya et al, 2021). Even the educational system and its structure in the whole Arab region still face shortcomings of deterioration, inadequacy, and low levels of quality as its outcomes. Moreover, the system still faces high rates of drop-out and repetition especially in the rural areas. Consequently, cooperation between the region's countries at the national level is needed for achieving good quality of education for all without taking into account any kind of discrimination at any level e.g. gender, regional, ethical considerations, as well as their active and positive response to international collaboration and support. An important issue that should be taken in account, concerning the low performance, achievements and illiteracy of the majority of the Arab students is the complexities of the Arabic language's standards that are used in formal and non-formal education. Many of the students even the universities' students are not able to read or write perfect Arabic (Tawadrous, 2014).

It is true that in recent years there has been an improvement in some of the indicators, and in general it is possible to point to a trend of narrowing the gaps between the achievements of the students of the Arab education and the achievements of the students of the education Hebrew; however, in many of the indicators there are still gaps that sabotage the chances of Arab students to integrate into higher education and quality employment. Some studies have shown that the gaps in achievement are largely due to the socio-economic background of the Arab students, and that given a similar background, the chance of an Arab student to succeed is similar to that of a Jewish student And sometimes even higher than it. These findings highlight the inability of the education system in Israel to provide equal opportunities in education for students from different backgrounds. The disparities in the education system also extend to higher education. The eligibility rate for the

matriculation certificate and its quality, and the psychometric test score, are a heavy barrier for many young people in Arab society (Haj Yahya et al, 2021).

And yet, there is a significant improvement compared to previous years, but there is still a large gap between the proportion of Arab students in Israel and the proportion of young Arabs in the general population, especially in advanced degrees. The stagnation in the rate of Arab men applying for higher education in recent years is particularly worrying. Unlike the rate of young Arab women who have been integrated into the higher education system, the rate of young Arab men has hardly increased in the last decade (Haj Yahya et al, 2021).

The subjects of study that the Arab students apply to are not diverse, which may harm their integration potential in the labor market in general and in quality employment in particular. In professions where employment opportunities are limited and wages are low, such as education and teaching and languages and literature, Arab students are over-represented, while in professions such as engineering and architecture, science and law they are significantly under-represented. The difficulties of the Arab population to integrate into institutions of higher education in Israel, especially in the medical professions, force many to turn to higher studies abroad. According to estimates, almost a quarter of the Arab students who are citizens of Israel study in institutions of higher education abroad, and most of them study medicine or para-medical professions. Besides the formal education system and the higher education system, this study also examined the gaps in early childhood education and informal education (Haj Yahya et al, 2021).

These two fields rarely receive research attention, especially in the context of Arab society in Israel, but the understanding of their importance for the development of the individual has a solid research basis. Studies conducted around the world show that investing in education at pre-school ages has the highest return, and gaps accumulated at these ages, from birth to 5, may accompany children throughout their lives. The fact that in Israel the compulsory schooling law applies from the age of 3 mainly affects disadvantaged populations, including the Arab population, who have difficulty financing a framework for children under this age (Haj Yahya et al, 2021).

As evidence, only 18 percent of Arab children aged 0-2 are in a private or public educational setting compared to 68 percent of Jewish children. The positive effects of informal education also emerge from studies done around the world. Informal education can respond to individual needs and group values that formal education is unable to provide. Until Government Resolution 922 was passed in 2015 for economic development in the Arab population, this field suffered from even more serious inequality than formal education. Since then there has been an improvement, and it has been determined that the allocation rate will be higher and significant gaps between the two populations can still be seen (Haj Yahya et al, 2021).

Arab education in Israel operates within a state with a Jewish majority. Arab education is part of an education system in a multi-community society, that has great diversity. Much has been written about consequences such as majority-minority relations, control over curriculum, resource allocation, and organizational structure (Abu-Esba 2007).

## **4.1. The education system in Israel**

The education system in Israel is divided into a formal education system and an informal education system. Formal education is conducted within the framework of educational institutions, with several stages of schooling: pre-primary education for kindergartens for ages 3-6; primary education for grades 1 to 6, and post-primary education, divided into two: middle school for grades 7 to 9, and upper division for grades 10 to 12.

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## **4.2. The education system in Arab society**

The State Education Law, 5733-1953, with the amendments added to it over the years, regulates the structure of state education in Israel in two main streams: state education and state-religious education. According to the law, these two streams exist within the Ministry of Education in parallel and separate administrations. These are the two main streams through which state education in the country is conducted, and alongside these streams are the independent educational institutions, which serve the ultra-Orthodox Jewish population (called "recognized non-formal education").

The Arab education system, which existed before the establishment of the state as a separate system for the Arab-Palestinian majority in the country, was subordinated to the Ministry of Education after the establishment of the state and became an integral part of state education in the country. Although the state education law is ostensibly intended to provide a single legal and organizational roof for both Hebrew and Arab education; in practice, education legislation in Israel has ignored and continues to ignore the unique interests of Arab students. Arab education is separated from Hebrew education due to the fact that most Arab students attend separate schools in their area of residence, schools in which the teachers and administrators are



Arabs. Some curricula in Arab schools have also been adapted, in some respects, for Arab students (Zidan, 2008).

However, while the state-religious stream and the Jewish ultra-Orthodox streams were granted extensive pedagogical autonomy, also reflected in the fact that their administrators are members of these streams themselves, Arab education in Israel has never been governed by Arab decision-makers, but rather by Jewish policymakers. (Golan-Agnon, 2004).

All schools in Arab society in Israel operate under the supervision and funding of the Ministry of Education and are associated in one degree or another with the state education stream. This affiliation is currently expressed mainly through the training and management teams within the districts, the general and professional supervisors of the Ministry of Education, as well as by small and unique staff units in internal subdivision that currently exist as sub-streams in Arab (Arab, Bedouin, and Druze) education (Abu-Esba, 2007 ). Most Arab schools are defined as formal schools, and the rest, which are mainly church-run schools, are recognized, non-formal schools.

### **4.3. Characteristics of the Arab education system in Israel**

As in Arab society, there is diversity within the Arab education system: there are significant differences between Muslim and Christian schools, which include 71.6% of students in the Arab sector; the Bedouin sector, which accounts for 20.7% of students in the Arab sector; the Druze sector, which accounts for 7.6% of students in the Arab sector; and the Circassian sector, which constitutes 0.1% of the students in the Arab sector (Weissblai & Winninger, 2015). Therefore, average data should be treated with caution, since it may not reflect the situation in any of the sub-sectors (Shinvel et al., 2015).

Analysis of matriculation exam data by sector over time shows that despite the increase in student achievement in the Arab sector in

matriculation exams in recent years, there is still a significant gap in achievement in favor of the Jewish sector. Regarding classroom density, in the Arab sector, the average number of students per class is greater than in Jewish education, 28.8 students per class on average, compared with 26.6 students per class on average in Jewish education. There is also a large number of classes in the Arab sector with more than 35 students (Weissblai, 2013).

Despite the trend of significant improvement in the achievements of Arab students and the reduction of gaps between them and Jewish students, the education system has failed to reduce the gaps between Hebrew-speaking students and Arabic-speaking students and to afford them a similar jumping-off point as they embark on life at the end of their schooling. As a result, Arabic speakers find it more difficult to integrate into the system of higher education and into the employment market. Achievements of Arab students fall short of those of their Jewish counterparts all the way from primary school to matriculation eligibility, as evidenced by the Meitzav tests, the PISA tests, and the rates of matriculation eligibility; this, as stated, despite consistent improvement in the achievements of Arab students in the last decade (Shinvel et al., 2015).

One explanation for the achievement gaps is the weakness of the local authorities in the Arab sector, which allocate fewer resources to schools, and especially to primary schools. As a result, the basic educational skills acquired in primary school are impaired, and students reach higher grades with fewer learning skills. However, Arab education is not uniform when it comes to matriculation eligibility. The rate of eligibility for matriculation among Arab students is, perhaps surprisingly, higher in localities with lower socioeconomic conditions than Arab students from localities with higher socioeconomic conditions (Weissblai & Weininger, 2015).

Dropout rates in Arab education are higher than those in Jewish education. Similar to the issue of achievement, the gap between the two sectors has narrowed in recent years. Regarding school violence, the rate of reporting violence in Arab education is slightly higher than in Jewish education, in most types of violence reported (Weissblai & Weininger, 2015).

Another characteristic of the Arab education system is related to the gender composition of teachers in the Arab sector. There is significant difference between the proportion of women among primary school teachers (76%), middle school (67%), and high school (51%). This contrasts with the Jewish sector, in which the proportion of women among teachers is more stable between the age groups and ranges from 86% to 73% (Weissblai & Weininger, 2015).

Arab schools in Israel lack basic patterns that characterize modern education. Traditional teaching and learning patterns are deeply rooted in the teaching staff, so that the democratic atmosphere and the desire to base education on the principles of research-scientific philosophy is still far from the existing reality. In the Arab schools, the frontal teaching method is still practiced, and there have not been many changes in teaching methods, which perpetuates gaps and constitutes an obstacle to the advancement of the education system and society. The teacher-student relationship is still based on obedience and the perception that the teacher is always right (Al-Haj, 2012).

Within this learning method, the student in Arab education in Israel becomes an object for the accumulation of information, over which the teacher has complete control. The role of the teacher devolves into imparting the information contained in the curriculum. Memorization is the main learning tool, without emphasis on critique or interpretations. Good students know how to quote the material to prove that the information passed to them has been absorbed. The image of the good student is of an obedient, submissive student, who memorizes the material conveyed by the teacher. Students do not develop independent thinking skills, do not express their feelings and opinions, and are not allowed to develop their own hypotheses regarding the study topics and their meaning, this framework of study stems from the distinctly hierarchical nature and the rigid, ordered relationship in the Arab education system: supervisor, principal, teacher, student. This rigid structure limits the teachers' initiative and reduces their role to presenting their classes' achievements (Opletka, 2012).

According to Abu-Esba (2007), on the one hand, no decision has ever been made by the Arab education system regarding teaching methods it advocates, and this crucial question has even been ignored. Even when attempts are made to introduce alternative teaching methods, such as individual teaching, active teaching and group teaching, these attempts have usually been unsuccessful. On the other hand, Abu-Esba (2007), warns against direct importation of methods that are considered successful in the Jewish education system, since the success of a method depends on its adaptation to the culture dominant in society, and the unique needs of the learner and teacher. Without a comprehensive shift in the treatment of the individual in Arab society, any attempt to introduce alternative teaching methods will be technical and incomplete. Addressing an individual in this context refers to the type of teacher-student interaction. In the Arab school, these relationships are usually derived from the hierarchical structure of the classroom and from teachers' and students' perception of the teacher as the central figure in the classroom. In this context, Abu-Esba (2007), explains that a large proportion of teachers in Arab education in Israel entered the field of education and teaching not by choice, but because they found it difficult to find employment in other fields. The teaching track is one of the few options open to Arab academics (Abu-Esba, 2007).

Gindi & Erlich-Ron (2019) add that teachers in the Arab sector also have to deal with a cultural gap: in their perception they are supposed to represent Arab society and its values when they stand before their students. However, in the view of the system, they are supposed to represent the majority society and its values. This gap creates a role conflict among teachers that increases the level of burnout (Gindi & Erlich-Ron, 2019). In this context, (Toren & Iliyan ,2008) specify that one of the difficulties of the Arab teacher is the Western expectation of teachers to be agents of change, which is inconsistent with the values of Arab society as a traditional society, expecting the teacher to maintain tradition in terms of teacher roles, teaching methods, etc.

## 4.4. Privatization in the Arab education system in Israel

The growing trend of privatization in Arab education is affected both by the socioeconomic changes which Arab society is undergoing in Israel, and by the low allocation of resources to the Arab education system (Abu Assaba, 2011; Blass, 2007). The Arab population in Israel is undergoing changes in social, cultural, educational, and economic realms. These changes are reflected in an increase in the level of education and living standards (Arar & Abu Assaba, 2007) and an increase in awareness of equal rights among Arab citizens, which has led to criticism of the Arab education system, especially in light of its low achievements. This criticism stems from the desire to receive a proper education, equal to the education that Jewish students receive. As part of this, the Arab public began to raise the issue on the public agenda of privatizing the education system as a way to improve the level of education. Over the years, there has been sharp criticism of discrimination and inequality in the allocation of material resources in Arab-education compared to Jewish education (Abu Assaba, 2011; Blass, 2007). The picture that emerges from studies of government policy towards the Arab education system shows a low investment in Arab education compared to Jewish education in numerous areas, including the low number of school hours per student, lack of supervision hours and training days, high class density, relatively low number of teachers relative to the number of students, ill-maintained physical infrastructure, lack of equipment and obsolete equipment, huge shortage of libraries and books, and low resource allocation for special education.

A direct link is indicated between the resources invested in the education system and the outputs obtained from that system. Lack of resources has a negative and clear impact on the achievements of Arab students, and the drop-out rate is relatively high compared to that of Jewish students in Israel (Michaeli, 2008). It is argued that the lack of an independent and inclusive Arab education system has motivated sub-sectoral bodies and other groups to abandon Arab state education and seek educational solutions

for themselves. Today, almost every Arab locality has a private educational framework, or one is being established. The map of private schools in the Arab sector includes networks such as Atid, which operates numerous technological schools, the Al-Qasmi Association for Religious Education, which operates an academic college, kindergartens and is currently establishing a high school, and Sakhnin College, which operates more than ten private schools. In addition to these networks there are also local initiatives for the establishment of private schools in religious initiatives or in the initiatives of private bodies.

## **4.5. Education system in East Jerusalem**

The education system in Jerusalem is the largest and most complex in Israel. It contains, among others, the education system of East Jerusalem, which is considered the largest Arab education system, when compared to areas in the West Bank and Gaza (Palestinian Ministry of Education, 2006). The education system in Jerusalem is divided into two: the public-municipal education system and the private education system. The public education system includes the official educational institutions and the recognized, non-formal educational institutions, that is, institutions that the Minister of Education has declared in an appropriate declaration in the records that they are recognized institutions for the purpose of the Compulsory Education Act. The recognized, non-official institutions are institutions that are established and operated with private funding, but also receive funding from the Ministry of Education. The rate of support of the Ministry of Education is determined according to the degree of implementation of the state pedagogical programs and the degree of supervision by the Ministry of Education over the institution (Warren, 2006).

## **4.6. Violence in schools in Arab society**

The issue of school violence has been the focus of increasing research interest in recent years (Varela et al., 2019). But, despite the many programs to reduce school violence, violence rates among students continue to be high.

Because teachers are in direct contact with school violence, teachers' perspectives can contribute to a deeper understanding of the phenomenon (Anderson, 2016). The present study deals with teachers' perceptions regarding school violence. The aim of the study is to examine how teachers perceive school violence, and how these perceptions can help reduce the phenomenon. The question is examined through an integrative review of studies.

## **4.7. The causes of school violence in Arab society in Israel**

Zahalka (2007) summarized the causes of school violence in Arab society. He implicates the educational reform in the 1960s and 1970s, which created middle schools in Israel. Zahalka, (2007) argues that the transitions into and out of middle school interrupted the sequence of the educational process. He sees these transitions as counterproductive for the Arab sector. He believes they diminished teachers' abilities to adequately address adolescent behavior.

Another factor is the weakness of value education in the Arab education system. In addition, there is an absence of youth movements in the Arab sector. If these factors were present, they could provide continuous cultural activity that could channel youth's energies and abilities into positive channels.

One can add the surrounding atmosphere and entertainment media suffused with violence to factors contributing to school violence. (Zahalka, 2007).

The function of the home as an educator must also not be forgotten. This is lacking, as parents are busy making a living, and they place the full responsibility and weight of the educational task on the school. When it is difficult to complete the task, it is easy and convenient to place blame on the school. But it must not be forgotten among the causes of the problem of

violence: how the student is educated at home and what happens to the student at home, in the immediate vicinity, and on the street.

The scale of violence in some schools in the Arab sector is quite serious and comes to the public's attention only in extreme cases. Teachers and principals in the Arab sector are sometimes helpless in the face of the problem. One reason for this is that some teachers were educated in the traditional Arab education system and learned to deal with violence violently. Today, when state laws and student rights restrict them, they are not skilled enough in alternative methods.

Another reason for the scale of violence in schools is the "parent-teacher relationship" crisis of trust between teachers and the principal and parents. Parental authority in the sector is severely dampened, especially among young parents, due to the almost complete disintegration of the traditional structure of the family and the changes in the socioeconomic situation. There exists a replication of processes occurring in the Jewish sector, with results more acute in Arab society.

## **4.8. The research questions**

The statement of the problem is one of the important parts of an investigation, since it lays the foundations on what the researcher is going to develop in his study based on what other researchers have done and the space or void or problem that the researcher It has been established. The research problem is the starting point of the research, without questions there is no research in such a way that the questions that the researcher formulates allow establishing the link between those carried out by other researchers and the researcher's contribution. The questions that the researcher formulates and the answers that he designs to these questions are the beginning of the empirical study and therefore the objectives and hypotheses that will guide the investigation. The research question is "the trigger of any investigation that is always framed under a research paradigm and, therefore, conditions the method and methodology (Hernández Pina, & Maquilón Sánchez, 2015).



In view of the analysis carried out in the first four chapters and our professional experience, we formulate the following research questions, questions that will allow us to establish our objective and hypotheses. Therefore, our research questions are the following and they are the ones that will allow us to establish the objective and general hypothesis of our investigation as well as the specific hypotheses.

To what extent do the teachers think that there is a positive relationship between maintaining a positive school climate and preventing violence in educational institutions?

