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The Social and Educational Factors Associated with Violence  
In the Basic Education Stage  
(A Field Study)

A M. Ed. Thesis

by

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## **Summary**

### **Introduction:**

Violence is a human behaviour that reached the level of being an evident phenomenon starting with the existence of man on earth. The violent tradition started with Cain killing Abel following the urge of his vicious soul to satisfy his needs and fulfill his selfish pleasures. As the human race changed and developed throughout the variant historical eras, violence became a prevailing feature that exhibits itself in different situations at multiple levels and with variant degrees. Violent acts occur due to interrelated causes that vary tremendously according to the variance of societies, cultures and historical stages. The same applies even in the same society as the fields witnessing violent acts might be varied to the extent of including domestic violence, street violence, violence and abuse of women, children and the elderly, violence inside educational institutions such as schools and universities. Speculating the phenomenon might lead to the logical conclusion that violence is a by-product of the rapid continuous changes evident at societies during the last decade.

The rapid comprehensive changes witnessed nowadays in the social, economical, cultural and political fields lead to the wide spread of violent acts and behaviour. That phenomenon could be the result of reaction between a number of factors, some of them might be economical such as the evident shortage in economical resources, or social like the wide spread of poverty, corruption and lack of social justice. The technological and informational revolution could also be held responsible for increasing the levels of violence in our modern societies when they forced themselves on people all around the world and provided all the factors needed for the violent tradition.

School violent acts are widely spread in a number of western industrial societies including the USA which comes as the head of the list. Unfortunately, the same applies to Arab countries as well as Egypt. Statistics indicate that there is a significant increase in the occurrence of violent acts in schools

especially at the prep and secondary stages during the last few years. Such an increase is ever-lasting as it was recorded to be 4.9% in 1995 while it reached the level 5.5% in 2000.

Undoubtedly, that increase in violence ratios at schools made it one of the most prominent problems faced nowadays due to its negative effect on the educational process and on enabling schools to function in the suitable fashion. It also affects the reaction patterns between the students, their interaction, values and behaviour. School violence also significantly increases the amount of loss in educational institutions and a decrease in psychological motivation and satisfaction, besides lowering the degree of excellence, increasing destructive acts and rising the levels of crime and \*\* in the society. Violence in fact does not only affect financial and psychological achievements but the human existence as well.

In this way, the study attempted to deal with the phenomenon of violence at educational institutions by speculating the societal and educational factors that lead to the occurrence and increase of that problem. The study attempted also to designate a few procedures to overcome the problem.

### **The Study Problem:**

The school violence phenomenon is an endangering one that could jeopardize the whole society, its institutions and controlling systems in general and the future of education in Egypt specifically. Though, it is a new phenomenon in our schools, it had a great impact on some long-living educational traditions and values such as those controlling the teacher-student relationship that is based on mutual respect. Nowadays, this relation and dialogue are governed by violence, order turned to chaos, studying industriously to indifference as a result of neglecting the school regulations leading to an evident degradation in the students' achievement levels. It is quite endangering as it spreads among an age group that functions as the backbone of the society and includes the shapers of its future, namely the pupils of basic education stage. Therefore, the studied phenomenon is highly endangering, multi-dimensional, entangled considering its causes and variant in patterns.

Thus, it is fundamental to study and analyze all the societal and educational causes of it to discover its basic real reasons and take all the necessary remedial and protective procedures to overcome it and direct the educational process to its sound direction to achieve its aims and the aims of the whole society later leading to its advance and progress.

**The study problem could be stated in the following main question:**

- What are the societal and educational factors related to the violence phenomenon at the basic education stage?

**A number of sub-questions could be derived as follows:**

1. What are the basic theoretical approaches explaining violence?
2. What is the reality of the school violence phenomenon at the basic education stage?
3. What are the societal and educational factors related to school violence phenomenon?
4. What are the mechanics that could be used for facing the school violence phenomenon at the second cycle of basic education stage?

**The Study Aims:**

The recent study aimed at:

1. Recognizing the nature of violence, its aspects and the explanatory theories.
2. Identifying the status quo of violence phenomenon at the basic education stage.
3. Specifying the societal and educational factors related with the violence phenomenon at the basic education stage.
4. Locating the mechanics that could be used in limiting the extent of the violence phenomenon at the second cycle of basic education schools.

**The Study Importance:**

The study is considered important as:

1. It deals with the school violence problem which is one of the most prominent issues that should be given priority in the reform programs.

2. Specifying the nature of the violence phenomenon at the basic education stage by identifying its causes, aspects, nature, effects on variant schools elements and on the society as a whole.
3. Dealing with the basic education stage which is considered the backbone of the variant education stages as it includes distinguished pupils at a distinguished stage that plays a major role in the formation of characters, formulation of a value system and enhancing behaviour.
4. It is expected that the results of the current study would help in identifying mechanics to be used in facing the violence problem at basic education schools of Egypt. Consequently, great help would be provided for the educational policy and educational planning specialists when making decisions that help in facing that phenomenon.

