

REASONS FOR STUDENTS' VIOLENT BEHAVIOR AGAINST TEACHERS AND ADMINISTRATORS IN UPPER PRIMARY AND SECONDARY SCHOOLS FROM THE POINT OF VIEW OF TEACHERS AND ADMINISTRATORS: NABLUS GOVERNORATE AS A MODEL

Majdi Rashed JOYOUSI¹

Munther SAEEDI²

Loai Nimer Abdullah DWEIKAT³

Abstract:

Introduction: This study aimed to identify the causes of students' violent behavior which is exerted on teachers and administrators in upper primary and secondary schools from the point of view of teachers and administrators working at Nablus Governorate, West Bank, Palestine. The current study was conducted during the first semester 2021/2022 AD to identify any possible statistically significant differences based on a number of variables including educational qualification, years of experience, and the school level or stage the respondent is working at.

Method: To achieve the objectives of this study; the researchers used the descriptive approach and designed a questionnaire consisting of (40) items. To collect information about the causes of student violent behavior directed against teachers and administrators in upper primary and secondary schools; the study sample consisted of (344) teachers and administrators; and the validity and reliability of the study tool were verified.


Results: The study came out with a number of important results; the researchers found that there were no statistically significant differences at the level of significance ($\alpha = 0.05$) for the causes of students' violent behavior directed against teachers and administrators in upper primary schools and secondary schools from the point of view of teachers and administrators working in Nablus governorate schools attributed to the variables of academic qualification and years of experience. However, the study findings showed that there were statistically significant differences at the level of significance ($\alpha = 0.05$) attributed to the variable of the school level or stage.


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¹  Associate Professor, The PTU- Khodorie, Palestine, m.jayousi@ptuk.edu.ps

²  Instructor of English, An-Najah National University, Palestine, munther.saeedi@najah.edu.jo

³  Researcher, The Ministry of Education, Palestine, luay1992@hotmail.com

Conclusion: The researchers recommended the need to enhance integration between the family and the upper primary school and secondary school to address the problem of violence against teachers among students through parents' councils.

Keywords: Student Violence, Administrators, Teachers, Upper and Secondary Primary School.

Introduction

Interest in the issue of violence has become a matter of great importance to many human societies, to the extent that it has almost become a prevalent pattern in social, economic and academic relations among people. Human societies in the past did not know the forms of violence that currently exist which began to increase day by day. It is believed that these forms of violence begin at the early stage of human life. Reports related to education indicate that this phenomenon starts from the childhood stage and gets worse day by day with the growth of young people; besides, it can often be observed in the behavior of students. Some children in less urbanized societies are exposed to patterns of violent behavior that begins normally with family violence which extends to or expands to incorporate school violence, and then it comes the broader circle represented by community violence.

The spread of violence in schools especially that which is practiced against teachers will definitely make the school a non-educational environment. The school, in its traditional form, was an example of discipline and sound conduct where the teacher received the most respect and appreciation not only from students but also from parents and families. The greatest concern for students was achievement and diligence, but the situation has changed. Schools have often become an arena for social demonstration or violence in which the student attacks his colleagues or his teachers. Signs of violence against the teacher began to appear, and the classrooms or school discipline instructions no longer have any prestige or respect. Nevertheless, correct understanding of the nature of the educational process and its goals makes it imperative for these students to be more affiliated and more aware of the roles they prepared for themselves and their country than others (Saleh, 2017).

The reality of violence against teachers in the State of Palestine is shrouded in ambiguity due to a kind of administrative reluctance to record incidents. It is noted that school principals and decision-makers in Palestinian education departments tend not to follow up on incidents for fear of exacerbating them; so they resort to showing the incident as unworthy of mention. Add to this is, of course, the inaccuracy of the statistical tools, in principle, and the lack of a special tabulation for recording cases of school violence at all. The school teacher who is exposed to a simple assault (verbal or physical) by his students prefers not to be exposed, and in many cases the education departments are not informed about the students' behavior against teachers in order to avoid exposing the teachers and or complicating situation or expanding the problem (Hussain, 2010).

School violence is an aggressive behavior exerted by some students against the school community including teachers, administrators, fellow students, devices, furniture, rules and school traditions; it is mostly attributed to a decrease in insight and thinking by students and it results in moral or material harm (Al-Khouli, 2005). Here, a distinction must be made between violence at school and school violence because violence at school is actually related to violent events that occur at school, but may not be the result of experiences and practices such as school gang quarrels. On the other hand, school violence is related to acts of violence that occur as a result of painful and negative school experiences such as the reaction to low school grades or negative relationships with others (Al-Sayed, 2015). School violence is the inappropriate and reprehensible behaviors that cause the emergence of many psychological and behavioral disorders in the classroom environment within the school boundaries (Hussain, 2010).

Violence goes through many developmental stages which prove that violence is an unacceptable social behavior and a phenomenon that may differ from one age group to another as well. For example, violent behavior for primary school children is often manifested in hostile behaviors such as hitting and using offensive nicknames, and when the child grows, the behavior becomes more differentiated and the behavior develops until it reaches the stage of physical violence and murder. Adolescents may participate in the attacks directed to other students or even to team working in the school including teachers and administrators.

Besides, students' violence may develop to owning and carrying prohibited weapons inside the school (Abdullah, 2009).