Do the elements of the climate have the same effect on reducing school violence?

The goal of the research is to examine the teachers' perception of the effect of the school climate, the educational climate on the students themselves and their manifestations of violence in particular. To find if there is an impact of the administrative side in the school on the school climate in reducing school violence, an impact of the Belonging to the crew on the school climate in reducing school violence.

Else, to examine whether teachers in the Arab society perceive the school climate as having an effect on the violence on the part of students in the Arab sector in East Jerusalem, their subjective perception and thus strengthen the hypothesis that arose in this regard from the research literature which hinted at this exact matter.

## **4.9. Summary**

The Arab education system in Israel faces many difficulties, among them, lack of budgeting and resources. In addition, there are conflicts between the traditional characteristics of Arab society and culture, and the Western characteristics of the state of Israel. In Arab society the perception is that the role of education is to preserve tradition; whereas according to Western values adopted by Israel, the role of education is to be an agent of change.

Although there is a trend of improvement in the achievements of Arab students, and a significant reduction in the gap between them and Jewish students, the education system fails to reduce the gaps between Hebrew and Arabic speakers and place them at a similar starting point at graduation. Arabs in Arab education in Israel still find it more difficult to integrate into academia and the labor market, which perpetuates the socioeconomic gaps between the Arabic-speaking public and the Hebrew-speaking public in Israel.



# EMPIRICAL FRAMEWORK OF THE RESEARCH

**CHAPTER V:** Research objectives

**CHAPTER VI:** Method

**CHAPTER VII:** Results and discussion

**CHAPTER VII:** Conclusions

## Chapter V: Research objectives

Once the contextualization of the investigation has been carried out and the state of the question has been analyzed, we present the general objective of our investigation as well as the hypotheses as a reflection of the reality that we intend to study (Hernández Pina & Maquilón Sánchez, 2015).

### 5.1. The purpose of the research

The aim of the study was to examine teachers' perceptions of the impact of educational climate on reducing violence in Arab schools.

### 5.2. General hypothesis

**Question 1:** To what extent does the administrative aspect of the school affect the school climate in reducing school violence?

Hypothesis 1: Analyze the relationship between administrative aspects and their impact on the school climate. There is a relationship between administrative aspects and the school climate.

**Question 2:** To what extent does the ability to build social relationships impact the school climate in reducing school violence?

Hypothesis 2: There is a connection between the ability to build social relationships and the reduction of school violence

**Question 3:** To what extent does the perception of violence in school impact the school climate in reducing school violence?

Hypothesis 3: There is a relationship between the perception of violence and its impact on its reduction.

**Question 4: To what extent does the ability to perform a task impact the school climate in reducing school violence?**

Hypothesis 4: Relationship between the ability to perform tasks in school and the impact on the school climate.

**Question 5: To what extent does belonging to the school staff affect the school climate in reducing school violence?**

Hypothesis 5: Relationship between the average answers of the sample members about their affiliation with the school staff and its impact on the school climate in reducing school violence.

**Question 6: To what extent does teachers' view of their current school impact the school climate in reducing school violence?**

Hypothesis 6: relationship between their view of their current school y its impact on the school climate in reducing school violence.

### **5.3. Specific objectives**

**Objective 1.** To exam the school principal's perception and vision of the school's educational climate essence.

**Objective 2.** To identify the phenomenon of violence in schools and ways of dealing with the phenomenon.

**Objective 3.** To exam the manner of the relationship between the staff and the students professionally and the level of investment in the relationship.

**Objective 4.** To find the concept of professional belonging among teachers.

**Objective 5.** To exam the impact of Arab social culture on school violence.

**Objective 6.** To exam the influence of factors outside of school that influence school violence.

## Chapter VI: Method

### 6.1. Mixed Method Research

Mixed method research combines in a single study program the two major paradigms in the social sciences and education research, namely quantitative research and qualitative research. In this way, it seeks to neutralize the disadvantages and capture the advantages of each research paradigm, to provide a richer and more comprehensive research.

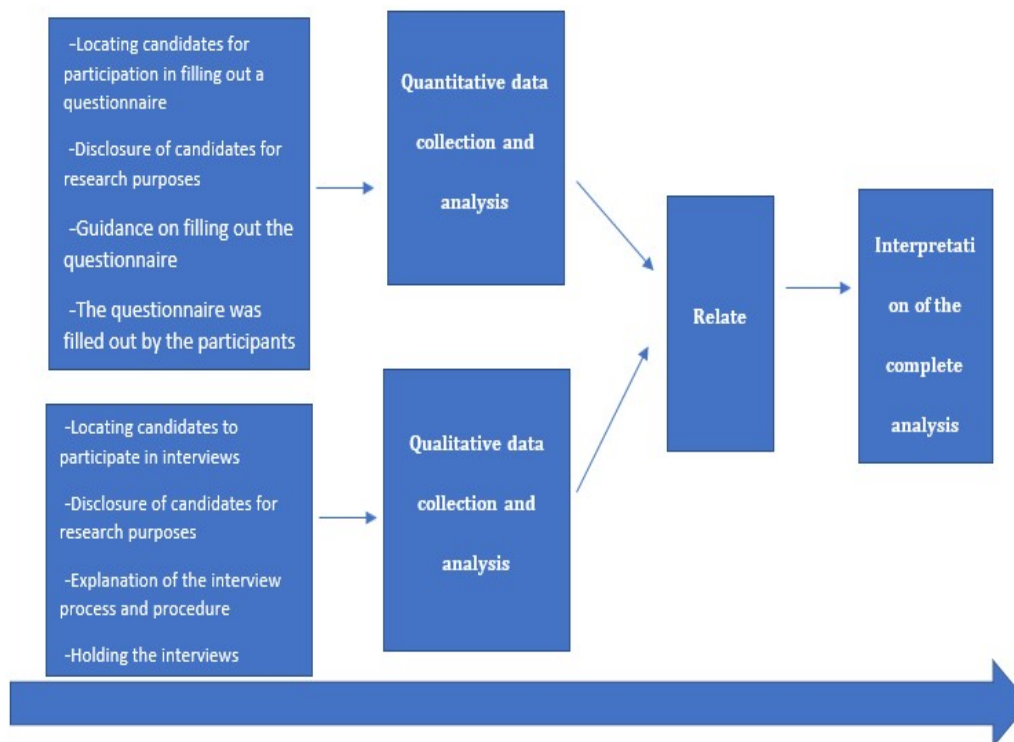
“A mixed method study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research” (Creswell, 2008).

The core meaning of mixed methods is to invite multiple mental models into the same inquiry space for purposes of respectful conversation, dialogue and learning one from the other, towards a collective generation of better understanding of the phenomena being studied (Greene, 2007).

In order to respond to the research objectives, a mixed research approach was chosen, of a descriptive nature, in which quantitative and qualitative data collection techniques and instruments were used, following a convergent design (parallel or concurrent), in which the stages of collection and analysis of quantitative data and qualitative data occur in a parallel and related manner (Figure 5). Qualitative results help explain and elaborate quantitative results, and vice versa. Therefore, the direct comparison of the two data sets provides a "convergence" in the results obtained (Creswell, 2012).

**Figure 5**

*Research process with a convergent design*



Therefore, this research was framed within the mixed paradigm. According to Hernández, Fernández and Baptista (2003), these designs represent the combination of qualitative and quantitative approaches, collecting the best of each of them. According to Creswell (2012), it consists of merging, integrating, linking or incorporating both approaches. For this, it is necessary to know them and know how to treat their combination, a fact that provides a better understanding of the research problem and the method itself (Ibáñez López, 2020).



## 6.2. Participants & Context

In the current study, 302 teachers participated in filling out the questionnaire, and 50 teachers participated in the interview. In order to check the real sample and the representation, I used the formula mentioned below, which will satisfy the target, according to the existing numbers, the size of the studied population was 1411 teachers, and according to the formula used, it was accepted that at least a participating sample of 302 teachers are needed

$$n = \frac{N}{1 + \frac{e^2(N-1)}{Z^2pq}}$$

### 6.2.1. The study population

In each study, the selection of the study population should be made subject to considerations that contribute to the purpose of the study. In order to examine the phenomenon or process, it is of great importance to select the appropriate people who have experienced the phenomenon or were part of the members of the organization or framework under investigation. The present study had significance for the use of a directed sample, which focused on selecting interviewees who represent and teachers from the questionnaire inventory in the best way the surveyed population. Thus, in selecting the various teachers and educators, several important parameters were taken into account.

Location of the school - it is important to include representatives from different schools and different neighborhoods in East Jerusalem, in order to establish the differences between them (if any), and to get results that characterize all types of schools in East Jerusalem.

Diversity of roles - In the current sample, educators were selected to hold various positions in the schools (teachers, educators, centers, counselors, counselors), in order to highlight the differences between them in terms of their disabilities and their different ways of coping.

Wide range of professional seniority - on the one hand, relatively young educators were selected, with different years of seniority. In the current study, 302 teachers participated in filling out the questionnaire, and 50 teachers

participated in the interview, see an Arabic-speaking table from East Jerusalem. Employees in both Arab and private Arab schools.

**Table 2***Profile of the educators who participated in the interview*

<b>Independents variables</b>	<b>The class</b>	<b>Frequency</b>	<b>Percent</b>
<b>Job title</b>	class educator \ nanny	20	
	teacher for a subject	20	
	Owner of a job (Centre, consultant, administrative staff member)	10	
	<b>Total</b>	<b>50</b>	<b>100.0</b>
<b>gender</b>	male	25	
	female	25	
	<b>Total</b>	<b>50</b>	<b>100.0</b>
<b>academic level</b>	first nickname	20	
	second nickname	26	
	third nickname	4	
	<b>Total</b>	<b>50</b>	<b>100.0</b>
<b>Years of Experience</b>	less than 5 years	12	
	from 5 to 10 years	14	
	more than 10 years	24	
	<b>Total</b>	<b>50</b>	<b>100.0</b>
<b>The stage of education in which I work</b>	primary	10	
	preparatory	20	
	High School	20	
	<b>Total</b>	<b>50</b>	<b>100.0</b>
<b>School location</b>	<b>Northeast Jerusalem</b>	<b>25</b>	
	<b>Southeast Jerusalem</b>	<b>25</b>	
	<b>Total</b>	<b>50</b>	<b>100.0</b>

**Table 3**

*Distribution of the sample members according to demographic variables*

<b>Independents variables</b>	<b>The class</b>	<b>Frequency</b>	<b>Percent</b>
<b>Job title</b>	class educator \ nanny	99	32.8
	teacher for a subject	120	39.7
	Owner of a job (centre, consultant, administrative staff member)	83	27.5
	<b>Total</b>	<b>302</b>	<b>100.0</b>
<b>gender</b>	male	83	27.5
	female	219	72.5
	<b>Total</b>	<b>302</b>	<b>100.0</b>
<b>academic level</b>	first nickname	135	44.7
	second nickname	155	51.3
	third nickname	12	4.0
	<b>Total</b>	<b>302</b>	<b>100.0</b>
<b>Years of Experience</b>	less than 5 years	45	14.9
	from 5 to 10 years	75	24.8
	more than 10 years	182	60.3
	<b>Total</b>	<b>302</b>	<b>100.0</b>
<b>The stage of education in which I work</b>	primary	107	35.4
	preparatory	79	26.2
	High School	116	38.4
	<b>Total</b>	<b>302</b>	<b>100.0</b>

Table (3) shows the frequencies and percentages of distribution of research sample members according to demographic variables (job title, gender, academic level, years of experience, and the stage at which they work).

**Table 4***Distribution of respondents according to demographic variables*

<b>Independents variables</b>	<b>The class</b>	<b>Frequency</b>	<b>Percent</b>
<b>Job title</b>	class educator \ nanny	99	32.8
	teacher for a subject	120	39.7
	Owner of a job (centre, consultant, administrative staff member)	83	27.5
	<b>Total</b>	<b>302</b>	<b>100.0</b>
<b>gender</b>	male	83	27.5
	female	219	72.5
	<b>Total</b>	<b>302</b>	<b>100.0</b>
<b>academic level</b>	first nickname	135	44.7
	second nickname	155	51.3
	third nickname	12	4.0
	<b>Total</b>	<b>302</b>	<b>100.0</b>
<b>Years of Experience</b>	less than 5 years	45	14.9
	from 5 to 10 years	75	24.8
	more than 10 years	182	60.3
	<b>Total</b>	<b>302</b>	<b>100.0</b>
<b>The stage of education in which I work</b>	primary	107	35.4
	preparatory	79	26.2
	High School	116	38.4
	<b>Total</b>	<b>302</b>	<b>100.0</b>

Table 4 shows the frequencies and percentages of the distribution of the research sample according to the demographic variables (job title, gender, academic level, years of experience, and the stage in which they work).

### **6.2.2. Research tools**

In order to respond to the proposed purpose and hypothesis, and following the mixed design mentioned above, we used two data and information collection techniques: Administration of a questionnaire and interviews.

This study was conducted in an integrative approach that includes qualitative and quantitative analysis (Method Mixed), the current study relies

on two tools: a qualitative in-depth interview, and a questionnaire relating to the perception of climate in the eyes of teachers, I will detail below.

#### **6.2.2.1. The interview**

A qualitative in-depth interview is one of the research tools selected as the tool that contributes to examining the topic. The interview makes it possible to understand the human experience of the interviewees as well as the meaning they attach to this experience. He also longs for the researcher to be able to understand the meaning of each participant's behavior (Shakedi, 2011). The qualitative interview is the most common method of data collection, enabling mapping and understanding of the respondents' world of life. The interview provides basic data for understanding the relationships between social actors and their situation, and the goal is a complex understanding of beliefs, attitudes, values, and motivations, involving people's behaviors in social contexts (Jaskel, 2011).

The in-depth interview (See anexo 4) includes a wide range of practicalities. In-depth interviews usually begin with an initial and general opening question, which invites the interviewee to tell his story while expressing encouragement in a non-verbal way and paying attention and listening to what is said, and without interrupting the interviewee with additional questions (Shaked, 2011). Open on the topic being researched, to allow interviewees openness and a comfortable feeling towards the understandable questions. The interview began with explanatory sentences about the study, the nature of the interview and the areas of interest of the study, and inviting the interviewee to talk about himself and his professional background. The introductory question was then presented: "In the professional life of every teacher, different experiences and events take place, including experiences and incidents of violence. Tell me, and what did you encounter in this field during your work in the education system?"

### **6.2.2.2. The questionnaire**

Through a questionnaire we collect data by obtaining direct answers from the subjects studied, from the formulation of a series of questions related to our research objectives (Murillo, 2006). Perhaps, it is the most used instrument to collect information. It allows measuring the degree of conformity, attitudes, level of agreement with a statement, frequency of an activity, importance of a factor, valuation of a product, etc. The questions, elaborated with respect to one or more variables to be measured, must be consistent with the research problem to be investigated (Hernández Sampieriet al., 2010).

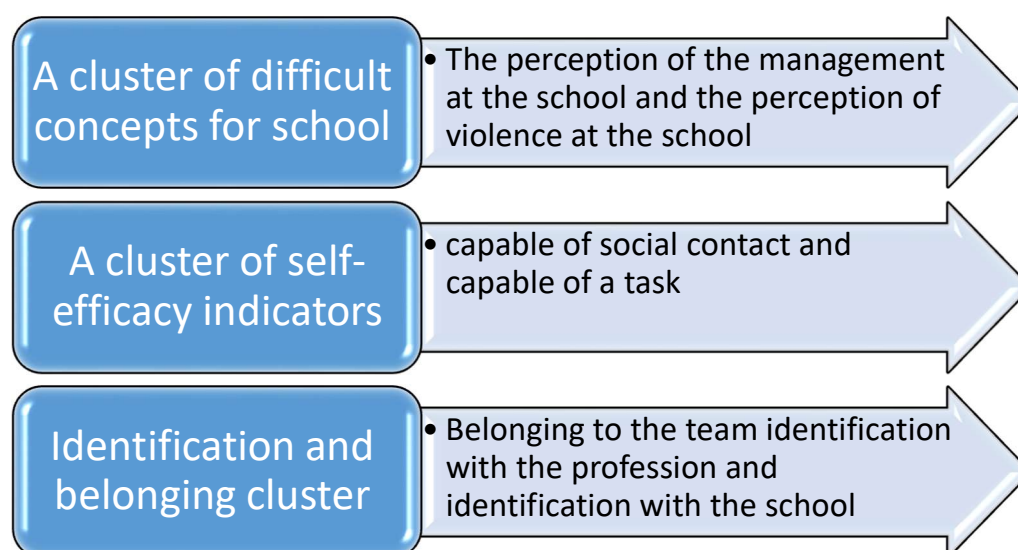
The first tool is a TPSC (Teacher's Perception of School Climate) (See Annex 2).

The research questionnaire was submitted through Google Form. It should be noted that the questionnaire was submitted during the spread of the Coronavirus, the schools were closed.

And for the second tool in my research, this is a questionnaire that was mostly based on the questionnaire designed by RAMA (National Authority for Mesasurement and Evaluation in Educacion) called Optimal Educational Climate Questionnaire (AHM), which examines teachers' perceptions of educational climate in relation to domestic violence. Library, and identify strengths and sources of difficulty in the educational climate from the teachers' perspective, the dimensions in the questionnaire 1-Perception of school management 2.-Perception of violence in school.3-Ability to socialize.4-Ability to task .5-Belonging to staff.6-Identifying with the profession 7.-Identification with the school. And the structure of the questionnaire is based on three index clusters see Figure 6 below.