#### **The Study Method and Tools:**

The current study used the descriptive method to describe patterns and aspects of school violence at the Egyptian basic education stage, specify the societal and educational factors supporting the spread of school violence phenomenon at the second cycle of basic education schools. The study utilized one of that method tools which is the questionnaire to identify the status quo of school violence phenomenon. It was used as follows:

1. A questionnaire for school principles and social workers at the second cycle of basic education schools.
2. A questionnaire for third year prep pupils.

#### **The Study Limitations:**

The study was limited to specifying the societal and educational factors related to the violence phenomenon at the second cycle of basic education schools at Fayoum governorate as it is the basic stage where the human character is formed and behaviour is directed.

#### **The Study Procedure:**

The study followed the following procedure:

- Preparing the study outline specifying the study problem, aims, importance, method, limitations, terminology and procedure.

- Representing the concept of violence, and its related concepts, its most prominent patterns and aspects, the explanatory theoretical approaches so as to answer the study's first question. The mentioned content was introduced through the second chapter of the thesis.
- Speculating the status quo of the violence phenomenon at the basic education stage through reviewing the features of basic education closely related to the phenomenon under study as well as presenting the reports and writings dealing with the school violence concept so as to answer the study's second question. Those pieces of information were included in the third chapter.
- Analyzing the most important societal factors (economical, social, political and cultural) that affected the Egyptian society in general and played a role in the school violence phenomenon as well as the societal and educational factors related to the studied phenomenon to answer the third question. This was the content of the fourth chapter.
- Deriving the field study results through the analysis of the tools' results and putting forward the study summary through presenting the most important study results on the theoretical and field sides in addition to providing a number of recommendations that would help in placing limits for the school violence phenomenon. In this way the fourth question was answered throughout the last chapter of the study.

### **The Study Results:**

In light of discussing the field study results, the following could be presented:

1. The study showed that the study sample (principles, teachers and social workers) considered the following societal factors as the most prominent ones directly leading to school violence:
  - The violent and crime films watched by the students receiving (87.39%) by the principles and social workers and teachers .

- Shortcomings in the development of religious values was approved to by the principles and social workers and teachers at a percentage of (78.50%)
- The bad use of the internet received (76.51%) from the principles and social workers and teachers .
- The wide spread of satellite channels that present patterns of behaviour vastly different from ours received high approval from the principles and social workers and teachers at (70.51%)
- The foreign films and series containing values that are not in accordance with our own value system and culture was consented to by the principles and social workers and teachers at (67.92%).

2-The study showed that the study sample (principles, teachers and social workers) considered the following educational factors as the most prominent ones directly leading to school violence:

- Lack of interest given to the religion courses at schools receiving (63.91%) by the principles and social workers and teachers .
- The occurrence of fights and quarrels between pupils received (61.34%) from the principles and social workers and teachers .
- The overcrowded classes was consented to by the principles and social workers and teachers at (55.81%).
- Lack of playgrounds, and apparatus required for practicing school activities that might invest pupils abilities and high levels of energy was approved to by the principles and social workers and teachers at a percentage of (54.48%).

3- The study showed that the study sample (Students) considered the following societal factors as the most prominent ones directly leading to school violence:

- The violent and crime films watched by the students receiving (76.66%) by the students responding to the questionnaire.
- Continuous blaming and punishment on part of the parents in front of others received (67.5%).

- Lack of communication between the family and the school was approved to by the students at a percentage of (65.27%).
- Randomizations spread and the accompanying violent acts was consented to by the students at (63.33%).
- Negligence in applying the violence forbidding legislations received high approval from the students at (63.33%).

4-The study showed that the study sample (Students) considered the following educational factors as the most prominent ones directly leading to school violence:

- The pupils feeling that they are outcastes or a source of ridicule receiving (87.5%) by the students responding to the questionnaire.
- The occurrence of fights between pupils received (82.22%).
- The bias of the teacher towards some students and dealing with them in different ways was approved to by the students at a percentage of (76.94%).
- Punishing the pupils by sending them out of class was consented to by the students at (76.94%).
- The teacher and administration preferring some pupils which makes them arrogant when dealing with others received high approval from the students at (76.94%).
- Bad language and behaviour on part of the teachers inside classrooms received (75%) approval level.
- Using group punishment for individual mistakes was given priority by (74.17%) of the students' choices.
- The pupils who are the relatives of the teaching staff receiving unworthy high marks creating a lot of anger in others' souls was consented to by (73.89%) of the students.
- The desire of some pupils to be in control reached up to (73.06%).



- 5- There are statistically significant differences between male and female respondents about the societal and educational factors in favor of the male ones.
- 6- There are statistically significant differences between male schools, female schools and combined ones considering the societal and educational factors related to school violence in favor of the male and combined ones.
- 7- There are no statistically significant differences between the principles, social workers and teachers concerning the most prominent three societal and educational factors leading to school violence.
- 8- There are statistically significant differences between the principles, social workers and teachers concerning the most prominent three educational factors leading to school violence in favor of rural areas.
- 9- There are statistically significant differences between the students concerning the most prominent three societal and educational factors leading to school violence in favor of the urban areas.