Theories of Violence

1. Theory of Differential Mixing: Violence is an educated behavior that an individual learns from his social environment with which he mixes. The proponents of this theory contend that the family is the environment in which the individual learns the most, then comes the school. They believe that the greater the degree of closeness between the individual and his surroundings, the greater the possibility of learning and conviction of violent behavior (Al Rushoud, 2016).

2. Theory of Social Disintegration: It sees the difference in standards that regulate behavior between the different social units that the individual moves in his interaction with within the society, namely the family, school, friends, and colleagues at work. And the wider the individual's circle of knowledge, the greater the state of disorder in the cognitive store of values and standards; furthermore, and the more different these standards, the more they lead the individual to internal conflicts that translate into different types of violence (Bebelt, 2004).

3. Theory of Social Learning: The individual gains violence by learning, observing, and imitating obtained from the surrounding environment whether from the family, school or the media. In learning the behavior of violence, the individual is subject to imitating others and the consequences of this behavior whether they are reward or punishment (Ashour, 2017).

4. Theory of Imposing Frustration: Frustration produces an aggressive motive that provokes a behavior with the aim of causing harm to others; this behavior normally begins to gradually decline after harming others, and this process is called catharsis or releasing which may provide relief from strong or repressed emotions (Abu Dalaf, 2014).

Motives for Violence:

1. Family factors: These factors include mistreatment of the child during childhood, witnessing violence in the family, family disharmony, unemployment, low participation in the child's activities, strict punishment of the child by parents, and lack of social support (Al-Aqoul, 2011).

2. The school: the school is primarily concerned with the education process and facilitating the integrated growth process of the learner religiously, socially, culturally, physically and skillfully. However, it has recently shifted its focus to the processes related to academic achievement and enabling students to pass and succeed in exams. This has been manifested plainly in the deviant behaviors of school students (Al-Qarni, 2007). On the other hand, the student who is rejected from others will have difficulty in learning and concentrating, and because of this rejection from peers, the student may participate in violent behaviors (Bakr, 2003).

3. The media, especially at secondary school. Media programs, especially television and the Internet, have a great impact on students in that they provide them with a sample of negative behaviors such as deviation of behavior simply because they provoke students' imagination and sometimes push them to impersonate the violent and aggressive characters or personalities they watch (Al-Harbi, 2003).

4. Feeling of frustration and low self-esteem or self-confidence: aggressive students develop a belief that violence improves their self-esteem and maintains their standing among peers (Coie and Dodge, 2016).

Causes of Violence:

I- Weakness of the effectiveness of the regulation of behavior and attendance enacted at school. This may contribute to the increase in violent behaviors. The regulations related to behavior and attendance are supposed to be carefully and constantly reviewed to keep pace with what is happening at schools and on the ground of the educational sector with the need

to benefit from the experiences of employees and their participation when revising these regulations (Al-Qarni, 2012).

II- Adopting or Following an ambiguous policy by the Ministry of Education that tends to be lenient towards the abnormal behavior of students against their colleagues or against their teachers; such a policy may have negative consequences as students feel that they are right or have the right to behave freely. As for the teacher who is assaulted, the attack or even the insult may make him feel that any reaction will be futile or useless (Al-Rushud, 2016).

III- Lack of problem-solving skills related violence and dispute among students: when adolescents face frustrating social situations and are unwilling to confront them and fail to overcome them, violence is said to be an optimal and effective way to deal with these situations (Castro, 2003). Since violent behavior is a learned behavior, many young people believe that violence is the most effective way to gain social standing or respect among peers.

IV- Students' drug abuse: it normally contributes to a strong role in the emergence of violence and aggression within the school (Hussain, 2010).

Characteristics of the Primary and Secondary School Stage:

This stage is one of the most important stages that the student passes through academically; it prepares him or her for university studies, or for engaging in the fields of practical life; therefore, it represents a bottleneck for the student and his legacy due to the fact that at this stage the student undergoes emotional, social and mental changes (Al-Mufidi, 2004).

Secondary education is an important and sensitive stage for learners in general education. In education, students are supposed to be fully and adequately prepared for the next stage of life; they should be equipped with basic information, skills, and trends that develop their personalities from their cognitive, psychological, social, mental and physical aspects (Al-Sulayhat, 2004).

The researchers believe that the secondary school stage is an important age stage for the student; it extends between the age of 15 to 17 years, and it is the stage of adolescence which is considered as the most important age stage that the individual goes through within his/her various stages. This stage is distinct from other stages due to the following characteristics.

1. Physical characteristics: where the young individual attaches great importance to his or her developing body as a symbol of the self by showing extreme sensitivity to criticism with regard to the noticeable, rapid and multifaceted physical changes. The young individual at this stage also witnesses a remarkable mental development because both his/her thinking and understanding grow; in addition, his/her abilities in observation, measurement, linkage, analysis, synthesis and evaluation grow as well (Barakat, 2011).

2. Social characteristics: where the young person begins to tend to form special social relationships with peers until he or she finds himself/ herself in a transitional stage between the childhood - that s/he tries to forget about and ignore as if s/he wants to get rid of its consequences - and the adulthood that he is trying to convince others to achieve (Al-Sayed, 2015).