**Figure 6**

*The structure of the questionnaire*



I present part of the questionnaire that I used in the research; the full questionnaire is in the Annex.

Dear Teacher,

The following is a questionnaire about the teaching staff's perception of the school climate. We request that you answer the questions with consideration and give true and sincere expression to your thoughts and feelings.

The questionnaire is anonymous.

Below is a list of statements. Please mark the extent of your agreement with each of the statements. The scale of answers ranges from "disagree" to "fully agree."

	<b>critterion / phrase</b>	<b>Disagree</b>	<b>Minimally agree</b>	<b>moderately agree</b>	<b>Agree</b>	<b>Fully agree</b>
1	I feel that in education, I am sufficiently free to act according to my way of thinking and my understanding.					
2	If I have a problem, I always find someone in the Teachers' Room with whom I can discuss it and get					

	advice					
3	The principal encourages teachers to participate in the design of the school's fundamental policy					
4	I can help my students cope with their social problems					
5	I have sufficient knowledge and tools to cope with violent situations in school.					
6	I feel that the administration believes in me and in my ability as a teacher.					
7	There are many problems of violence by students towards school property.					
8	I have friends among the teaching staff at school.					
9	If I could, I would leave the teaching profession and change professions.					
10	The administration backs me in dealing with problematic students.					

### 6.2.3. Validity and reliability of the tool

To verify the validity of the tool and that all the paragraphs and areas of the questionnaire have validity, this was verified using structural validity, as the correlation coefficients were found between each dimension of the school climate, and the total score for all items of the school climate as shown below.



**Table 5**

*Validity and reliability of the tool*

<b>Correlations</b>			
	<b>the field</b>	<b>Pearson Correlation</b>	<b>p-value</b>
<b>school climate</b>	The view of the administrative side of the school	.755**	.000
	The ability to build social relationships	.693**	.000
	Perception of violence in school	.057	.324
	The ability to perform a task	.666**	.000
	Belonging to the crew	.593**	.000
	My opinion about my current school	.582**	.000
	My opinion about my current profession	-.044	.497

Table 5 shows the values of the correlation coefficients between the overall degree of the school climate and the overall score of each dimension of school climate, where the correlation coefficients ranged between -.044 and .755. It should be noted that the relationship between the overall degree of the school climate and the overall degree of the sixth field (my view of my current profession) is inverse and weak, and this field must be excluded from the scale because it does not have validity, and the reliability calculation and the answer to the rest of the questions will be after deleting the paragraphs related to the sixth field, and we have 30 Paragraph divided into 6 areas.

To verify the reliability of the search tool, the reliability coefficient of Cronbach's alpha was calculated as shown below.

To verify the validity of the tool and that all items and domains of the questionnaire have validity, this was verified using constructive validity, where correlation coefficients were found between each dimension of the school climate, and the total score for all items of the school climate as.

**Table 6***Validity of the research tool*

<b>Correlations</b>			
	<b>the field</b>	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
<b>school climate</b>	The view of the administrative side of the school	.755**	0.000
	The ability to build social relationships	.693**	0.000
	Perception of violence in school	.057	0.324
	The ability to perform a task	.666**	0.000
	Belonging to the crew	.593**	0.000
	My opinion about my current school	.582**	0.000
	My outlook on my current profession	-.044	0.497

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the values of the correlation coefficients between the total score of the school climate and the total score for each dimension of the school climate, as the correlation coefficients ranged between -.044 and .755. It is noted that the relationship between the total degree of the school climate and the total degree of the sixth field (my view of my current profession) is an inverse and weak relationship, and this field must be excluded from the scale because it does not enjoy honesty. Paragraph divided into 6 areas.

#### **6.2.4 Tool stability**

To verify the reliability of the research tool, the Cronbach alpha reliability coefficient was calculated.

**Table 7**

*The values of the reliability coefficients for the questionnaire domain*

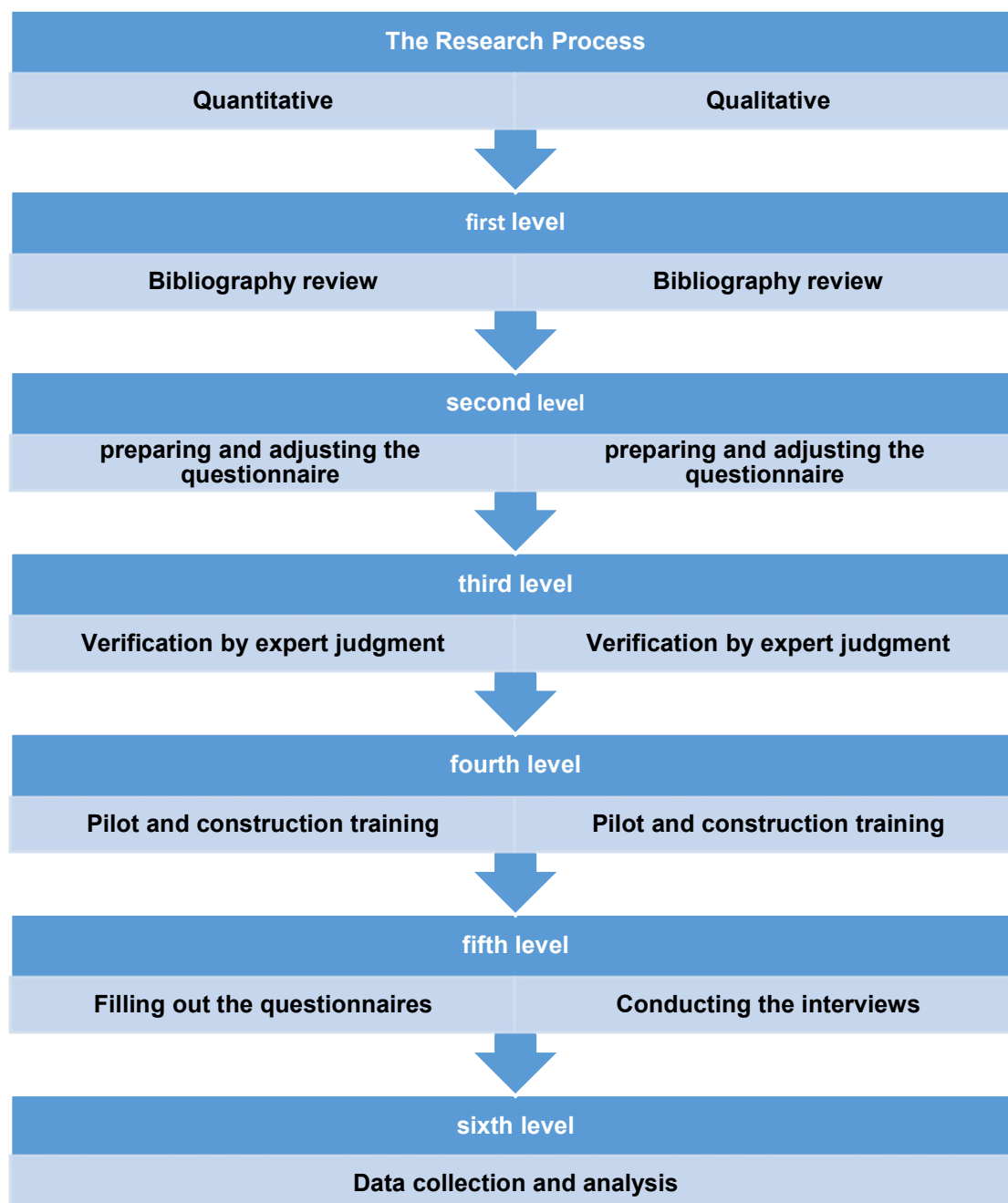
<b>Reliability Statistics</b>		
<b>the field</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
The view of the administrative side of the school	.932	8
The ability to build social relationships	.891	7
Perception of violence in school	.904	5
The ability to perform a task	.677	4
Belonging to the crew	.827	4
My opinion about my current school	.877	2
<b>School climate</b>	<b>.865</b>	<b>30</b>

Table 7 shows the values of the reliability coefficients for the questionnaire domains, where the value of the Cronbach alpha reliability coefficient ranged between .677 for the fourth domain and .932 for the first domain, all of which have high stability, and the value of the stability coefficient for all paragraphs was (.865), and this value indicates that there is a very high stability for the tool.

### 6.3. Research Process

Initially, a request for a favorable report was submitted to the Research Ethics Commission of the University of Murcia in order to carry out this research, accompanied by a report on the action procedure, the participating sample, the methodology and the instruments used (Figure 7).

Once the approval was received (Annex 1), zoom appointments were made to discuss the research objective and the intention of carrying out a general survey of all the teaching staff on the evaluation and accreditation processes carried out in Israel.

**Figure 7***Research process*

The study was conducted in the shadow of the Corona virus outbreak (Covid 19). The State of Israel adopted policies, measures to combat Corona outbreaks, and the roads were prolonged closure and restrictions on movement, in boilers, cancellation of schooling, and continued work from home through Zoom meetings, and the Ministry of Education instructed

schools to work and teach from home so schools taught from a distance. The current situation for me is to think differently and think about reaching my research population by other means, so the questionnaire was filled out via Google Forum and sent to my email and the interviews exist through the zoom apps. I want to elaborate on the process I did, I worked as an instructor for an optimal educational climate (AHM) in Jerusalem for eight years and worked in schools on the Jerusalem city pier so there was evidence of which schools to convene to conduct research in order to have representative and contributing research. There was a selection of schools that are candidates for research, second stage contacting the school administration in order to expose him to the research idea and purpose of the research and have a discussion about the participation of his school teachers, third stage arranging a meeting with the school educational staff, explaining the nature of my research, exposure And a discussion about the concepts in the questionnaire by filling out the questionnaire, by submitting the questionnaire, and giving me the opportunity to call me with any question or inquiry while filling out the questionnaire.

Regarding the interviewees in the first stage locating candidates who are willing to volunteer to participate in research from schools that have violent behaviors, in the second stage I contacted each interviewee individually and explained to him the nature of the research in terms of its importance and contribution to schools and theoretical science on climate and violence. The study emphasized to them that the interview is anonymous and that their answers will be used for the purpose of the study only, in the third stage determining the time that suits them and conducting the interview that lasts between half an hour and 45 minutes. In the fourth stage the material is collected and the findings analyzed using categories and deaths.

## **6.4. Treatment plan and data analysis**

Regarding the treatment and analysis of the information used for the processing of the data obtained with the questionnaire in the quantitative part

of this investigation, the data was dumped from the encuestas.um.es application, generating the database, and these they were processed and analyzed with the free software statistical package R. To search for significant differences in the items according to sociodemographic variables, non-parametric tests were applied, as these tests are the most robust for ordinal data. Specifically, the Mann-Whitney U test was used for independent variables with two levels of response and the Kruskal-Wallis test (non-parametric ANOVA) for variables with more than two levels ( $p$ -value less than .05 and level of significance  $\alpha = .05$ ). For the post-hoc, the Pairwise Wilcoxon Rank Sum Test with Bonferroni correction was performed.

Regarding the textual data obtained through discussion groups, the content of the five meetings were analysed through with the software Atlas.ti v.8.4 for Windows (Scientific Software Development GmbH, 2019) and codes were identified and frequencies.

## **6.5. Ethical aspects of research**

In the report request addressed to the Research Ethics Committee of the Office of the Vice President for Research and Transfer of the University of Murcia, a summary of the research to be carried out, the objectives, the research hypotheses, the dates data collection, the sample, the methodology to be followed, the information collection instruments and the expected benefits.

The non-existence of consideration or of any adverse or undesirable effect for the participants was highlighted, as well as in compliance with the guarantees regarding the protection of personal data.

The existence of information sheets for the participants, and informed consents, were stated, in which the purpose of the investigation, the duration and the data collection procedure, and their right not to participate or to abandon the investigation at any time were made explicit. once they have started their collaboration, and their rights as participants. The guarantee of full confidentiality of the data and rigorous compliance with professional

secrecy in the use and management of the information and materials obtained were reiterated.

In addition, following the General Principles of the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA), the integrity of the research was guaranteed, as well as its precision, honesty and veracity, avoiding fabricating, falsifying or manipulating data. All the sources that were consulted were cited and referenced to avoid plagiarism.





## Chapter VII: Results and Discussion

### 7.1. Analysis of the findings of the questionnaire

In this chapter, we will address the answer to the research questions, using the SPSS statistical analysis program, by finding the arithmetic means, standard deviations, and percentages, as well as Pearson correlation coefficients, simple linear regression, and multiple linear regression.

**The first question:** To what extent does the administrative aspect of the school affect the school climate in reducing school violence?

We find the average responses of the respondents about their opinion of the administrative aspect of the school as shown in Table 6 and its impact on the school climate in reducing school violence as shown in

Hypothesis 1: Analyze the relationship between administrative aspects and their impact on the school climate. There is a relationship between administrative aspects and the school climate.

**Table 8**

*The average research sample answers about the view of the administrative side*

paragraph number	The view of the administrative side of the school	Mean	Std. Deviation	Percent
1	The principal encourages teachers to participate in the design of the school's fundamental policy.	3.96	1.01	79.2
2	I feel that the administration believes in me and my abilities as a teacher	4.12	0.99	82.4
3	The administration gives me support to face the students who make the problems	3.88	1.00	77.6
4	I feel that the school administration values my work as a teacher	4.05	1.00	81.0
5	The school management invests in the teachers and cares about their feelings	3.61	1.16	72.2
6	The administration addresses the personal needs of the teachers	3.38	1.16	67.6
7	I feel that I am a partner in the preparation steps for the programs and projects that exist in the school	3.49	1.13	69.8
8	The administration gives me support in front of the family when needed	3.9	0.98	78.0
<b>The total</b>		<b>3.80</b>	<b>1.05</b>	<b>76.0</b>

Table (8) shows the average research sample answers about their view of the administrative side of the school, and their averages answers ranged between (3.38) to sixth paragraph, and their agreement was moderately, and between (4.12) for the second paragraph, that came they also largely agreed, and the total score for their average's answers (3.80) was a standard deviation of (1.05), i.e 76% of the sample members largely agreed on all administrative aspects of the school.

In order to know the impact of the administrative side in the school on the school climate in reducing school violence through the null hypothesis emanating from this question, which states that there is no effect of the

administrative side in the school on the school climate in reducing school violence, and to answer this hypothesis, the simple linear regression was used, and the result appears as shown in the following tables:

**Table 9**

*The impact of the administrative side in the school on the school climate*

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.768 <sup>a</sup>	.591	.589	.27644

a. Predictors: (Constant), The view of the administrative side of the school

b. Dependent Variable: school climate

Table 9 shows the value of the correlation coefficient (.768), which means that there is a strong direct relationship between the administrative side and the school climate in reducing school violence, and the result also shows the value of the square of the correlation coefficient (.591), and this value explains that the administrative side of the school explains about 59 % of the variation in the school climate, which is a high percentage.

**Table 10**

*The significance of the regression line*

<b>ANOVA<sup>a</sup></b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	33.062	1	33.062	432.626	.000 <sup>b</sup>
	Residual	22.926	300	.076		
	Total	55.988	301			

a. Dependent Variable: school climate

b. Predictors: (Constant), The view of the administrative side of the school

The result in Table 10 indicates that the p - value is (.000), which is less than 0.05, This result indicates the significance of the regression line, that

is, using the simple linear regression is the correct and appropriate model to test the hypothesis emanating from the first question.

**Table 11**

*Testing the hypothesis from the first question*

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized	<i>t</i>	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.373	.071		33.217	.000
	The view of the administrative side of the school	.381	.018	.768	20.800	.000

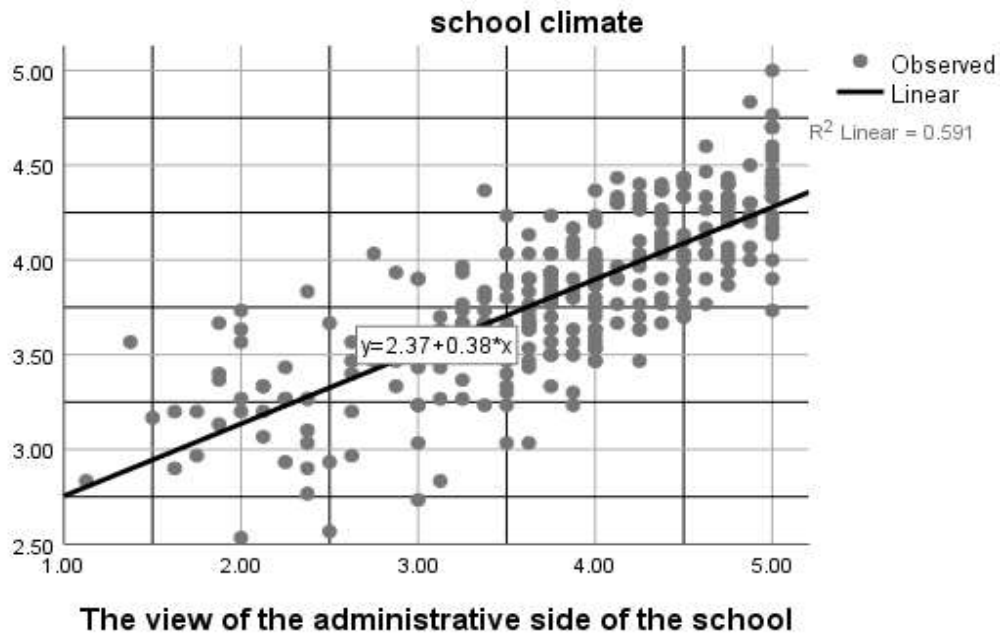
a. Dependent Variable: school climate

Table (11) shows the results of testing the hypothesis emanating from the first question. The analysis shows that the p- value of the test is (.000), which is less than 0.05, meaning that we reject the null hypothesis, and this means that there is a very strong positive effect of the administrative side in the school on the school climate in Reducing school violence, that is, whenever there is an increase in the level of the administrative side in the school, there is an increase in the school climate to reduce school violence, and this effect is expressed in the following mathematical formula and the graphic figure (Fig. 8):

School climate = 2.373 + 3.81\*The view of the administrative side of the school.

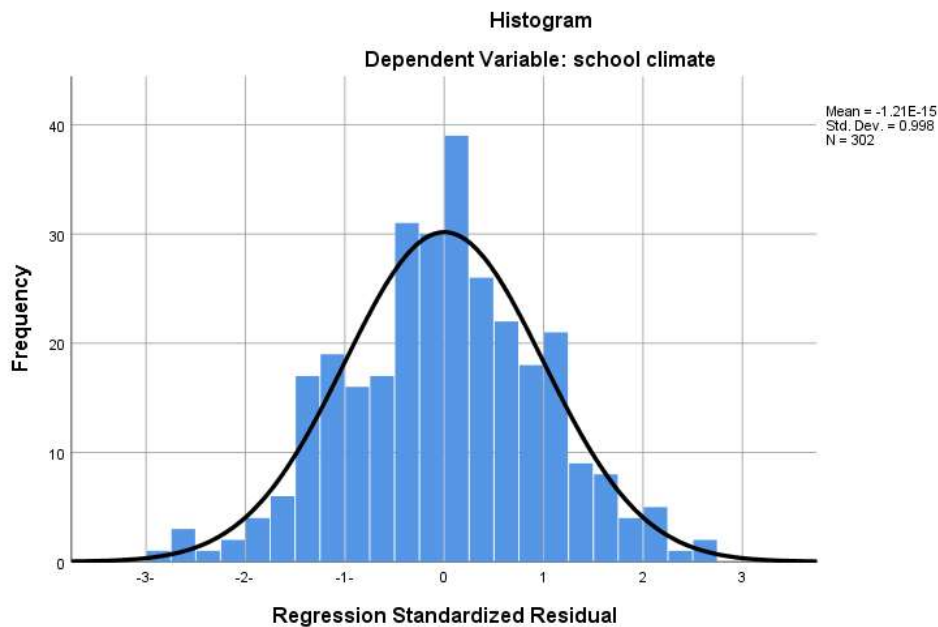
**Figure 8**

*The view of the administrative side of the school*



**Figure 9**

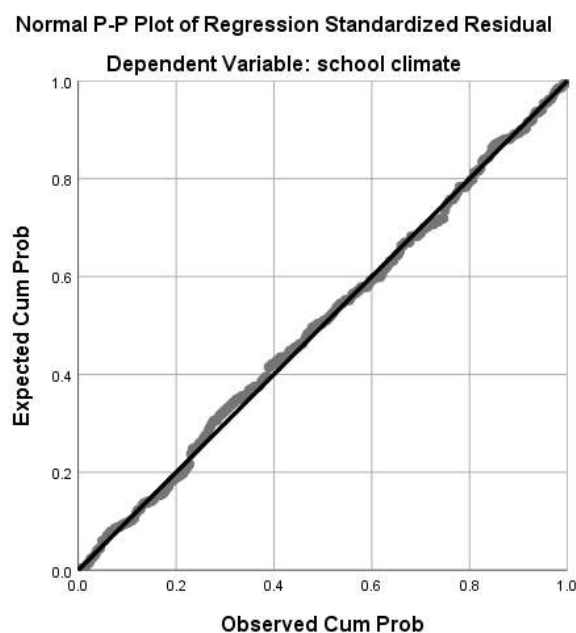
*Dependent variable: school climate histogram*



The histogram in Figure (9) indicates that the sample is normal, meaning that the sample is normally distributed.

**Figure 10**

*Dependent variable: school climate line*



The graph, Figure (10) p-p plot, indicates that all points are located on the straight line or very close to it, and this explains that the model is normal.

**Question 2: To what extent does the ability to build social relationships impact the school climate in reducing school violence?**

Hypothesis 2: There is a connection between the ability to build social relationships and the reduction of school violence.

We find the average answers of the respondents about their ability to build social relationships in the school as shown in Table (12), and its impact on the school climate in reducing school violence as shown in Tables below:

**Table 12**

*Impact on the school climate in reducing school violence*

paragraph number	The ability to build social relationships	Mean	Std. Deviation	Percent
1	I have the ability to help students and face their social problems	4.24	0.78	84.8
2	I have enough knowledge and tools to deal with situations of violence at school	3.76	0.90	75.2
3	I always keep track of the reason for the student's absence and take care of his safety when he returns to class	4.29	0.73	85.8
4	I have the ability to talk with the students in order to improve the atmosphere and relationships within the class	4.43	0.67	88.6
5	I trust my ability to create an important personal conversation for the student	4.38	0.72	87.6
6	I find many opportunities for interesting personal conversations with the student	4.08	0.81	81.6
7	My reactions and responses to the students' social problems are useful and achieve their goals	4.09	0.76	81.8
<b>The total</b>		<b>4.18</b>	<b>0.77</b>	<b>83.6</b>

Table 12 shows the average research sample answers about their ability to build social relationships at school, and their average answers ranged from (3.76) for the second paragraph, where they agreed to a large degree, and (4.43) for the fourth paragraph, which was that came to a very large degree, the total score for their average answers (4.18) was a standard deviation (0.77), i.e. approximately 84% of the sample members largely agreed on their ability to build social relationships at school.

And to find out the effect of building social relations in the school on the school climate in reducing school violence through the null hypothesis emanating from this question, which states that there is no effect of building social relations in the school on the school climate in reducing school violence, and to answer this hypothesis was used Simple regression line, and the result is shown as shown in the following tables:

**Table 13**

*The results of the relationship and impact study on the ability of teachers to build social relationships*

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694 <sup>a</sup>	.481	.479	.31118

a. Predictors: (Constant), The ability to build social relationships

b. Dependent Variable: school climate

Table (13) shows the value of the correlation coefficient (.694), which means that there is a direct relationship between building social relationships and the school climate in reducing school violence, and the result also shows the value of the square of the correlation coefficient (.481), and this value explains that building social relationships explains about 48 % of the variation in the school climate, which is a high percentage.

**Table 14**

*The significance of the regression line*

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.938	1	26.938	278.183	.000 <sup>b</sup>
	Residual	29.050	300	.097		
	Total	55.988	301			

a. Dependent Variable: school climate

b. Predictors: (Constant), The ability to build social relationships

The result in Table (14) indicates that the p - value is (.000), which is less than 0.05, This result indicates the significance of the regression line, that is, using the simple linear regression is the correct and appropriate model to test the hypothesis emanating from the second question.



**Table 15**

*Testing the hypothesis from the second question*

Coefficients <sup>a</sup>						
Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
	(Constant)	1.728	.127		13.634	0.000
1	The ability to build social relationships	.500	.030	.694	16.679	0.000

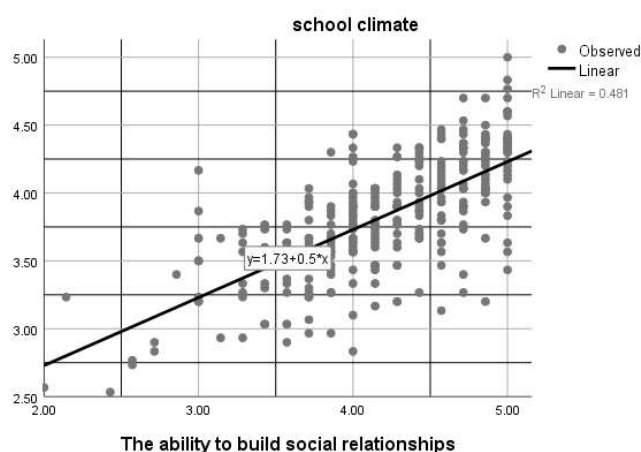
a. Dependent Variable: school climate

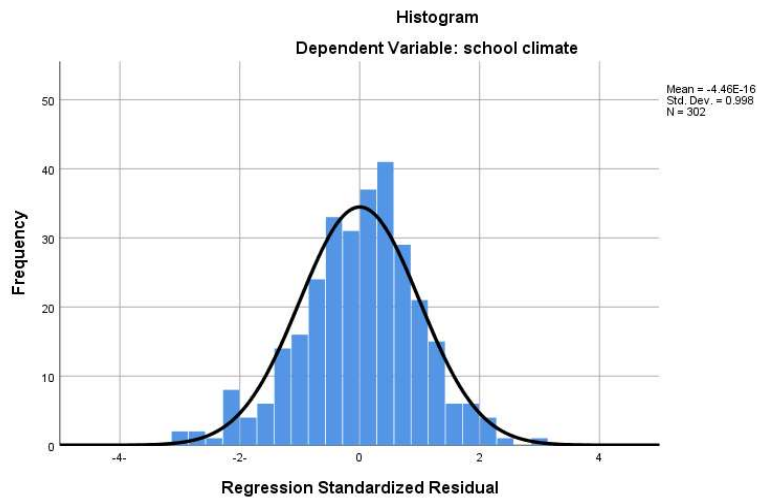
Table (15) shows the results of testing the hypothesis emanating from the second question. The analysis shows that the p-value of the test is (.000), which is less than 0.05, meaning that we reject the null hypothesis, and this means that there is a strong positive effect of building social relations in the school on the school climate in Reducing school violence, that is, whenever there is an increase in the level of building social relations in the school, there is an increase in the school climate to reduce school violence, and this effect is expressed in the following mathematical formula and the graphic form Figure (11):

$$\text{school climate} = 1.728 + 0.5 * \text{The ability to build social relationships.}$$

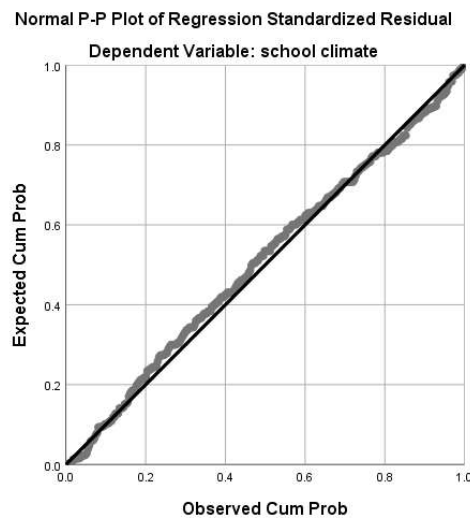
**Figure 11**

*The ability to build social relationships*



**Figure 12***The sample histogram*

The histogram in Figure (12) indicates that the sample is normal, meaning that the sample is normally.

**Figure 13***The normal line*

The graph, Figure (13) p-p plot, indicates that all points are located on the straight line or very close to it, and this explains that the model is normal.

**Question 3: To what extent does the perception of violence in school impact the school climate in reducing school violence?**

Hypothesize 3: There is a relationship between the perception of violence and its impact on its reduction

We find the average answers of the respondents about their view of violence in the school as shown in Table (16), and its impact on the school climate in reducing school violence as shown below.

**Table 16**

*The average research sample answers about their view of violence in school*

paragraph number	Perception of violence in school	Mean	Std. Deviation	Percent
1	There are cases of violence in the school towards property	3.28	1.14	65.6
2	There are many cases of violence against students towards teachers	2.68	1.20	53.6
3	There are many cases of estahtar by the students towards the teachers of the subjects	3.17	1.18	63.4
4	There is violence by the parents towards the teachers at the school	2.59	1.18	51.8
5	There are cases of violence inside the school towards the teachers	2.38	1.17	47.6
<b>The total</b>		<b>2.82</b>	<b>1.17</b>	<b>56.4</b>

Table (16) shows the average answers of the research sample about their view of violence in school, and the averages of their answers ranged between (2.38) for the last paragraph, where they agreed with it to a low degree, and (3.28) for the first paragraph, which they agreed with to a medium degree, and the total score for the averages of their answers was (2.82) with a standard deviation of (1.17), meaning that approximately 56% of the respondents agree to a moderate degree that there are cases of violence in the school towards property and teachers.

To find out the effect of violence in the school on the school climate in reducing school violence through the null hypothesis emanating from this question, which states that there is no effect of violence in the school on the

school climate in reducing school violence, and to answer this hypothesis a simple regression line was used, the result appears as shown in the following tables:

**Table 17**

*The results of the study of the relationship and the impact of violence in school*

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.069 <sup>a</sup>	.005	.001	.43097

a. Predictors: (Constant), Perception of violence in school

b. Dependent Variable: school climate

Table (17) shows the value of the correlation coefficient (.067), which means that there is a very weak direct relationship between violence in the school and the school climate in reducing school violence. The result also shows the value of the square of the correlation coefficient (.005), and this value explains that violence in the school does not It explains some of the variance in the school climate.

**Table 18**

*The significance of the regression line*

<b>ANOVA<sup>a</sup></b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	.268	1	.268	1.441	.231 <sup>b</sup>
	Residual	55.721	300	.186		
	Total	55.988	301			

a. Dependent Variable: school climate

b. Predictors: (Constant), Perception of violence in school

The result in Table (18) indicates that the p - value is (.231), which is greater than 0.05, This result indicates that the regression line is not significant, that is, there is no statistically significant relationship between violence in the school and the school climate in reducing violence in the school.

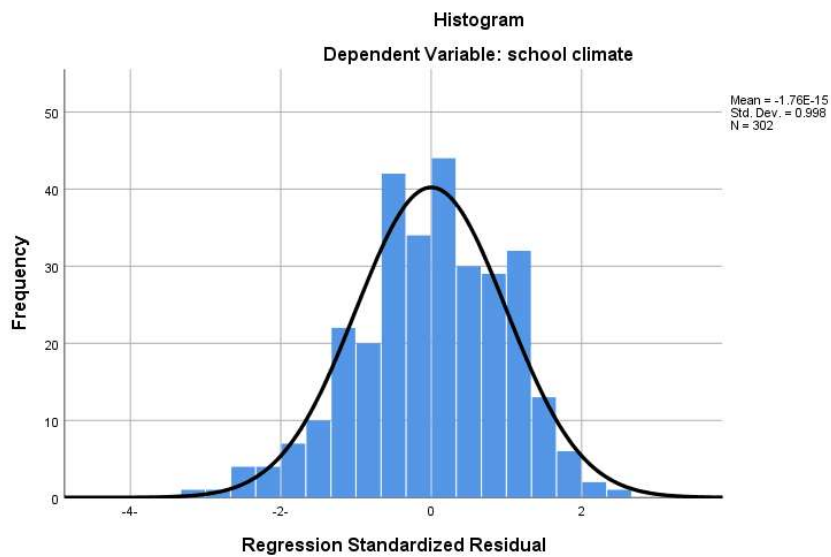
**Table 19**

*Testing the hypothesis from the third question*

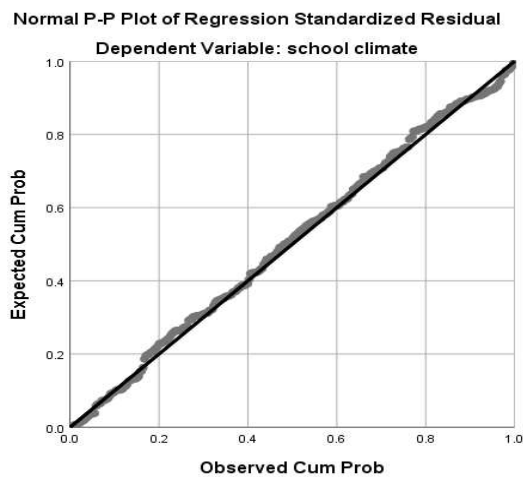
<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.737	.074		50.177	.000
	Perception of violence in school	.030	.025	.069	1.200	.231

a. Dependent Variable: school climate

Table (19) shows the results of testing the hypothesis emanating from the third question. The analysis shows that the p-value of the test is (.231), which is greater than 0.05, meaning that we accept the null hypothesis, and this means that there is no positive effect of violence in the school on the school climate in reducing violence.

**Figure 14***The sample histogram*

The histogram in Figure (13) indicates that the sample is normal, meaning that the sample is normally.

**Figure 15***The normal line*

The graph, Figure (14) p-p plot, indicates that all points are located on the straight line or very close to it, and this explains that the model is normal.

**Question 4: To what extent does the ability to perform a task impact the school climate in reducing school violence?**

Hypothesize 4: Relationship between the ability to perform tasks in school and the impact on the school climate.

To answer this question, we find the average answers of the respondents about the ability to perform tasks in the school as shown in Table (20), and its impact on the school climate in reducing school violence as shown below.

**Table 20**

*The average research sample answers about the ability to perform tasks within the school*

paragraph number	The ability to perform a task	Mean	Std. Deviation	Percent
1	In the areas of learning I feel free to work according to my own concepts	3.84	0.895	76.8
2	I have the ability to guide and develop other teachers in the crew	3.87	0.83	77.4
3	I have the ability to teach a difficult and complex subject well	3.99	0.78	79.8
4	Even the most difficult students absorb the material I teach	3.93	0.812	78.6
<b>The total</b>		<b>3.91</b>	<b>0.83</b>	<b>78.2</b>

Table (20) shows the average responses of the research sample about their ability to perform tasks within the school, and the averages of their answers ranged between (3.84) for the first paragraph, where they agreed with it to a large degree, and (3.99) for the third paragraph, which they agreed with to a large degree, and the total score for the averages of their answers was (3.91) with a standard deviation of (0.83), meaning that approximately 78% of the respondents agree to a large extent on their ability to perform tasks related to the school.