The young individual at this stage is concerned with his/her personal appearance, and refuses direct guardianship of his/her actions. Al-Shazly (2017) adds to these characteristics the emotional aspects that he divides into two stages:

A- The beginning of adolescence: where the person tends to be hesitant and his/her behavior fluctuates between children and adults, and the emotional contradiction between love and hate appears on him or her. At this stage, people start to experience of observe introversion and shyness as a result of sudden physical changes.

B- The end of adolescence in which emotional stability appears; and one of basic signs or manifestations of this stability is emotional participation, the inclination or tendency to compassion and mercy, as well as reconsidering ambitions, perspectives and future plans.

Characteristics of A Violent Student:

Some believe that there is a difference in personality traits between aggressive people and non-aggressive one. It has been found that

* Aggressive students lack assistance and benefit to others, have more aggressive intentions and less feelings of guilt towards others; they also lack coping skills to control their emotions, so they view external knowledge or information as threatening and aggressive.

* The aggressive student is characterized by offensiveness as s/he tends to show tantrums, use fighting or quarrels to resolve disputes, ignore the rights of others by threatening or intimidating them and actually inflicting physical harm on them. It is noticed that they speak in a negative tone of voice, irritate others and intentionally embarrass them; they also seek or demand immediate response to their desires, resort to opposition and find difficult in accepting criticism (Bennett, 2004).

* Aggressive students are less intelligent than their non-aggressive counterparts, and this is justified by the fact that students who have difficulty learning do not get enough social encouragement because of their poor educational achievements which, by their turn, lead to frustration, and therefore refuse to cooperate with the rest of the students. On the other hand, other aggressive students tend to be aggressive in their attempt to incite participation, and their behavior in the classroom takes the form of protesting against the tasks assigned to them, rebelling against the authority of the teacher, and harassing good students (Tawfik, 2003).

Statement of the Problem and Questions:

The behavior of violence is considered one of the unhealthy behaviors especially when it is practiced within educational institutions whose major aim or goal is to bring out the good citizen who is willing to serve his society and protect others. It has been noted that there are multiple forms of violence used by students inside the school against teachers and administrators. It is taken for granted that the teacher is one of the basic pillars of the educational process whose main mission is to provide a safe environment that helps teachers to perform their role effectively and enthusiastically. As a result of students' violent behavior exerted against teachers and administrators as shown in the records of school control councils which were represented by several cases published in news agencies, and because of the many abnormal behaviors that abound in the school community, and in the face of these behaviors, educators were surprised not because they are strange, but because they are far from the social, religious and educational standards that are supposed to be the main driver of the nature of the relationships that link members of society, especially the school community. The prevalence of these manifestations is crystal clear; the front pages of the local daily newspapers have been conveying to the whole community day after day solid example of some manifestations of aggressive behavior towards teachers (Ragheb, 2003).

The researchers of the current study were interested in studying the phenomenon of student violence against teachers because it did not receive sufficient attention. Within the limits of the researchers' knowledge, this study is the first that aims at examining violence against teachers in Palestine. The researchers put their minds to investigate the motives and causes of this phenomenon and the various motives that drive students to practice violent behaviors against teachers as well as administrators. They hope it contributes to a clearer understanding of this phenomenon so that decision makers and experts in the field develop appropriate solutions to reduce its rates and eventually eliminate it considerably from

educational institutions. Hence, the problem of the study lies in the researchers' attempt to answer the following principal question:

What are the causes of students' violent behavior directed against teachers and administrators in primary and secondary schools from the point of view of teachers and administrators in Nablus Governorate?

Study Hypotheses:

This study sought to examine the following hypotheses:

1. There are no statistically significant differences at the significance level ($\alpha = 0.05$) for the reasons for students' violent behavior directed against teachers and administrators in primary and secondary schools from the point of view of teachers and administrators "Nablus Governorate as a model" attributed to the school type/ stage variable.
2. There are no statistically significant differences at the significance level ($\alpha = 0.05$) for the causes of students' violent behavior directed against teachers and administrators in primary and secondary schools from the point of view of teachers and administrators "Nablus Governorate as a model" attributed to the educational qualification variable.
3. There are no statistically significant differences at the significance level ($\alpha = 0.05$) for the causes of students' violence behavior directed against teachers and administrators in primary and secondary schools from the point of view of teachers and administrators "Nablus Governorate as a model" due to the variable years of experience.

Study Objectives:

The researchers meant to achieve the following objectives.

* Identifying the motives for violent behavior among high school and secondary school students against teachers in the State of Palestine from the point of view of teachers and administrators.

* Identifying the impact of a number of demographic variables, namely the teacher's academic qualification, specialization, and number of years of experience on the motives for violent behavior.

* Providing some recommendations and suggestions to reduce the phenomenon of violence against teachers in the State of Palestine in an attempt to address this problem and eliminate it altogether.

Importance of the Study:

The importance of the study is reflected in the fact that it attempts to identify the motives for violent behavior among students in the upper and secondary basic stages against teachers in the State of Palestine from the point of view of teachers and administrators; the current study is deemed significant from two different perspectives:

A- Theoretical Significance:

The importance of this study stems from the importance of the topic it deals with, i.e. the prevalence of school students' violence which directed towards the teacher; it simply aims to add related information and facts about the motives of school violence, in general, and the primary and secondary school, in particular. Secondary school students represent a large segment of young people in a critical age stage which is known as adolescence.

B- Practical Importance:

The researchers hope that the results of this study will benefit the administrations and employees of upper primary schools and secondary school as well as parents who suffer from

or inflicted by the dangers and harms of this violence; the researchers aim at helping these two segments find solutions to this problem and reduce it as much as they can and eventually eliminate it entirely. It is also hoped that the decision-makers in educational institutions will benefit from it based on the premise that education aims to raise a good citizen who must serve the society the right way and protect fellow citizens.

Technical and Procedural Definitions:

Students' violence: It is the practice of physical force to inflict harm on people or property; it is an act that causes serious harm (Achboun, 2018).

Students' violence is defined procedurally as any form of abuse or aggression, by means of words or actions that the students perform or conduct at school, that may result in inflict harm or insult to the teacher whether this harm is direct or indirect.

The researchers point out that administrators are a group of leaders and technicians who coordinate efforts, provide means and capabilities, and create conditions to facilitate the affairs of staff and students in the school.

The upper primary and secondary stage is defined as the stage that includes all teachers who teach the eleventh and the twelfth grade for the scientific and literary branches.

The researchers defined the upper primary stage as the stage that includes all teachers who teach the seventh to the tenth grades.

Limitations of the Study:

The study is based on the following limitations:

* **Spatial Limitations:** This study was limited to the Governorate of Nablus and its various environments (city, village, camp).

* **Time Limitations:** The study was conducted in the first semester of the academic year (2021/2022 AD).

* **Conceptual Limitations:** The current study was based on and limited to the concepts and terminology mentioned previously in the study (such as: violence against teachers, upper primary school stage, secondary school stage, student violence).

* **Human Limitations:** This study included an accessible sample of teachers by providing a questionnaire for the upper primary school stage and secondary school stage in Nablus Governorate.

* **Procedural Limitations:** the only measure used in this study was limited to students' violence against teachers, which is therefore limited to the tools used to collect data, the degree of validity and reliability of the study sample and its characteristics, and the appropriate statistical treatments.

Review of the Literature:

Roland (2018) conducted a study on violence against teachers by secondary school students; the researcher used the descriptive survey method and the documentary method to investigate this phenomenon in schools in south America. In collecting data, the researcher relied on follow-up school records, interviews, and some websites that published cases of violence against teachers in these schools. The results of the study emphasized the need to reconsider and evaluate the reality of these schools, which, by its turn, led to teachers leaving these schools; the researcher also emphasized the need to motivate teachers to return to work in these schools where violence against teachers abounds.

Al-Sarayra (2016) carried out a study entitled "The causes of students' violent behavior directed against teachers and administrators in public secondary schools in Jordan from the

point of view of students, teachers and administrators". To achieve the objectives of the study, the researcher used the descriptive survey method, and the questionnaire was used as a tool for data collection and was applied to a sample of secondary school teachers and administrators. The results showed that the most influential factors on violent behavior relate to media factors, then school factors, and finally social factors.

Furthermore, Al-Sleihat (2014) conducted a study that aimed at knowing the motives for violent behavior among secondary school students directed against teachers in the city of Riyadh as seen by teachers; the researcher wanted to know the impact of a number of demographic variables including specialization, academic qualifications, and the teacher's specialization and experience, on the violent behavior of students. The study used the descriptive survey method and the questionnaire as a tool for data collection. The study was applied on a sample of secondary school teachers in the City of Riyadh. The study results indicated that personal motives for violent behavior of students against teachers came first, then school motives and social motives. The results also confirmed that there were no statistically significant differences among respondents attributed to the study variables.

On the other hand, Kang Chen (2011) carried out a study in order to identify the causes of violence perpetrated by students against teachers in secondary schools in Taiwan; the researcher aimed at knowing the impact of a number of variables, namely the student's gender, age and school type on the causes of violence against teachers. The study used the descriptive survey method, and the researcher prepared a questionnaire to enumerate the causes of violence against teachers from the students' point of view. The results of the study showed that there were several reasons for this violence; the most important cause was related to the conduct of teachers and their way of handling their students. According to the researcher, teachers' conduct often provokes students to practice violence against them.

After the researchers reviewed some of the previous studies that dealt with the causes of students' violent behavior directed against teachers and administrators in upper primary and secondary schools, they classified these studies into three main categories. Some studies for example Al-Sleihat (2014) and Kang Chen (2011) aimed to search for the causes of students' violent behavior directed against teachers and administrators in government secondary schools from the point of view of students, teachers and administrators; other studies (e.g., Al-Sarayra study (2016)) were meant to thoroughly know and identify the various motives for violent behavior among secondary school students which directed against teachers. The third type of studies were conducted in order to identify violence exerted by secondary school students as against teachers such as the study of Roland (2018).

However, the current study was meant to investigate the causes of students' violent behavior directed against teachers and administrators in primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate due to the fact that teachers and administrators are considered as the most important constituents of the educational process. This is very likely to boost the current study and increase its value.

It is note mentioning that the previous studies varied in the methodology adopted. Some of them agreed with the current study's approach in using the descriptive analytical method, such as the Sleihat (2014) and Al-Sarayra (2016).