To find out the impact of the ability to perform a task on the school climate in reducing school violence through the null hypothesis emanating from this question, which states that there is no effect of the ability to perform

a task on the school climate in reducing school violence, and to answer this hypothesis, the regression line was used Simple, and the result appears as shown in the following tables:

**Table 21**

*The average answers of the research sample about the affiliation with the school staff*

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.676 <sup>a</sup>	.458	.456	.31816

a. Predictors: (Constant), The ability to perform a task

b. Dependent Variable: school climate

Table (21) shows the value of the correlation coefficient (.676), which means that there is a direct relationship between the ability to perform a task and the school climate in reducing school violence, and the result also shows the value of the square of the correlation coefficient (.458), and this value explains that the ability to perform a task explains About 46% of the variation in the school climate, which is a high percentage.

**Table 22**

*The significance of the regression line*

<b>ANOVA<sup>a</sup></b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	25.620	1	25.620	253.100	0.000 <sup>b</sup>
	Residual	30.368	300	.101		
	Total	55.988	301			

a. Dependent Variable: school climate

b. Predictors: (Constant), The ability to perform a task



The result in Table (22) indicates that the p - value is (.000), which is less than 0.05. This result indicates the significance of the regression line, that is using the simple linear regression is the correct and appropriate model to test the hypothesis emanating from the fourth question.

**Table 23**

*Testing the hypothesis from the fourth question*

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized	<i>t</i>	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	1.895	.122		15.475	0.000
	The ability to perform a task	.493	.031	.676	15.909	0.000

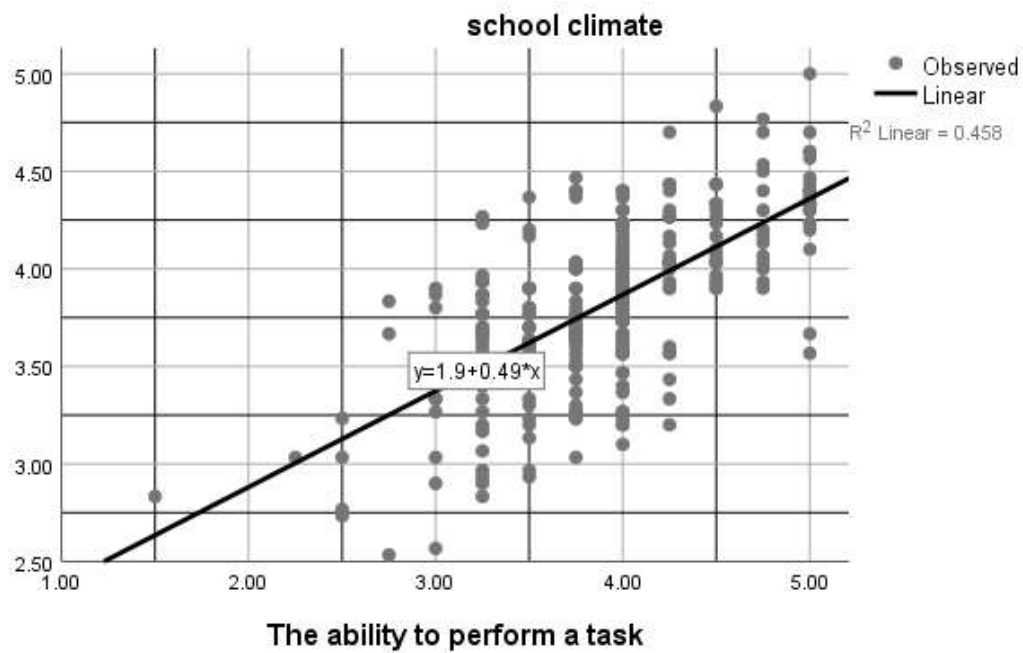
a. Dependent Variable: school climate

Table (23) shows the results of testing the hypothesis emanating from the fourth question. The analysis shows that the p-value of the test is (.000), which is less than 0.05, that is, we reject the null hypothesis, and this means that there is a positive effect of the ability to perform a task on the school climate in reducing school climate. School violence, that is, whenever there is an increase in the ability to perform a task in school, there is an increase in the school climate to reduce school violence, and this effect is expressed in the following mathematical formula and the graphic form Figure 15 above:

$$\text{school climate} = 1.895 + 0.493 * \text{The ability to perform a task.}$$

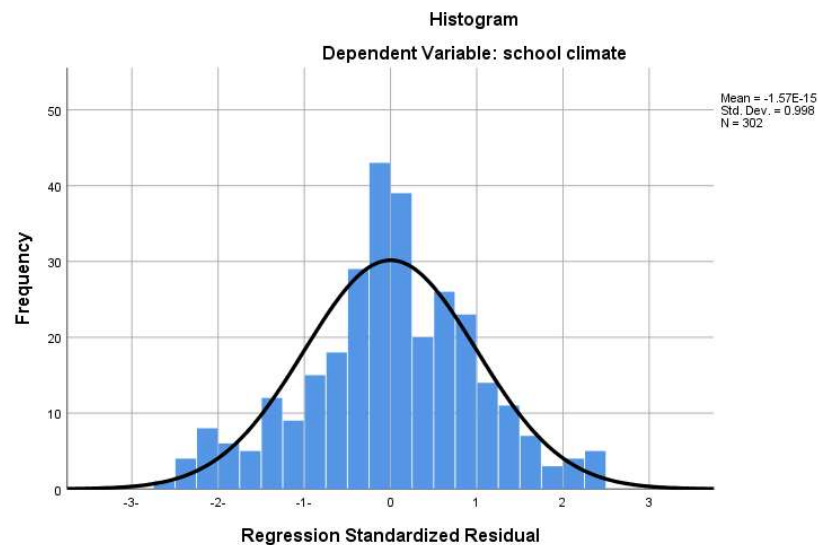
**Figure 16**

*The ability to perform a task*



**Figure 17**

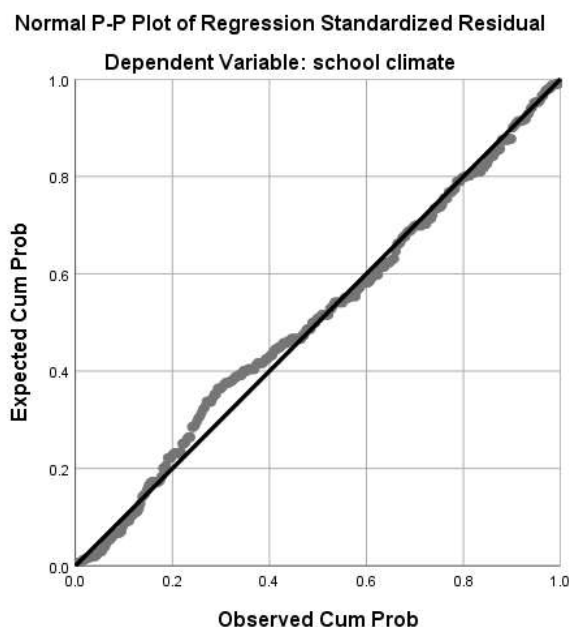
*The sample histogram*



The histogram in Figure (16) indicates that the sample is normal, meaning that the sample is normally.

## Figure 18

*The normal line*



The graph, Figure (17) p-p plot, indicates that all points are located on the straight line or very close to it, and this explains that the model is normal.

### **Question 5: To what extent does belonging to the school staff affect the school climate in reducing school violence?**

Hypothesis 5: Relationship between the average answers of the sample members about their affiliation with the school staff and its impact on the school climate in reducing school violence

We find the average answers of the respondents about their belonging to the school staff as shown in Table (24), and its impact on the school climate in reducing school violence as shown in Tables below.

**Table 24**

*The results of the relationship study and the impact on the teachers' affiliation with the school staff*

paragraph number	Belonging to the crew	Mean	Std. Deviation	Percent
1	I always find someone in the teacher's room to share and get help from	4.02	0.945	80.4
2	I have friends from the school staff	4.31	0.869	86.2
3	There are relationships of mutual respect within the school staff	4.29	0.8	85.8
4	The teachers who work on the same topic work as a single meaning	4.13	0.91	82.6
<b>The total</b>		<b>4.19</b>	<b>0.88</b>	<b>83.8</b>

Table (24) shows the average answers of the research sample about their belonging to the school staff, and the averages of their answers ranged between (4.02) for the first paragraph, where they agreed with it to a large degree, and (4.31) for the second paragraph, which they agreed with to a very large degree, and the total score for the averages of their answers was ( 4.19) with a standard deviation (0.88), meaning that approximately 84% of the respondents agree to a large extent that they have a strong affiliation with the school staff.

To find out the effect of belonging to the school staff on the school climate in reducing school violence through the null hypothesis emanating from this question, which states that there is no effect of belonging to the school staff on the school climate in reducing school violence, and to answer this hypothesis, the regression line was used Simple, and the result appears as shown in the following tables:

**Table 25**

*The average answers of the research sample about the view of the current school*

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.601 <sup>a</sup>	.361	.359	.34522

a. Predictors: (Constant), Belonging to the crew

b. Dependent Variable: school climate

Table (25) shows the value of the correlation coefficient (.601), which means that there is a direct relationship between belonging to the school staff and the school climate in reducing school violence, and the result also shows the value of the square of the correlation coefficient (.458), and this value explains that belonging to the school staff explains About 36% of the variance is in the school climate, which is a high percentage.

**Table 26**

*The significance of the regression line*

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.234	1	20.234	169.779	0.000 <sup>b</sup>
	Residual	35.754	300	.119		
	Total	55.988	301			

a. Dependent Variable: school climate

b. Predictors: (Constant), Belonging to the crew

The result in Table (26) indicates that the p - value is (0.000), which is less than 0.05. This result indicates the significance of the regression line, that is, using the simple linear regression is the correct and appropriate model to test the hypothesis emanating from the fifth question.

**Table 27**

*Testing the hypothesis from the fifth question*

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.304	.118		19.512	.000
	Belonging to the crew	.362	.028	.601	13.030	.000

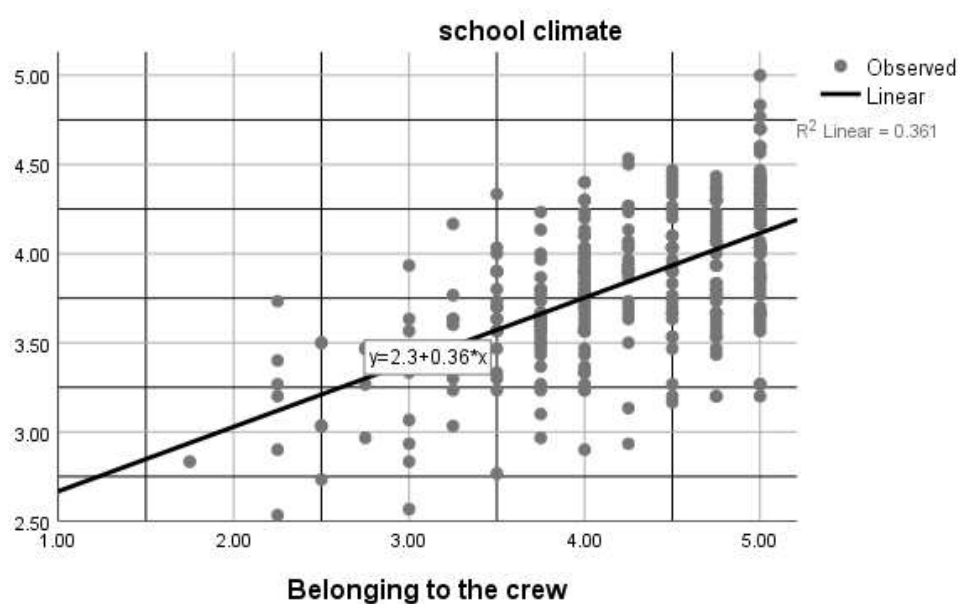
a. Dependent Variable: school climate

Table (27) shows the results of testing the hypothesis emanating from the fifth question. The analysis shows that the value of the test strength is (.000), which is less than 0.05, meaning that we reject the null hypothesis, and this means that there is a positive effect of belonging to the school staff on the school climate in reducing the School violence, that is, whenever there is an increase in belonging to the school staff, there is an increase in the school climate to reduce school violence, and this effect is expressed in the following mathematical formula and the graphic figure (Fig. 18):

school climate = 2.304 + 0.362\* Belonging to the crew.

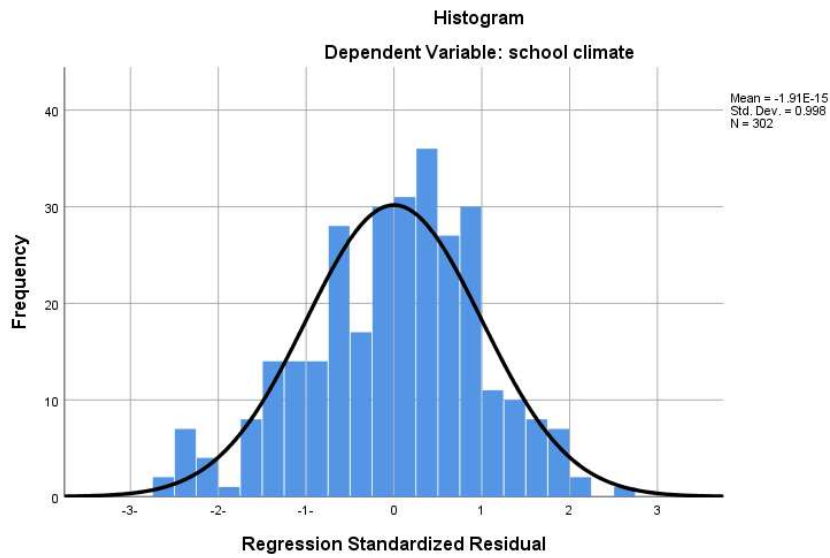
**Figure 19**

*Belonging to the crew*



## Figure 20

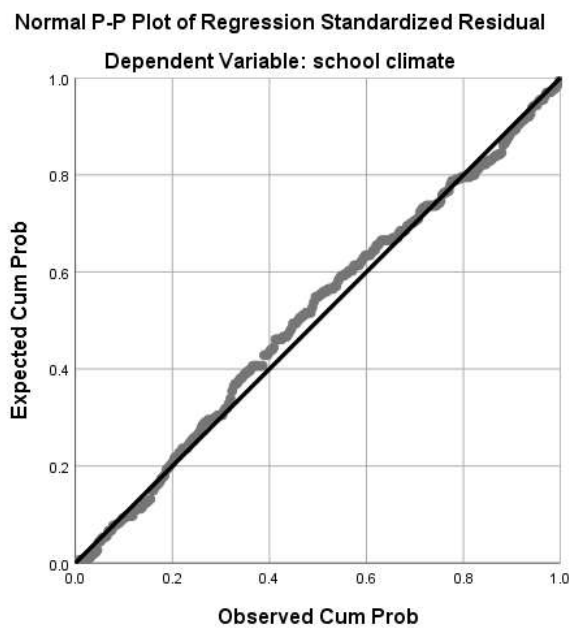
### *The sample histogram*



The histogram in Figure (19) indicates that the sample is normal, meaning that the sample is normally.

## Figure 21

### *The normal line*



The graph, Figure (20) p-p plot, indicates that all points are located on the straight line or very close to it, and this explains that the model is normal.

**Question 6: To what extent does teachers' view of their current school impact the school climate in reducing school violence?**

Hypothesis 6: relationship between their view of their current school y its impact on the school climate in reducing school violence.

To answer this question, we find the average respondents' responses about their view of their current school, as shown in Table (28), and its impact on the school climate in reducing school violence, as shown in Table below.

**Table 28**

*The results of the relationship study and the impact on the teachers' view of their current school*

paragraph number	My opinion about my current school	Mean	Std. Deviation	Percent
1	I care a lot about what happens at school	4.31	0.852	86.2
2	The school has an important part in my life	4.16	0.97	83.2
<b>The total</b>		<b>4.24</b>	<b>0.91</b>	<b>84.7</b>

Table (28) shows the average answers of the research sample about their view towards their current school, and the averages of their answers ranged between (4.16) for the second paragraph, where they agreed with it to a large degree, and (4.31) for the first paragraph, which they agreed with to a very large degree, and the total score for the averages of their answers was (4.24) with a standard deviation of (0.91), meaning that approximately 85% of the respondents agree to a very large extent regarding their view of their current school about what is happening in the school and its ownership of an important part in their lives.

To find out the impact of the teachers' view of their current school on the school climate in reducing school violence through the null hypothesis emanating from this question, which states that there is no effect of the teachers' view of their current school on the school climate in reducing school



violence, and to answer this hypothesis was used Simple regression line, and the result is shown as shown in the following tables:

**Table 29**

*The results of the study of the impact of all aspects of the school climate*

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.594 <sup>a</sup>	.353	.350	.34758

a. Predictors: (Constant), My opinion about my current school

b. Dependent Variable: school climate

Table (29) shows the value of the correlation coefficient (.594), which means that there is a direct relationship between the teachers' view of their current school and the school climate in reducing school violence. The result also shows the value of the square of the correlation coefficient (.353), and this value explains that the teachers' view of their school The current one explains about 35% of the variation in the school climate, which is a high percentage.

**Table 30**

*The significance of the regression line*

<b>ANOVA<sup>a</sup></b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	19.744	1	19.744	163.425	.000 <sup>b</sup>
	Residual	36.244	300	.121		
	Total	55.988	301			

a. Dependent Variable: school climate

b. Predictors: (Constant), My opinion about my current school

The result in Table (30) indicates that the p - value is (.000), which is less than 0.05, This result indicates the significance of the regression line, that

is, using the simple linear regression is the correct and appropriate model to test the hypothesis emanating from the sixth question.

**Table 31***Testing the hypothesis from the sixth question*

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized		Standardized	<i>t</i>	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.562	.101		25.476	00.000
	My opinion about my current school	.297	.023	.594	12.784	0.000

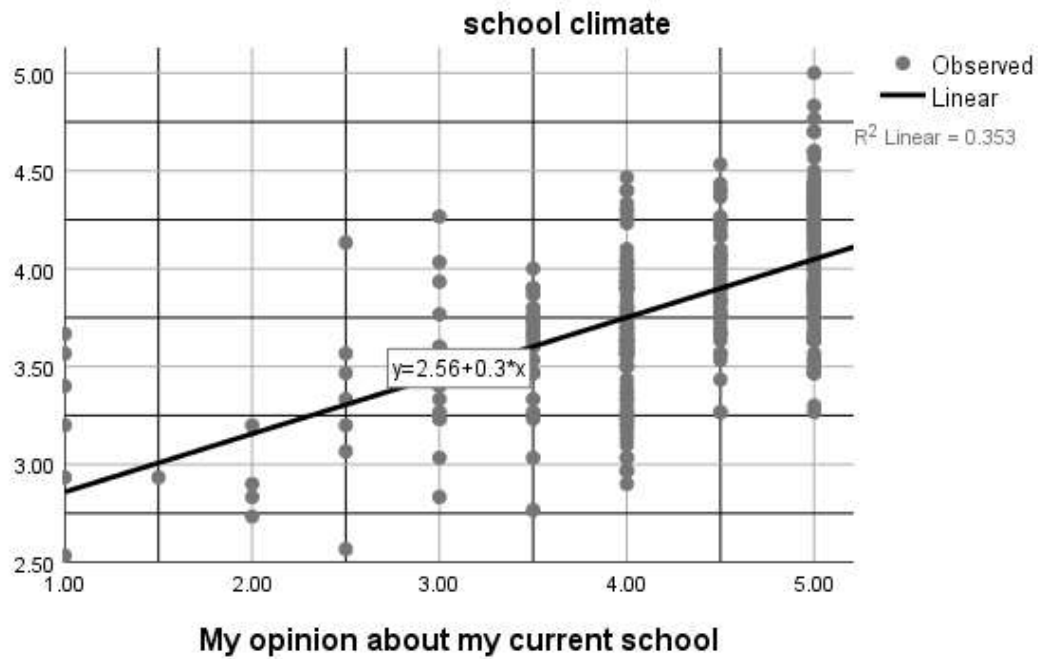
a. Dependent Variable: school climate

Table (31) shows the results of testing the hypothesis emanating from the sixth question. The analysis shows that the value of the test strength is (.000), which is less than 0.05, meaning that we reject the null hypothesis, and this means that there is a positive effect of the teachers' view of their current school on the school climate in reducing From school violence, that is, whenever there is an increase in belonging to the school staff, there is an increase in the school climate to reduce school violence, and this effect is expressed in the following mathematical formula and the graphic figure 21 below:

$$\text{school climate} = 2.562 + 0.297 * \text{My opinion about my current school.}$$

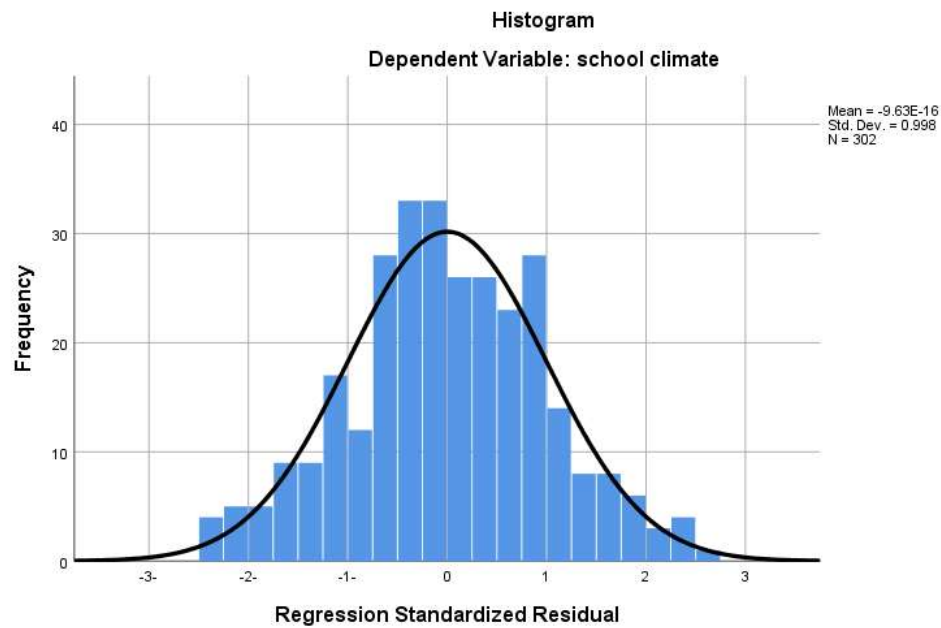
**Figure 22**

*My opinion about my current school*

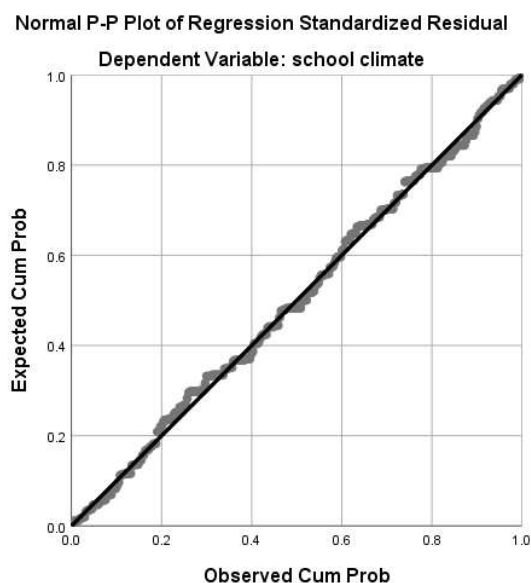


**Figure 23**

*The sample histogram*



The histogram in Figure (22) indicates that the sample is normal, meaning that the sample is normally.

**Figure 24***The normal line*

The graph, Figure (23) p-p plot, indicates that all points are located on the straight line or very close to it, and this explains that the model is normal.

When studying the impact of school climate axes on school climate in reducing school violence, multiple linear regression was used as shown in Tables below:

**Table 32**

*The impact of school climate axes on school climate in reducing school violence*

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	10.000 <sup>a</sup>	10.000	10.000	0.00000

a. Predictors: (Constant), My opinion about my current school, Perception of violence in school, The ability to perform a task, Belonging to the crew, The ability to build social relationships, The view of the administrative side of the school.

b. Dependent Variable: school climate.

Table (32) shows the value of the modified correlation coefficient (1.00). This value indicates that all axes of the school climate explain 100% of the variation in the school climate, which is a very, very high percentage.

**Table 33**

*The impact of all axes of school climate on the school climate in reducing school violence*

<b>Coefficients</b>					
<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	-1.332E-15	0.000		00.000	1.000
The view of the administrative side of the school	.267	0.000	.538	334555206.43	.000
The ability to build social relationships	.233	0.000	.323	211263186.85	.000
Perception of violence in school	.167	0.000	.386	290449880.77	.000
The ability to perform a task	.133	0.000	.183	117107436.45	.000
Belonging to the crew	.133	0.000	.221	146139526.93	.000
My opinion about my current school	.067	0.000	.133	83336843.62	.000

a. Dependent Variable: school climate

Adjusted R Square = 1.00

Table (33) shows the results of a study of the impact of all axes of school climate on the school climate in reducing school violence, and it was found from the analysis that all test strength values are less than 0.05, and this means that there is a positive effect of all axes of school climate on school climate in reducing violence school, and the mathematical formula that illustrates this effect is:

$$\text{school climate} = -1.332E-15 + 0.267 * \text{The view of the administrative side of the school} + 0.233 * \text{The ability to build social relationships} + 0.167 * \text{Perception of violence in school} + 0.133 * \text{The ability to perform a task} + 0.133 * \text{Belonging to the crew} + 0.067 * \text{My opinion about my current school}.$$

## 7.2. Analysis of interview findings

The aim of the study was to examine teachers' perceptions of the impact of educational climate on reducing violence in Arab schools. In this section I will present the main objectives that arose from the data analysis process of the interviews. The analysis raised various and complex topics, and in this essay, I will address six main objectives, each objective being a central axis, which includes sub- objectives (categories).

- **First objective:** the school principal's perception and vision of the essence of the school's educational climate.
- **Second objective:** Identify the phenomenon of violence in schools and ways of dealing with the phenomenon.
- **Third objective:** the manner of the relationship between the staff and the students professionally and the level of investment in the relationship.
- **Fourth objective:** the concept of professional belonging among teachers.
- **Fifth objective:** the impact of Arab social culture on school violence.
- **Sixth objective:** the influence of factors outside of school that influence school violence.

## **Interviews - qualitative part**

**First objective:** The school principal's perception and vision of the essence of the school's educational climate.

**Question:** How do you see the perception of the school principal in relation to the effect of the educational climate on the reduction of school violence?

### **Findings**

1. I see great importance in the principal's belief that the school climate has a positive effect on the reduction and reduction of violence in the school, an optimal climate reduces violence.
2. It is important that the principal takes full responsibility for fostering the climate and it is important that he invests in it, because the principal's role is central to leading an optimal educational climate and thus will have a positive effect on the reduction of violence and the reduction of violence.
3. If the principal believes that there is a positive effect, I have no doubt that the violence will decrease, because the principal is a central figure in Arab schools, the students and teachers and parents also take seriously the processes he adopts and programs he promotes.
4. The management in our Arab society plays an important role if the manager thinks that the educational climate has no effect then he will not promote any software.
5. The manager is the head of the pyramid and sets an example for others, symbolizing a tower of light. If he believes in the influence of the best climate, then he will promote plans and find the relevant resources to promote the plans and their implementation.
6. In a school where I work, the principal does not believe that it helps and thinks that violence is a social and external product, and then I and most of the teachers suffer from the effects of school violence and this, in my opinion, is a distortion of the principal's perception... I believe that

education must work on reducing verification and buy values of peace, Security, forgiveness, respect...

7. The manager must examine the effect of the climate in reducing violence and build immediate intervention plans.
8. Definitely a perception based on the principal's data regarding the influence of the climate will only promote professional thickening features and result in a reduction of violent behaviors in the school.
9. I see that the principal is responsible for creating an optimal educational climate and this will ensure the progress of the educational processes in the school, will lead to the achievements of the students and will of course have a positive effect in reducing violence in the school (most of the interviewees answered in this way).
10. Of course the manager has different perceptions about the climate and it is definitely worth considering whether to promote climate programs or not.
11. I think that the promotion of the subject of the easy must be in the order of the principal and be in the school program as a goal for... it is impossible to teach with feelings of insecurity in school.

**Second Objective:** Identifying the phenomenon of violence in schools and ways to deal with the phenomenon.

**Question:** How do you define the concept of school violence? How do you interpret the phenomenon?

**Findings:**

1. Violence is a close concept... I experienced violent behavior on the part of the students, parents... violence is an expression of the frustration of the students, or education from home, there were beatings, curses, shouting and insults, the vandalism of my car... contempt and threats from several parents...
2. Violence is a terrible thing... sabotaging the progress of the students and the entire school, I was definitely a witness to all kinds of violent behavior such as physical, verbal, mental violence.....



3. Violence is something that expresses a mental and emotional need in the student and it requires a strictly educational attitude, I see violence of all kinds in school
4. I think that the violence in our society has spilled over to the walls of the school and it's a shame and heartbreaking.... we urgently need to intensify education.
5. I have not experienced violence at school and we do not have violence at school... Question: How do you explain this? If there is violence on the part of the students or the staff or the parents, the school management simply expels the student immediately after the second incident because we are private schools and there are We have strict and sharp rules regarding adequacy (this happens in private schools, independent management or associations (teachers at a private school...immediately kick out the violent students....and they go to study in the schools belonging to the Jerusalem municipality...
6. We accept students from a poor socioeconomic status...the truth is that there is very little violence in school....we deal with it immediately....the warnings and the suspension and the transfer of the students.
7. We have interviewed, experienced, heard about the violence in the school and unfortunately it exists, but it is important to build intervention programs that will eradicate the phenomenon. (Many interviewees said that there is a need to build an intervention plan.

**Third Objective:** The manner of the relationship between the staff and the students from a professional point of view and the level of investment in the relationship.

**Question:** How do you relate to the students? How does it promote the academic, behavioral and emotional process?

**Findings:**

1. I consider it very important that the relationship between me and the students be respectful, close, because I and they enjoy this fruit...and it only takes us to good places....

2. We have good relations...ups and downs...but during the respectful and good relations I see progress in the students, they are full of motivation,,,and I see less violence.
3. If the student feels good, safe in the classroom with the students and with me, then he is definitely full of positive energy and he will invest in his studies, we will see discipline and not violence.
4. I invest in good relations with the students... because I give an example to other students of how we are supposed to behave... in addition to my experience, this will make the students love coming to school and have fun and succeed in the tests
5. I believe that as a teacher you invest in building good and unique relationships with the students and you will be the first winner...and you will begin to enjoy your profession...and of course this will affect the progress of the students in all areas.

**Fourth Objective:** The concept of professional belonging among teacher.

**Question:** What made you join this profession? What gives you satisfaction? What strengthens you?

**Findings:**

1. It is a profession of great value.
2. I feel myself as a change agent...
3. I get my satisfaction from the students...I am proud to see them progress, succeed.
4. I was born to be a teacher...it's a tailor-made profession for me.
5. I feel that I belong to the values represented by education, I take part in building the graduate of the future... this is something that invites respect and pride.
6. Sometimes I feel connected and sometimes I don't...I feel worn out...there is a mess in the education system in general and in this school in particular...I don't get the respect or the satisfaction...there is violence from the students and also the relations with the teachers are not the best ...I don't know if I will continue or not.

7. What strengthens her to continue is the smile and joy I see in the eyes of the students...and the warm emails from the parents...from the respectful attitude of the educational staff....

**Fifth Objective:** The influence of Arab social culture on school violence.

**Question:** Do you see a connection between what is happening in Arab society in terms of culture, social phenomena and school violence?

**Findings:**

1. Unfortunately, today and in recent years we are witnessing severe violence in society and this probably spills over into the school.
2. I think that the background the student comes from will have an effect on his behavior at school....
3. The Arab society is a collective society, tribes, living in the village, most of what the students experience outside is definitely transferred to the school.
4. ...yes, there is an effect between ongoing and never-ending family conflicts....it continues in a school...for example, there is a murder of a person from a certain family.... then the students from the murderer's family do not come to school until they have apologized or received instruction from the family.
5. Many schools are in neighborhoods with poor infrastructure...like narrow streets...there is no place to park and then there are many fights with the neighbors and hardly a day of the week goes by without a fight...

**Sixth Objective:** The influence of factors outside the school that affect school violence

**Question:** In your opinion, what factors outside the school influence the violence in the school?

**Findings:**

1. An example of eavesdropping: the spread of the coronavirus...and the closing of the schools caused violence within the family...and when the students returned to school we saw a sharp increase in cases of violence.
2. The students during the distance learning period during the coronavirus were exposed to violent content on the Internet, and also his life in solitude... and this had a negative effect and we saw that a considerable part of them tried to imitate what they see on the screens...
3. The complex political situation in East Jerusalem makes me a tense city.... there are demonstrations...a lot of police...throwing stones...arrests....it invites violent behavior....

### **7.3. Discussion on qualitative interviews**

The findings about the conducted interviews are those that indicate unequivocal findings. First, it could be clearly seen that there is a significant connection between the violence that occurs in Arab society in general and the violence that exists within Arab society. Many administrators recognized the violence that occurs within Arab society as something that exists and spills over into the spaces of the various educational institutions. It was possible to see how managers perceive the responsibility they have when it comes to this issue. It is, therefore, a significant perception of responsibility when many managers saw themselves as expressing this very fact. Although the research literature is one that sought to explain the various factors that can cause Arab violence and to explain this phenomenon, such as excessive policing in the face of Arab society, it could be seen from the words of the administrators that they are not looking to blame other factors and consider themselves to be expressing the main factor in preventing the phenomenon That's exactly it. It could be seen that factors that occurred recently are those that actually explain the rising violence in Arab society, while factors such as the corona virus are those that are mentioned in this very matter.

On the other hand, the general situation that exists in the Arab sector and especially the rift that exists between Jews and Arabs is one that is presented in this matter as expressing this very fact. The gap between the different groups is one that expresses the violence and frustration. The administrators did not express this directly, but they also talked about demonstrations, protests, and the police which express the significant increase in violence in Arab society. This fact is in line with the existing findings in the research literature presented here which explained exactly the effect that the police have on the Arab society and their treatment of the violence that exists there. In this framework, it is possible to explain the aspects that relate to the existing tension between the Jewish population and the Arab population, as well as the aspects that relate to the existing tension between the police and the Arab population.