The current study was different from previous studies in dealing with the causes of students' violent behavior directed against teachers and administrators in upper primary and secondary schools from the teachers and administrators' point of view; however, it was similar to all previous reviewed studies such as the study of Kang Chen (2011) and the study of Al-Sarayra (2016). The current study, within the limits of the researchers' knowledge, is the first study that was conducted in Palestine with all its variables; its importance more than doubles as it may constitute an asset to the field of education and to parents as well.

Methodology of Study:

The researchers used the descriptive approach for its relevance to the current study; this approach describes status quo at the intended schools and it explains and identifies the circumstances and relationships between facts. Besides, it includes an interpretation of the data and information obtained in order to draw conclusions (Al-Nuaimi, Al-Bayati, and Khalifa, 2009).

Population of the Study:

The study population consisted of all the administrators and teachers of the upper primary schools and secondary school stages in the primary and secondary schools during the scholastic year 2021/2022. The total number amounted to (841) teachers and administrators according to the sources of the Directorate of Education in Nablus Governorate.

Sample of the Study:

The researchers chose a sample from the study population by the simple, non-probability method, due to the difficulty of accessing all the sample members. The sample size of the current study amounted to (344) administrators and teachers working in public schools in Nablus Governorate. Table (1) shows the description of the study sample according to its independent variables. The study sample was chosen by the simple random method and the researchers designed the questionnaire and posted it due to the special circumstances caused by spread of the Covid-19 pandemic.

Study Tool:

After reviewing a number of previous studies and the tools used in them, the researchers developed a special questionnaire in order to identify the causes of students' violent behavior directed against teachers and administrators in primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate. The final version of the study tool consisted of two main sections:

* The first section included preliminary data about the respondents of the study in terms of the teacher, educational qualification, specialization, and years of experience.

* The second section included the various items/ paragraphs that measure the causes of students' violent behavior directed against teachers and administrators in primary and secondary schools from the point of view of teachers and administrators working at schools in Nablus Governorate.

The final number of these items/ paragraphs was (40), they were divided into two domains as shown in Table (2).

A five-point Likert Scale, with Strongly Agree (5), Agree (4), Uncertain (3), Disagree (2), Strongly Disagree (1), has been used to measure the 18 items of the second domain.

Validity of the Study Tool:

The researchers used two types of tool validity, namely: apparent validity and validity of the arbitrators, and thus the questionnaire was approved and it was posted electronically in its final form to be administered by the study sample. The researchers verified the validity of the questionnaire by consulting a group of specialists in education and pedagogy; some of them were professors holding doctorate degrees and others hold master's degrees. The (7) arbitrators included faculty members working in Palestinian universities; others were educational supervisors working for the Palestinian Ministry of Education. They were asked

to arbitrate the questionnaire and then express their opinions and suggestions, on a number of aspects such as: the wording or linguistic formulation of the items, the extent to which the vocabulary belongs to each of the domains of the questionnaire, and whether there is a proposal to add new items and paragraphs or not. The arbitrators' notes and suggestions were collected, and the questionnaire was modified accordingly.

Reliability of the Study Tool:

To ensure the reliability of the questionnaire, Cronbach's Alpha was calculated. Cronbach's Alpha coefficient was 0.85 for the first domain items; it was 0.87 for the second domain items and for the total items the coefficient alpha was 0.88. The three alpha values were higher than 0.6; this shows the questionnaire was reliable. The results of Table (3) illustrate this.

The results in Table 3 above show that Cronbach's Alpha coefficients ranged between (0.85 to 0.87), while the Cronbach's Alpha coefficient for the whole questionnaire, i.e., total domains of causes of students' violent behavior was 0.88 which is scientifically and educationally acceptable.

Study Design:

The study included the following independent and dependent variables:

Independent Variables:

* The school stage the respondent teaches in or works at; there are three different stages: an upper primary school stage, a secondary school stage, and an administrative stage.

* Academic qualification and it has 3 levels: Diploma, Bachelor Degree, Master's or higher degree.

* Years of experience: It has 4 levels: less than 5 years, from less than 5 years to less than 10 years, from 10 years to less than 15 years, and more than 15 years.

Dependent Variables

The dependent variables included all areas that measure the causes of students' violent behavior directed against teachers and administrators in upper primary school and secondary schools from the point of view of teachers and administrators.

Study Results and Discussion:

Answer to the main study question:

What is the degree of causes of students' violent behavior directed against teachers and administrators in primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate?

To determine the causes of students' violent behavior directed against teachers and administrators in primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate based on the averages of the responses of the study sample members, the following scores were approved:

1. (Mean) Arithmetic average (Mean) (4.2 or more) indicates a very high degree.
2. (Mean) Arithmetic average (3.40 -4.19) indicates a high degree.
3. (Mean) Arithmetic average (2.60 - 3.39) indicates a medium degree.
4. (Mean) Arithmetic average (1.8 -2.59) indicates a small degree.
5. (Mean)Arithmetic average (less than 1.8) indicates a very low score.

6. For more details about these results look at table 4.

It is clear from Table (4) that there are family and school reasons that push students to practice violent behaviors against teachers and administrators, as the total arithmetic mean of the scale was (3.83), which is a high degree. Moreover, Table (4) shows that the reasons that relate to students and their families are in the first place with an arithmetic average (3.95) followed by school reasons with an arithmetic mean (3.68). There are many different motives that can lead to violence, and they differ from one individual to another. Human behavior in general, whether it is acceptable or not, is the product of human interaction with the surrounding environment in which the person lives and interacts with its members. Also, individual differences between people and the different environments they are found in result in or lead to the existence of multiple and different motives that lead to the possibility of the emergence of forms of school violence including violence directed against teachers.

Tables 5 and 6 show the means and standard deviations of the responses of the study sample members on each domain of the scale (reasons or causes related to students and their families, on the one hand, and causes or reasons related to school reasons, on the other hand) on the items within the same domain.

It is clear from Table (5) that the family reasons that push students to practice violent behavior against teachers and administrators were somehow high as the mean is (3.59) and the standard deviation is (0.43); this, of course, has a high degree. The researchers attribute this result to the fact that children who do not find appropriate emotional and social support from the family behave abnormally; in other words, they tend often to seek to behave in an aggressive and violent manner at school in order to gain the attention of others. In addition, the majority of parents of these students lack good or sound communication skills side by side with the lack of effective communication skills between the family and the school. Furthermore, most families have adopted or resorted to an educational tendency towards academically successful students by showing with respect to them and disrespect and seclusion to the unsuccessful; they mostly do not give importance and dignity to the student who falls short academically. This, by turn, reflects negatively on the student's behavior and leads him or her towards aggression. In addition, violence is the result of poverty, social neglect and frustration. School violence is a true mirror of the state of society; There is a positive correlation between poverty and violence.

It is clear from Table (6) above that the causes related to school that push students to practice and exert violent behavior against teachers and administrators were also high to some extent as the mean is (3.68) and a standard deviation is (0.55); this is of a high degree. The researchers attribute this result to the fact that the violence practiced in educational institutions has not received sufficient attention, investigation, study, research and analysis. In addition, and based on the sufficient investigation and elaboration conducted by the researchers in this field, violence falls almost within the scope of the manifestations of school related violence which is typically practiced by the educator or the teacher against the student. Besides, the traditional and social inheritances or tendencies in the society that accept and allow violence and look at it indifferently or ignore firm measures against those who exert these attacks have complicated the situation. The researchers have found that the teacher does not take legal action against students who attach or insult them either for his relationship with the student's family who assaulted him or her, or he does not trust the legal feasibility of the complaint due to clan reconciliation procedures or dispute solving that hinder the right holder from gaining his/ her rights including punishing the aggressor for example.

Among the most important reasons that prevented the school from performing its educational role, according to the researchers, is the weakness of the school administration, its laxity or its exaggerated rigidity and firmness, and the failure to establish a bridge of mutual understanding and affection between the school and parents. The process of involving parents in school administration and management contributes significantly to reducing reckless and irresponsible behavior on the part of students, and thus eliminating the wide

gap between the school and the family, on the one hand, and developing the values of citizenship among its students, on the other hand. The researchers contend that what may be borrowed from outside the country alongside what is broadcast on media mainly through satellite channels and the may contribute more to sophisticate the situation because the programs mostly have great, negative impact on the behavior of young people such as students when they resort to imitate or simulate violent actions shown in television programs or the internet.

Results of the study Hypotheses:

Statement and Results of the First Hypothesis:

“There are no statistically significant differences at the significance level ($\alpha = 0.05$) for the reasons for students’ violent behavior directed against teachers and administrators in upper primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate that may be attributed to respondents’ scientific qualification variable. To test this hypothesis, t-test was used to detect whether there were statistically significant differences at the level of significance ($\alpha = 0.05$) between the means of the reality of achievement tests for the causes of students’ violent behavior directed against teachers and administrators in upper primary schools and secondary school from the point of view of teachers and administrators at Nablus Governorate which is attributed to the respondents’ scientific qualification variable. The results are shown in Table (7).

It is noted from Table (7) for the academic qualification that the degree of violence practice was with an arithmetic mean of (3.898) for those who hold diplomas while the standard deviation was (0.292). For those who hold a bachelor degree, the arithmetic mean was (3.808) and the standard deviation was (0.398), while the mean for those who hold a master’s degree or a doctorate degree was (3.8910) and the standard deviation was (0.414). The researchers argued that the teachers’ inefficiency and lack of scientific qualifications led to a decrease in teachers’ interest in the processes of offering guidance, maintaining discipline, and presenting the educating model to their students and solving their problems at the individual level. Consequently, the kind of relationships between teachers and students was characterized by cruelty, intimidation and reprimand which, by its turn, led to many behavioral problems among students. In order to find out the significance of the apparent differences between the means obtained, the comparison test (One Way ANOVA) between the means for independent samples was used at the total score based on the academic qualification variable.

It is clear in Table (8) that the differences in the causes of students’ violent behavior directed against teachers and administrators in upper primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate attributed to the educational qualification variable is not statistically significant, as the value of (P) was (0.187). This means we accept the null hypothesis. Such a result is consistent with the study of both Ronald (2018,) and Al-Sarayrah (2016), but it is inconsistent with the study of Kang Chen (2011).