The violence in Arab society, therefore, is actually a result of police policy. In this framework, the research literature expanded the answers of the managers in the interviews, which were more limited in this regard, when they pointed to the police as those who lead excessive policing against society as a whole, including the non-violent elements in it and against those who do not deal with the known elements of violence and those who are known to be perpetrators of violence in the Arab sector.

In everything that concerns the core of the research, which is the topic of the educational climate, it could be seen that most of the principals are those who perceive the educational climate as having a positive effect on aspects that concern the reduction of violence within school institutions. This fact directly relates to the importance that the Arab society, especially the teaching staff there, has on the impact on the students. Most of the administrators, therefore, are those who saw the promotion of a positive educational climate as expressing in a significant way aspect that pertain to the reduction of violence in educational institutions.

This fact led the principals to see the concept of climate as an integral part of the system of examinations that they must administer as part of their administrative activity and as part of the teachers' activity at the pedagogical

level. The argument, therefore, in this case is that it is of utmost importance for administrators and teachers to examine the classroom climate and the education climate within their activities in the space in which they operate, and this is due to the importance it has in addressing such a fundamental issue, which is the violence that exists in the Arab sector. The importance that this matter has, therefore, is one that relates directly to the direct consequences that are perceived as being affected by violence that exists on the part of students in the Arab sector.

This is a factor that expresses harm to them, to the violent factors first of all, as well as harm to the entire school environment, teachers, administrators and other students alike. For this very reason and due to the importance of the concept of the education climate, various factors among the interviewees stated that this is one of the goals of the education system and therefore it is an aspect that needs to be examined in a systematic way as well as being organized in a systematic way in order to lead to its effective implementation in practice, in practice.

## Chapter VIII: Conclusions

### 8.1. The research conclusions

This study investigates the issue of school violence in the Arab sector, which has been the subject of much research in the literature. School violence has a significant impact on various aspects of the learning environment, affecting both educational and social processes. It is, therefore, crucial to identify the causes of school violence and take preventive measures to avoid its detrimental effects on the students' well-being and academic performance.

The purpose of this study is to explore how teachers in the Arab education sector in East Jerusalem perceive school violence and its impact on the school climate. A positive school climate has been found to promote positive social behavior and interaction among teachers and students, while violence can disrupt the classroom management and learning process. The study seeks to examine teachers' subjective perceptions and verify the hypothesis that a positive school climate can prevent violence among students in the Arab sector.

The study adopted a mixed-methods approach, combining qualitative interviews with 50 teachers and a quantitative survey completed by 302 teachers from both private and public schools in East Jerusalem. The participants' perceptions were analyzed to investigate the relationship between a positive school climate and violence prevention in the classroom.

The study's findings indicate that teachers believe in the importance of maintaining a positive school climate to prevent violence among students. Both the questionnaire and interview responses confirmed that teachers consider the development of a positive school climate as a crucial factor in promoting positive interaction and preventing violence among the individuals involved in the learning process.

Overall, this study sheds light on the importance of maintaining a positive school climate as a preventive measure against school violence. The

findings could guide policymakers and educators in implementing effective strategies to improve the school environment and prevent violence among students.

The study's conclusions raise an important question that all parties involved in education, including supervisors, teachers, school management, parents, welfare offices, and others, should consider: Is violence truly the problem or merely a symptom of a deeper issue that requires a holistic response addressing its origin and essence? The Ministry of Education should provide education and counseling staff with more than just weekly discourse programs and activities on violence and boycotts. They need to understand the damage caused to students' social foundations, skills, and abilities and adapt programs to meet their acute needs for rehabilitation and reconstruction. To do so, professional, focused, and experienced tutors who can adapt to the coping and plight of both introverted and extroverted students are necessary.

For young people growing up in Israeli society, particularly in Arab society, the social field serves as the center of their world. It is a relevant point of reference and the training ground for practicing, developing, and maintaining relationships. It is where they learn and demonstrate independence, responsibility, uniqueness, and belonging. In this context, they develop and establish social skills, including empathy, communication, emotional regulation, flexibility, conflict management, acceptance of difference, and more.

However, the corona epidemic led to a long period without routine and stability in the school environment and social frameworks, which resulted in a weakened and atrophied "social muscle" for many. This led to damage to essential social and emotional skills, including the capacity for inclusion, empathy, and the natural and acquired ability to see and sympathize with others in different situations. The absence of empathy, friendship, and conflict resolution skills made violence an available and accessible tool for releasing frustration, tension, and despair. Many students suffered a severe blow to their social and personal resilience, and it was a mistake to assume that it would heal on its own. The Ministry of Education's call for a national



emergency plan to deal with violence, vandalism, and lax discipline missed the mark, as violence is only a symptom of the deeper problem of damage to the social fabric and necessary skills that enable normative social behavior among students.

The Ministry of Education and teachers should focus on strengthening and restoring the social-emotional aspect and social climate in schools and classrooms. They cannot do it alone but must work together with the educational teams, using the tools they received in their training, including identifying emotional distress, dealing with interpersonal problems and challenges, inclusion and integration, and an emphasis on social-emotional education. This requires a combination of knowledge and experience and a commitment to work together with sensitivity. Without addressing the social and emotional needs of students, learning will not be possible.

It is important to note that even if the educational teams manage to curb violence in schools through the use of authority and limits, continued suppression of social and emotional issues could result in a generation that is distant, disconnected, and struggling with personal and social difficulties. Over time, such children and youth often experience a significant decline in academic achievements, may face expulsion from schools, and could find themselves outside of other social circles such as the army, career, and family. This process is currently observed in many schools in the Arab sector and requires urgent attention.

As a society, we need to unite our efforts and resources to address this critical issue, which presents a window of opportunity to reduce the destructive and painful effects of violence on individuals and groups within educational frameworks.

Future research should not only focus on teachers' perspectives but also explore the viewpoints of other stakeholders in the education system who witness student behavior. For instance, violence may stem from issues at home, making it important to examine the impact of the school climate in a more comprehensive manner that takes into account the views of students, parents, social workers, and others. Such an inclusive approach would

provide a more comprehensive understanding of the issue and enable us to find more effective solutions.

## **8.2. Research strengths**

The study successfully gained access to schools in the Arab sector of the Palestinian Authority, including those in Old Jerusalem that do not usually allow research. This unique study provided insights into a population that does not usually cooperate for political reasons, and included conversations with teachers who work in these schools. The researcher's position as a staff member at a school in the Palestinian Authority enabled him to obtain permission from the school administration to conduct interviews and gather information on violence in schools.

The study also covered a range of Arab schools, including elementary, middle, and high schools. All of these schools were found to have high levels of violence, and all those involved in teaching acknowledged that violence was a serious issue that they were not equipped to deal with. The study therefore highlighted the urgent need for support and assistance in this area.

It is important to note that this study focused only on the Arab population in Old Jerusalem, where the dominant culture places a high value on collectivism and conformity to group norms and values. The education system has not yet fully embraced modernization, with school directors often exerting significant control and preserving traditional norms and practices, including patriarchal values. As a result, violence is unfortunately a part of Palestinian culture and society. Despite these challenges, the study successfully highlighted the difficulties faced by teachers in a context where violence is pervasive and deeply ingrained.

## **8.3. Research limitations**

The research faced limitations due to the COVID-19 pandemic, which resulted in the closure of schools and prevented face-to-face interviews with

teachers. Therefore, the researcher had to resort to using Google Forms to collect data, which led to delays and a longer response time from the teachers. Additionally, the study only focused on schools in the Arab sector of the Palestinian Authority and did not include other areas or populations.

## **8.4. Perspective**

Future research should expand the scope of the study to include perspectives from other stakeholders in the education system, such as students, parents, and social workers. This will enable a more comprehensive understanding of the issue of violence in schools. Furthermore, similar studies should be conducted in Jewish schools in Jerusalem and religious Jewish schools to compare and contrast the findings and identify similarities and differences in coping strategies.

## **8.5. Questions that arise as a result of the research**

The research raises questions regarding the relationship between culture and violence in the Arab population in Israel, the impact of the Israeli occupation on living conditions, and the potential for change in cultural norms regarding violence. Additionally, it highlights the need for support and assistance for teachers in dealing with violence in schools and the potential impact of aid on reducing violence in Palestinian society.



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## Annex 1: Ethical Committee Authorization

<p>UNIVERSIDAD DE MURCIA</p>	<p>Vicerrectorado de Investigación</p>		<p>Comisión de Ética de Investigación</p>	
<p><b>INFORME DE LA COMISIÓN DE ÉTICA DE INVESTIGACIÓN DE LA UNIVERSIDAD DE MURCIA</b></p>				
<p>Jaime Peris Riera, Catedrático de Universidad y Secretario de la Comisión de Ética de Investigación de la Universidad de Murcia,</p>				
<p>CERTIFICA:</p>				
<p>Que D. Ala Eldin Salhb ha presentado la memoria de trabajo de la Tesis Doctoral titulada <i>"Efectos del clima educativo en la prevención de la violencia en los colegios árabes en Israel"</i>, dirigida por D<sup>a</sup> Fuensanta Hernández Pina y D. Juan Antonio Solís Becerra a la Comisión de Ética de Investigación de la Universidad de Murcia.</p>				
<p>Que dicha Comisión analizó toda la documentación presentada, y de conformidad con lo acordado el día veinte de junio de dos mil veintidós, por unanimidad, se emite INFORME FAVORABLE, desde el punto de vista ético de la investigación.</p>				
<p>Tal y como se manifiesta en la metodología de su proyecto, deberá solicitar las autorizaciones de los centros responsables de los datos. Cuando los obtenga, remita copia a esta Comisión a fin de completar su expediente.</p>				
<p>Y para que conste y tenga los efectos que correspondan firmo esta certificación con el visto bueno de la Presidenta de la Comisión.</p>				
<p>Vº Bº LA PRESIDENTA DE LA COMISIÓN DE ÉTICA DE INVESTIGACIÓN DE LA UNIVERSIDAD DE MURCIA</p>				
<p>Fdo.: María Senena Corbalán García</p>				
<p>ID: 4100/2022</p>				
				
<p>Código seguro de verificación: RUXFmTbo-IydXoFMn-4wzImdSd-/PacE7xW</p>				
<p>COPIA ELECTRÓNICA - Página 1 de 1</p>				
<p><small>Esta es una copia auténtica imprimible de un documento administrativo electrónico archivado por la Universidad de Murcia, según el artículo 27.3 c) de la Ley 39/2015, de 1 de octubre. Su autenticidad puede ser contrastada a través de la siguiente dirección: <a href="https://sede.um.es/validador/">https://sede.um.es/validador/</a></small></p>				

## Annex 2: TPSC questionnaire

Dear Teacher,

The following is a questionnaire about the teaching staff's perception of the school climate. We request that you answer the questions with consideration and give true and sincere expression to your thoughts and feelings. The questionnaire is anonymous. Below is a list of statements. Please mark the extent of your agreement with each of the statements.

The scale of answers ranges from "disagree" to "fully agree."

Questionnaire for teachers

Disagree   Minimally agree   moderately agree   Agree   Fully agree

	<b>critterion / phrase</b>	<b>Disagree</b>	<b>Minimally agree</b>	<b>Moderately agree</b>	<b>Agree</b>	<b>Fully agree</b>
1	I feel that in education, I am sufficiently free to act according to my way of thinking and my understanding.					
2	If I have a problem, I always find someone in the Teachers' Room with whom I can discuss it and get advice					
3	The principal encourages teachers to participate in the design of the school's fundamental policy					
4	I can help my students cope with their social problems					
5	I have sufficient knowledge and tools to cope with violent situations in school.					

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6	I feel that the administration believes in me and in my ability as a teacher.					
7	There are many problems of violence by students towards school property.					
8	I have friends among the teaching staff at school.					
9	If I could, I would leave the teaching profession and change professions.					
10	The administration backs me in dealing with problematic students.					
11	I feel that the school administration appreciates my work as a teacher in the school.					
12	The school administration invests in and cares about the teachers and their feelings.					
13	I always make it my business to check on why a student is absent and to be interested in his well-being upon his return to class.					
14	I can facilitate conversations with students in order to improve the atmosphere and inter-relationships in the class.					
15	The administration relates to the personal needs of the teachers.					
16	There are mutually respectful relationships within our school's teaching staff.					
17	In our school there is a great deal of violence by students towards teachers.					

18	I can counsel and add to the development of other teachers in the staff.					
19	Many students disparage and insult subject specialist teachers.					
20	I feel that I am a partner in the processes and programs that exist in the school.					
21	I am confident of my ability to hold a meaningful personal conversation with a student.					
22	The teachers who teach the same subject as me work as a professional team.					
23	The administration backs me, as needed, vis-à-vis parents.					
24	I often find opportunities for personal conversations with students and to express interest in them.					
25	I can teach especially difficult and complicated material properly.					
26	Students who are having difficulty can also understand the material when I teach.					
27	There is violence by parents towards teachers in our school.					
28	I feel that "my batteries have emptied out" and that I should turn to new professional channels.					
29	If I were given another opportunity, I would again choose teaching as my career					
30	I care a great deal about what happens in school.					

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31	School occupies a significant place in my life.					
32	My responses to students' social problems are effective and achieve their purpose.					
33	There is a violent atmosphere in the school towards teachers.					

**I teach in:**

elementary school

middle school

high school

**I am a home-room teacher**

yes

no

**I am a subject specialist teacher**

yes

no

**I fill a position with a title, e.g. advisor, coordinator, administrative team**

yes

no

## **Annex 3: Informed consent form for participation in the study**

I am the undersigned

last name First Name-----

Phone Number-----

I hereby declare that I agree to participate in the research as detailed in this document on teachers' attitudes regarding the effect of the educational climate on the reduction of violence in Arab schools.

It was explained to me by the researcher that:

A. The purpose of the study is to test the attitudes of the teachers regarding the effect of the educational climate on the reduction of violence in Arab schools

B. The research was conducted within the framework of the University of Murcia in Spain and the accepted rules of confidentiality apply to it.

third. I am free to choose not to participate in the study and/or stop my participation in it at any time.

d. The researcher undertakes to maintain the rules of ethics and my anonymity during analysis and processing the data.

God. The interview will be recorded and transcribed word for word, after the end of the research all the interviews will be summarized to summarize the main issues that arose from the various interviews.

and. I am guaranteed anonymity

G. I may stop the interview as soon as I feel uncomfortable with the questions, and I have the



The right not to answer certain questions.

H. For any problem related to the research, I can contact the researcher by phone: 0505536341\_ or by email: alasalhab10@gmail.com for further consultation.

I declare that I was given detailed information about the study.

I hereby declare that I gave the above consent of my own free will and that I understood all of the above.

Name of the research participant -----Signature-----  
date-----

Investigator's statement

The aforementioned consent was received by me and this after I explained to the research participant all of the above

I made sure that all my explanations were understood by him/her.

Name of the explaining researcher:

Signature \_\_\_\_\_ Date: \_\_\_\_\_

## **Annex 4: An example of an interview that took place in the context of the study**

1 -Question: Tell me a little about yourself. Where are you from? What would you do before coming to school? What is your role at school?

I live in East Jerusalem, I have been a teacher for 18 years, I have worked in three schools, all in East Jerusalem, I am a math teacher and I have a master's degree, I have never worked as a classroom teacher, I am satisfied with my work and feel satisfaction, I simply enjoy work and at home this book

2-Question: How do you feel about the atmosphere at school? What is a school's educational climate for you?

Answer: The educational climate for me is the state of the relationship between all the people in the school, the feeling of security and belonging that people feel in the school, as for the atmosphere in our school, in my opinion it is perfectly fine, comfortable, a positive atmosphere most of the year, we have good achievements with the students, the relations between The staff members are good and one respects the other, sometimes we have unusual cases of unpleasant situations.

3-Question: Are you ready to bring examples of the uncomfortable situations?

Answer: Fights with staff members, violence on the part of students and parents, but I emphasize that these situations do not read much.

4 -The question: How do you see the perception of the school principal regarding the effect of the educational climate on the reduction of violence in the school?

Answer: The management in our Arab society plays an important role. If the manager thinks that the educational climate has an effect, then he is

interested and builds features in order to promote, and if he thinks that there is no effect, then he will not promote any software.

Fortunately, our principal is doing many things to improve the educational climate, so that it will be comfortable for the students and for us as an educational team, and I hear from other teachers that they want to move and work at our school because there is less violence and there is appreciation from the school management and of course because of the positive atmosphere at the school.

4 -The question: How do you define the term violence at school? How do you explain or interpret the phenomenon if it exists?

Answer: Violence is causing harm to others such as cursing, physical harm, mental and sexual harm, and also on the school's property, the violence can be from the side of the students against other students a from the side of the educational staff against students or from the parents of the students against teachers. In our school, as I said before, there are not many cases of violence, but what we experienced was verbal violence between the students themselves, and violence from a small number of parents against teachers, I cannot define our violence as a phenomenon, but I think it is a phenomenon found in many Arab schools in the East Jerusalem

Question 5: How is the relationship between you and the students? How does it promote the academic, behavioral and emotional process?

Answer: Unstable relationships, I teach a math subject and a large part of the students have difficulty in their studies, and some are not satisfied with the grades I give them, although I consider their abilities and always try to adapt the study material to their level, but some are not satisfied, I understand that they experience frustration, anger, Lack of motivation, but I talk with them in order to understand their difficulties and try to solve the problems, I think our relations are good and we respect each other while maintaining the status and boundaries between us. This does not mean that I have not experienced anger and verbal violence, but cases are rare and few, I usually use the help of the class teacher and the educational consultant to overcome the challenges that arise in the relationship between me and the students.

6-Question: What made you join this profession? What gives you satisfaction? What strengthens you?

Answer: I like to be a teacher and to contribute to my students and people and society, I may be influenced by my teachers who taught me as a child, with them I experienced value and respect for the teaching profession.

I definitely have satisfaction as a teacher, I invest and get results and the students with achievements in grades, I receive compliments from the management from some of the teachers as well as the students and parents, and what strengthens the satisfaction is the fact that I invest in the relationships with the students, the teachers, the management, and the parents.

7-Question: What do you think some teachers see that there is a connection between what is happening in Arab society in terms of culture, social phenomena and school violence?

I think that our life in the city pier is not easy at all, there is a lot of violence in the neighborhoods for social and political reasons, it is an uneasy city, with a lot of tension, therefore I connect with the position that saw that there is a strong connection between what happens outside the walls of the school and the violence that takes place inside the school.

8-Question: In your opinion, what factors outside the school influence the violence in the school?

Answer: The density of the neighborhoods in East Jerusalem and the lack of road infrastructure and the lack of parking areas around the school is something that leads to tension and violence on the part of the school's neighbors and there have been many cases where the neighbors used severe violence against the educational staff.

The political situation of East Jerusalem causes tension and silence on a nationalist background and this immediately spills over into the school, and many students are involved in violence. In addition, the corona period affected the verification in the family and there were many cases of violence within the family and I think that spilled over into the school. Lastly, the social and tribal structure of the Arab residents is a factor that encourages the phenomenon of

violence, because there is verification and murder between families, there will be tension and violence with their sons inside a school. I say these things with great pain, the right thing is to leave the school a place for good education with good social values, with the aim of making the future graduate with humane values and thus he will contribute to himself and his society.

8 -Question: Do you want to add something, or raise a point that was not raised in the interview?

I enjoyed the interview. It gave me a lot of thoughts, ideas, concerns, but also hope for a better future. I think there should be coordination between the school management and community members on what steps should be taken to deal with the violence that occurs in the school and in society. In addition, I hope there will be a working model Uniform in the Arab schools in East Jerusalem investing in the best educational climate, because I experienced what it is like to work with a positive atmosphere, it gives you motivation and satisfaction in your work as a teacher.

Interviewer: I really thank you for your time and your investment and your cooperation in the research.

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## Resumen

### RESUMEN EN ESPAÑOL PARA TESIS REDACTADAS EN OTRO IDIOMA

(Artículo 13.4 del RD 99/2011 y Artículo 27 del Reglamento de Doctorado: *En el caso de que la lengua de redacción sea distinta del español, la tesis debe contener un resumen en español. Este resumen ha de tener una extensión mínima de dos mil palabras y debe ser incluido como parte de la tesis*).

La violencia es considerada un fenómeno social, y se define como una actividad antihumana que excede los límites de las normas sociales, tiene un claro valor negativo y tiene por objeto dañar directa o indirectamente a otro o a su propiedad. El término violencia se refiere no solo a la lesión en sí misma, sino también al juicio de la conducta, donde el juicio y la calificación de la conducta como violenta depende del tratamiento del agresor: cuanta más responsabilidad se le atribuye a sus actos, es más probable que su comportamiento se defina como violento

El fenómeno de la violencia escolar es un fenómeno mundial, que ocurre no solo en los países industrializados modernos, sino también en los países en desarrollo. En las últimas décadas hemos sido testigos de un aumento en el nivel de violencia en Israel y en el mundo. Muchos estudiantes alrededor del mundo reportan ser víctimas de violencia, y un mayor número de ellos testifican que aunque no son víctimas directas, experimentan sentimientos de inseguridad y miedo, y un sentimiento generalizado de que su escuela tiene un problema de violencia. El fenómeno de la violencia daña tanto el entorno humano como el entorno físico y afecta tanto a las víctimas directas como a las indirectas, quienes son testigos de la violencia y su daño a las personas que los rodean, psicológica, social y evolutivamente.

Los investigadores han enfatizado su efecto nocivo en todo el proceso pedagógico. Los estudiantes y miembros del personal educativo que no están

directamente involucrados en casos de violencia también sufren sus consecuencias negativas.

El propósito de este estudio es examinar cómo los maestros árabes en Jerusalén Este perciben la violencia en las escuelas árabes en Jerusalén Este. El objetivo es investigar el clima escolar, que incide en diversos aspectos relacionados con el aprendizaje y los procesos sociales dentro de la institución educativa. El estudio busca examinar las percepciones subjetivas de los docentes y verificar la hipótesis de que un clima escolar positivo puede prevenir la violencia entre los estudiantes del sector árabe.

El clima escolar tiene una variedad de definiciones en la literatura que reflejan el desacuerdo entre los investigadores. Sin embargo, hay varias definiciones generales aceptadas entre los investigadores. El clima es un patrón de experiencias de vida en una organización (en nuestro caso, una escuela) y refleja normas, metas, valores, relaciones interpersonales, métodos de enseñanza, liderazgo y estructura organizacional. Este capítulo se refirió a los estándares de las autoridades de la clínica escolar en datos de violencia, que reflejan la expectativa de las escuelas de brindar un entorno social y educativo seguro, solidario, equitativo y estético. Posibilita el desarrollo afectivo-personal-social-valorativo y académico de los estudiantes, equipos educativos y todos aquellos que ingresan a su ámbito y previene y reduce el nivel de violencia.

El clima escolar incide en muchos fenómenos, tanto entre los docentes como entre los alumnos, tanto positiva como negativamente. Un clima saludable favorece que el personal del sistema cumpla su función de la mejor manera posible y saque el máximo partido de sí mismo.

Desde el establecimiento del Estado de Israel, la sociedad árabe palestina en Israel ha experimentado cambios y procesos sociales y culturales, que continúan en la actualidad. Con el establecimiento del estado, la sociedad palestina existente se desintegró, y el fragmento que quedó dentro de las fronteras del Estado de Israel fue principalmente rural, es decir, rural y agrícola. La estructura sociocultural del resto de la población era

tradicional, autoritaria y colectiva, con intención de pertenencia y corresponsabilidad.

Los cambios por los que aún atraviesa la sociedad árabe tienen consecuencias de gran alcance en el comportamiento del individuo, incluidas formas pálidas del individuo, que cambian de acuerdo con los cambios que han tenido lugar en las instituciones educativas, formales e informales.

La violencia en la sociedad árabe es significativa y requiere intervenciones y soluciones adecuadas a las características de la sociedad.

En las escuelas árabes la situación es aún más compleja, ya que muchos factores contribuyen a la existencia de la violencia. Estos factores van desde los círculos personales e individuales de los estudiantes hasta círculos más amplios como la familia, el barrio y la sociedad en su conjunto. En mi investigación me centro en el efecto del clima educativo en la reducción de la violencia, desde la perspectiva de los maestros árabes en Jerusalén Este.

El capítulo de método en este estudio tiene como objetivo examinar si los maestros en la sociedad árabe perciben el clima escolar como un factor que influye en la violencia entre los estudiantes árabes en Jerusalén Este. El propósito del estudio es investigar su percepción subjetiva y fortalecer la hipótesis que surgió de la literatura de investigación. Un total de 352 profesores participaron en este estudio, utilizando una combinación de métodos cualitativos y cuantitativos. 50 docentes participaron en entrevistas en profundidad como parte del método cualitativo, mientras que 302 docentes respondieron el cuestionario como parte del enfoque cuantitativo. Entre los participantes se encontraban profesores árabes de escuelas públicas y privadas de Jerusalén Este.

Este estudio adoptó un enfoque integrador, combinando análisis cualitativo y cuantitativo (método mixto). La investigación utilizó dos herramientas: una entrevista cualitativa en profundidad y un cuestionario que evaluó la percepción de los docentes sobre el clima escolar. El cuestionario de clima educativo para docentes fue desarrollado por la Autoridad Nacional

para la Medición y Evaluación de la Educación, el Ministerio de Educación de Israel en 2018. El cuestionario consta de 33 declaraciones, que se miden en siete dimensiones, incluida la percepción de la gestión escolar, la violencia en escuela, habilidades de relaciones sociales, habilidades de tarea, pertenencia a un equipo, identificación con la profesión e identificación con la escuela.

La violencia es un fenómeno que existe en diferentes espacios, incluso en el ámbito escolar. La violencia escolar tiene consecuencias negativas tanto para el agresor como para la víctima, y es especialmente devastadora porque puede perjudicar a muchos factores presentes en este espacio.

Los resultados de la investigación indican que los docentes creen en la importancia de mantener un clima escolar positivo para prevenir la violencia entre los estudiantes. Tanto las respuestas al cuestionario como las respuestas a las entrevistas confirmaron que los docentes ven en el desarrollo de un clima escolar positivo un factor decisivo para promover la interacción positiva y prevenir la violencia entre las personas involucradas en el proceso de aprendizaje.

Los hallazgos indican que cuanto más interviene el lado administrativo de la escuela en cuestiones relacionadas con el clima escolar, mayor es la reducción de la violencia escolar. La mejora en las relaciones sociales dentro de la escuela se asocia con un mejor clima escolar y una reducción de la violencia. Existe una correlación entre la afiliación del personal y el clima escolar, lo que también puede contribuir a reducir la violencia escolar. Además, las opiniones de los docentes sobre el clima escolar también pueden tener un impacto en la reducción de la violencia escolar.

Los hallazgos de las entrevistas realizadas indican una conexión significativa entre la violencia en la sociedad árabe y la violencia en las escuelas. Muchos maestros reconocieron que la violencia en la sociedad árabe se extiende a las instituciones educativas. Los profesores entienden la responsabilidad que tienen cuando se trata de este tema.

Con respecto al núcleo de la investigación, que es el clima educativo, la mayoría de los docentes perciben que el clima educativo tiene un efecto positivo en la reducción de la violencia en las escuelas. Este hecho está

directamente relacionado con la importancia de la influencia que el profesorado de la sociedad árabe tiene sobre los alumnos. Por lo tanto, la mayoría de los docentes vieron en la promoción de un clima educativo positivo una expresión significativa de aspectos relacionados con la reducción de la violencia en las instituciones educativas.

Este estudio arroja luz sobre la importancia de mantener un clima escolar positivo como medida preventiva frente a la violencia escolar. Los hallazgos pueden guiar a los responsables de formular políticas y educadores en la implementación de estrategias efectivas para mejorar el ambiente escolar y prevenir la violencia entre los estudiantes.

Los hallazgos de la investigación plantean una pregunta importante que todas las partes involucradas en la educación, incluidos los supervisores, los maestros, la administración escolar, los padres, las oficinas de asistencia social y otros, deben considerar: ¿la violencia es realmente el problema o no? ¿Solo un síntoma de un problema más profundo que requiere un enfoque holístico? ¿Una respuesta referida a su origen y esencia? El Ministerio de Educación de Israel debería proporcionar a los equipos de educación y asesoramiento algo más que programas semanales de discursos y actividades sobre la violencia y los boicots. Deben comprender el daño causado a las bases sociales, las habilidades y las capacidades de los estudiantes y adaptar las características para satisfacer sus necesidades agudas de rehabilitación y rehabilitación. Para ello, se necesitan tutores profesionales, centrados y experimentados que puedan adaptarse a las situaciones y dificultades de los alumnos tanto introvertidos como extrovertidos.

Para los jóvenes que crecen en la sociedad israelí, especialmente en la sociedad árabe, la esfera social sirve como el centro de su mundo. Es un punto de referencia relevante y el campo de entrenamiento para practicar, desarrollar y mantener las relaciones. Aquí es donde aprenden y demuestran independencia, responsabilidad, singularidad y pertenencia. En este marco, desarrollan y establecen habilidades sociales, incluyendo empatía,

comunicación, regulación emocional, flexibilidad, manejo de conflictos, aceptación de la diferencia y más.

Sin embargo, la epidemia de coronavirus condujo a un largo período sin rutina y estabilidad en el entorno escolar y los entornos sociales, y resultó en un "músculo social" debilitado y atrofiado para muchos. Esto provocó daños en las habilidades sociales y emocionales esenciales, incluida la inclusión, la empatía y la capacidad natural y adquirida de ver y empatizar con los demás en diferentes situaciones. La falta de habilidades de empatía, amistad y resolución de conflictos hizo de la violencia una herramienta disponible y accesible para liberar la frustración, el estrés y la desesperación. Muchos estudiantes sufrieron un duro golpe en su resiliencia social y personal, y fue un error suponer que esto se curaría solo. El llamamiento del Ministerio de Educación a un plan de emergencia nacional para enfrentar la violencia, el vandalismo y la laxitud de la disciplina no dio en el blanco, ya que la violencia es solo un síntoma del problema más profundo del daño al tejido social y las habilidades necesarias que permiten el comportamiento social normativo entre los estudiantes.

El Ministerio de Educación de Israel y los maestros deben enfocarse en fortalecer y restaurar el aspecto socioemocional y el clima social en las escuelas y aulas. No pueden hacer esto solos, sino que deben trabajar en conjunto con equipos educativos, utilizando las herramientas que recibieron en su capacitación, incluida la identificación de angustia emocional, el manejo de problemas y desafíos interpersonales, la inclusión y la integración, y enfatizando la educación socioemocional. Esto requiere una combinación de conocimiento y experiencia y un compromiso de trabajar juntos con sensibilidad. Sin satisfacer las necesidades sociales y emocionales de los estudiantes el aprendizaje no será posible.

Es importante tener en cuenta que incluso si los equipos educativos logran frenar la violencia en las escuelas mediante el uso de la autoridad y los límites, la represión continua de los problemas sociales y emocionales puede resultar en una generación distante y desconectada que lucha con dificultades personales y sociales. Con el tiempo, estos niños y jóvenes a

menudo experimentan una caída significativa en el rendimiento académico, pueden enfrentarse a la expulsión de las escuelas y pueden encontrarse fuera de otros círculos sociales, como el ejército, la carrera y la familia. Este proceso se observa actualmente en muchas escuelas del sector árabe y requiere una atención urgente.

Como sociedad, debemos unir nuestros esfuerzos y recursos para abordar este tema crítico, que es una ventana de oportunidad para reducir los efectos devastadores y dolorosos de la violencia sobre las personas y los grupos en los entornos educativos.

La investigación futura no solo debe centrarse en las perspectivas de los docentes, sino también explorar los puntos de vista de otras partes interesadas en el sistema educativo, que son testigos del comportamiento de los estudiantes. Por ejemplo, la violencia puede provenir de problemas en el hogar, por lo que es importante examinar el impacto del ambiente escolar de una manera más holística que tenga en cuenta las opiniones de los estudiantes, padres, trabajadores sociales y otros. Este enfoque integral proporcionará una comprensión más completa del problema y nos permitirá encontrar soluciones más efectivas.

La investigación obtuvo acceso con éxito a las escuelas del sector árabe de la Autoridad Palestina en Jerusalén Este, incluidas las de la Antigua Jerusalén que normalmente no permiten la investigación. Este estudio único proporcionó información sobre una población que a menudo no coopera por razones políticas e incluyó conversaciones con maestros que trabajan en estas escuelas. El papel del investigador como miembro del personal de una escuela en la Autoridad Palestina le permitió obtener el permiso de la administración de la escuela para realizar entrevistas y recopilar información sobre la violencia en las escuelas.

El estudio también cubrió una variedad de escuelas árabes, incluidas escuelas primarias, secundarias y preparatorias. En todas estas escuelas se encontraron altos niveles de violencia, y todos los involucrados en la enseñanza reconocieron que la violencia era un problema grave para el cual

no estaban preparados. Por lo tanto, el estudio destacó la urgente necesidad de apoyo y asistencia en esta área.

Es importante señalar que este estudio se centró exclusivamente en la población árabe de Jerusalén Este, donde la cultura dominante otorga un alto valor al colectivismo y la conformidad con las normas y valores del grupo. El sistema educativo aún no ha adoptado por completo la modernización, y los directores de escuela a menudo ejercen un control significativo y preservan las normas y prácticas tradicionales, incluidos los valores patriarcales. Como resultado, lamentablemente la violencia es parte de la cultura y la sociedad palestina en Jerusalén Este. A pesar de estos desafíos, el estudio destacó con éxito las dificultades que enfrentan los docentes en un contexto donde la violencia es frecuente y está profundamente arraigada.

El estudio tuvo limitaciones debido a la pandemia de COVID-19, que resultó en el cierre de escuelas e impidió las entrevistas cara a cara con los maestros. Por lo tanto, el investigador tuvo que usar Google Forms para recopilar datos, lo que generó demoras y aumentó el tiempo de respuesta por parte de los maestros. Además, el estudio se centró únicamente en las escuelas del sector árabe de Jerusalén Este y no incluyó otras áreas o poblaciones.

La investigación futura debería ampliar el alcance del estudio para incluir perspectivas de otras partes interesadas en el sistema educativo, como estudiantes, padres y trabajadores sociales. Esto permitirá una comprensión más integral del problema de la violencia en las escuelas. Además, se deben realizar estudios similares en las escuelas judías de Jerusalén y en las escuelas religiosas judías para comparar y contrastar los hallazgos e identificar similitudes y diferencias en las estrategias de afrontamiento.

El estudio plantea interrogantes sobre la relación entre cultura y violencia en la población árabe de Israel, el impacto de la ocupación israelí en las condiciones de vida y el potencial de un cambio en las normas culturales con respecto a la violencia. Además, enfatiza la necesidad de apoyo y asistencia a los maestros para lidiar con la violencia en las escuelas y el



The impact of the educational climate on violence in Arab schools in Jerusalem from the perspective of Arab teachers

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impacto potencial de la asistencia para reducir la violencia en la sociedad palestina viva en Jerusalén Este.