Statement and results of the third hypothesis:

“There are no statistically significant differences at the significance level ($\alpha = 0.05$) for the reasons for students’ violent behavior directed against teachers and administrators in upper primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate that may be attributed to the years of experience variable. To test this hypothesis, t-test was used to detect whether there were statistically significant differences at the level of significance ($\alpha = 0.05$) between the means of the reality of achievement tests for the causes of students’ violent behavior directed against teachers and administrators in upper primary schools and secondary school from the point of view of teachers and administrators

at Nablus Governorate which is attributed to the years of experience variable. The results are shown in Table (9).

Table (9) shows that with regard to years of experience the degree practicing of violence was also high as the arithmetic mean of was (3.848) for those who had less than 5 years' experience and the standard deviation was (0.390). While for those who served from 5 years to less than 10 years, the mean was also high as it reached (3.923) and the standard deviation as (0.407). The results also showed that for the teachers who worked from 10 years to less than 15 years and above, the mean was (3.881) and with a standard deviation of (0.409), and for those who had more than 15 years teaching experience, the arithmetic mean was (3.836) and the standard deviation (0.398). The researchers reckon that the years of experience are directly proportional to the techniques and methods of developmental characteristics of students in the secondary and upper primary school stages, and this is evident in the results related to the 5-10 years of experience. Such results show the patterns of dealing with students based on years of experience. The longer years of experience the teacher has, the better methods of dealing with students he or she develops and, consequently, s/he becomes more aware and knowledgeable in their behavior before, during and after carrying out such a behavior. As a result, experts and educationists must provide teachers involved with multiple methods while they are involved in the teaching profession. To find out the significance of the apparent differences between the means in the previous tables, One Way Analysis of Variance (ANOVA) test was used at the total score based on years of experience variable. For more results, look at table (13) which illustrates this.

It is clear from Table (10) that the differences in the causes of students' violent behavior directed against teachers and administrators in upper primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate based on the years of experience variable was not statistically significant, as the value of (P) was (0.116); this means that we accept the null hypothesis.

Violence, according to researchers, is not new in human life, but rather has existed since the inception of creation. Violence in the modern era represents a clear and widespread behavioral phenomenon that covers the entire world, and it is no longer confined or restricted to individuals. It has expanded to include not only individual persons but also groups and societies. Violence is a means of expressing hostile conflicts and it is difficult to predict when it occurs or what it may result in. It is sometimes characterized by extremism and illogical patterns. The motives for its inception and adoption are often weak and rare if not non-existent; therefore, violence is a recurring automatic behavior of a capricious nature. Such results are consistent with the results of Kang Chen (2011), Ronald (2018) Al-Sarayra (2016); however, they inconsistent with Al-Salihah (2014).

Recommendations:

In light of the findings of this study, the researchers recommend the following:

- * The need to develop education and curricula and to pay attention to preparing teachers and administrators so that they have the efficiency, effectiveness and ability to handle and coexist with the current situation of the young students.

- * The necessity of organizing many educational and awareness activities and events by the school administration that aim at reducing or even eliminating violence and, thus, preventing the problems that may arise due to school student violence.

- * Granting the school principal and teachers more administrative and technical powers that help them find solutions to the educational issues they face in the field according to the school's conditions and capabilities.

- * Activating the role of student counseling in secondary schools to address problems of violence by providing at least a specialized counselor for every 350 students in every secondary

school. The importance of clarifying the roles of teachers in the student counseling process needs to be highlighted as well.

- * Strengthening integration between the family and the secondary school to address the problem of violence against teachers among secondary school students through parental councils as well as periodic visits by parents to the school.

- * Activating modern means of communication to achieve this integration.

- * Urging administrators to activate laws, regulations, and instructions that deter students from practicing violent actions or behaviors and employ them with wisdom, reason and insight.

- * Conducting statistical studies of this phenomenon to know its size, degree of spread, causes as well as the motives that lead to its growth in order to develop methods for addressing and solving it in academic institutions.

- * Conducting studies on the causes of students' violent behavior directed against teachers and administrators in upper primary and secondary schools from the point of view of counselors and parents.

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**Table (1): Distribution of the study sample according to its independent variables
(n = 200)**

Variables	Level/ stage	Number	Percentage
School level or stage	Upper primary stage	139	%40.4
	Secondary stage	151	%43.9
	Administrator	54	%15.7
Scientific qualification	Diploma	21	%6.1
	Bachelor degree	231	%67.2
	Master's degree or above	92	%26.7
Years of experience	Less than 5 years	52	%15.1
	From 5 years to less than 10 years	50	%14.5
	From 10 years to less than 15 years	73	%21.2
	More than 15 years	169	%49.1

Table (2): Distribution of the study tool items/ paragraphs on its main domains

Domain	Item/ paragraph number in each domain	Total number of items/ paragraphs
Causes related to students	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22	22
Causes related to school	23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	18
Total		40

Table (3): Cronbach's Alpha coefficient for the questionnaire

Domain Number	Domain	Cronbach's Alpha coefficient
1	Causes related to students	0.85
2	Causes related to school	0.87
Total domains		0.88

Table (4): Means and standard deviations of the score responses of the study sample

Domain number	Domain	Order of domain	Means	Standard Deviations	Degree
1	Causes related to students	1	3.95	0.43	High
2	Causes related to school	2	3.68	0.55	High
Total degree of questionnaire			3.83	0.39	High

Table (5): Means, standard deviations, order, and level of degree for violent behavior for the first domain i.e., causes related to students and their families

No. of item	Item	Order of item	Means	Standard Deviations	Degree
1	Student's academic failure.	8	4.08	0.89	High
2	Disciplinary transfer of the student push him or her to feel alienated.	19	3.58	0.99	Medium
3	Psychological and emotional disorders among students.	12	3.96	0.85	High
4	Violence is a means of collecting or getting personal rights.	13	3.94	0.84	High
5	The cool, passive relationship between the student and the teacher.	17	3.84	0.93	High
6	Violence is a means or way to prove oneself.	4	4.23	0.74	High
7	Making fun of school instructions that limit the student's freedom.	14	3.93	0.95	High
8	Violence is a means of imitating the behavior of others.	10	4.066	0.79	High
9	Weak religious scruples of the student.	3	4.33	0.76	High
10	Student love to control.	7	4.12	0.73	High
11	Inability to form build and social relationships.	20	3.53	0.95	Medium
12	Accompanying bad peers or friends.	1	4.50	0.65	High
13	Influenced by watching violence and crime films.	6	4.18	0.88	High
14	A parent's prolonged absence from home.	5	4.22	0.83	High
15	The student lives with an unconscious psychological struggle.	15	3.90	0.80	High
16	Low level of economic income for the family.	22	3.22	1.11	Medium
17	The poor housing or living conditions.	21	3.27	1.04	Medium
18	The weak role of the family in raising and upbringing children.	2	4.43	0.65	High
19	The poor cultural level of the parents.	18	3.68	1.12	High
20	Performing taboo or banned behavior to irritate or anger others.	16	3.89	0.81	High
21	Performing opposite behavior or conduct as a means of distinguishing oneself from peers.	9	4.069	0.69	High
22	Performing banned or forbidden behavior to get what he or she wants.	11	3.97	0.78	High
Total degree of the causes related to students and families			3.95	0.43	High

Table (6): Means, standard deviations, order, and level of degree for violent behavior for the first domain i.e., causes related to students' school

No. of item	Item	Order of item	Means	Standard Deviations	Degree
23	The role of the traditional teacher in indoctrination of information in the minds of students.	10	3.552	1.02	Medium
24	Weakness of the regulations and laws in force within the school regarding penalties for students who violate the regulations.	1	4.54	0.69	High
25	The culture of corporal punishment in the classroom	13	3.36	1.04	Medium
26	Low level of respect of students for the opinions of teachers.	4	4.24	0.77	High
27	The teacher came to school with a fickle mood.	14	3.32	1.04	Medium
28	Lack of school activities that are compatible with students.	8	3.66	1.02	Medium
29	Emphasis on dealing with constantly asking questions to the student.	17	2.87	1.14	Medium
30	Lack of adequate facilities to carry out activities.	7	3.71	1.04	High
31	Not taking into account the individual differences between the different levels of students.	14	3.35	1.05	Medium
32	To be lenient with violating students who practice violence.	3	4.26	0.84	High
33	Double the general academic level of the teacher.	15	3.31	1.13	Medium
34	Assigning students tasks that are beyond their capabilities.	16	2.92	1.12	Medium
35	Density of the number of students per class.	5	4.18	0.89	High
36	The constant state of boredom that the student feels inside the school.	6	4.04	0.84	High
37	Constant transfers of teachers.	9	3.558	1.09	Medium
38	Not listening to students' complaints.	11	3.54	1.05	Medium
39	Lack of justice in dealing with students' problems.	12	3.48	1.12	Medium
40	The weakness of the prestige of the teacher as a result of educational laws.	2	4.42	0.75	High
Total degree of the causes related to school			3.68	0.55	High

Table (7): Means and standard deviations of the causes of students' violent behavior directed against teachers and administrators in upper primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate based on respondents' scientific qualification variable

Variable	Qualification	Means	Standard Deviations
Respondents' scientific qualification	Diploma	3.898	0.292
	Bachelor degree	3.808	0.398
	Master's degree	3.891	0.414

Table (8): One Way Analysis of Variance (ANOVA) for causes of students' violence based on academic qualification variable

Variable	Source of significance	Sum of squares	Degrees of freedom	Mean squares	f	P value
Academic qualification	Between groups	0.533	2	0.266	1.684	0.187
	Within groups	53.958	341	0.158		
	Total	54.491	343			

Table (9): Means and standard deviations of the causes of students' violent behavior directed against teachers and administrators in upper primary and secondary schools from the point of view of teachers and administrators at Nablus Governorate based on the years of experience variable

Variable	School stage	Means	Standard Deviations
Years of experience	Less than 5 years	3.848	0.390
	From 5 years to less than 10 years	3.923	0.407
	From 10 years to less than 15 years	3.881	0.409
	15 years or more	3.836	0.398

Table (10): One Way Analysis of Variance (ANOVA) for causes of students' violence based on years of experience variable

Variable	Source of significance	Sum of squares	Degrees of freedom	Mean squares	f	P value
Years of experience	Between groups	0.939	3	0.313	.1987	0.116
	Within groups	53.552	340	0.158		
	Total	54.491	343			