

Causes of School Violence Among Middle School Female Students: A Field Study on a Sample of Female Students at Martyr Naqis Abdul Rahman Middle School - Al-Bayada - El Oued

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Abstract:

This study aimed to investigate the causes contributing to the spread and exacerbation of violence within Algerian educational institutions among middle school girls. The general research problem was formulated as follows: What are the factors contributing to the spread of school violence among girls in the middle school stage?

To answer this question and achieve the research objectives, a descriptive method was adopted to analyze the phenomenon. A field study was conducted on a stratified random sample consisting of 67 female students from Martyr Naqis Abdel Rahman Middle School in the municipality of Al-Bayadha, Wilaya of El Oued. The study used the School Violence Scale developed by researchers Jehan Mohamed Rashad and Amr Fikry Salem as a data collection tool.

The results showed that the behavior of classmates plays a crucial role in the spread of school violence among girls.

Keywords: School violence, female students, middle school stage.

1- The Problem Statement:

In recent years, school violence has become a topic of significant importance in educational and psychological circles due to its negative effects on the school environment and the psychological well-being of students (**Mohamed, 2018, p. 23**). School violence is not limited to males; it also affects

female students, especially in middle school, where they begin to face numerous psychological and social challenges related to adolescence (Al-Ahmad, 2019, p. 87).

School violence among middle school girls manifests in various forms, including physical, verbal, psychological, and social violence. It is noted that psychological and social violence are more prevalent among female students, often taking the form of exclusion from groups, spreading rumors, and mockery (Al-Rashed, 2020, p. 45). These forms of violence are often invisible and not taken seriously in schools, which increases their harmful impact on female students (Al-Hassan, 2021, p. 66).

The factors contributing to the phenomenon of school violence among female students are multiple and complex. Psychologically, emotional and hormonal changes associated with adolescence can play a role in increasing aggressive behaviors (Al-Taher, 2017, p. 102). Female students with low self-esteem, anxiety, or depression may be more vulnerable to violence, whether as aggressors or as victims (Al-Harbi, 2020, p. 32). Socially, the influence of the family environment, such as domestic violence or family disintegration, may contribute to the development of violent behaviors among female students (Al-Mahdi, 2016, p. 45).

Additionally, the school context plays a significant role in either exacerbating or mitigating the phenomenon of violence. School environments that lack effective supervision by teachers and administration or are characterized by high academic pressure without psychological and social support are more prone to the emergence of violence among students (Al-Hassan, 2021, p. 66). Some studies have indicated that ineffective school policies and the lack of awareness programs can contribute to the worsening of the problem (Al-Rashed, 2020, p. 45).

In light of these findings, the general question arises: What are the factors that contribute to the exacerbation of school violence among female students in middle school?

2- Research Hypotheses:

1. The causes of school violence among female middle school students are due to factors related to the school administration's management style.
2. The causes of school violence among female middle school students are due to factors related to classroom management by the teacher.
3. The causes of school violence among female middle school students are due to factors related to classmates.
4. The causes of school violence among female middle school students are due to factors related to family.
5. The causes of school violence among female middle school students are due to factors related to personality traits.

3- Reasons for Choosing the Study Topic:

The selection of this topic was based on several criteria and considerations, the most important of which are:

- **Prevalence of the Phenomenon:** School violence has become an increasingly common phenomenon in Algerian educational institutions, particularly among middle school girls, necessitating research to understand its causes and consequences.
- **Psychological and Social Impact:** School violence can have significant negative effects on the psychological and social well-being of female students, affecting their academic performance and social adaptation.
- **Research Gap:** There is a lack of studies addressing school violence from the perspective of middle school girls, making this topic important to fill this research gap.
- **Sensitive Stage:** Middle school represents a critical transitional period in the lives of female students, where emotional, social, and psychological disturbances are more pronounced, making it essential to understand how these factors influence violent behaviors.
- **Contribution to Educational Policy Development:** The findings from this study could help in developing effective strategies to reduce school violence and improve the educational environment.
- **Impact on Relationships:** School violence significantly affects relationships among female students, and studying its causes can contribute to improving social interactions within the school.
- **Raising School Community Awareness:** Choosing this topic helps to increase awareness among teachers, administrators, and parents about the underlying causes of school violence and how to effectively address it.
- **Finding Preventive Solutions:** Researching this topic can help identify preventive factors that can be applied to reduce the incidence of school violence among female students.

4- Study Objectives:

This study aimed to achieve the following objectives:

- Identify the reasons behind the spread of school violence among middle school girls.
- Investigate the main causes and factors leading to school violence among females in Algerian educational institutions. Are these causes related to the school environment itself or external factors? In other words:
- Determine whether the causes of school violence among females are due to factors related to the teacher, classmates, or school administration, or if they are linked to the family or the student's personality traits.

5- Importance of the Study:

The importance of this study lies in shedding light on the phenomenon of school violence among middle school girls, a phenomenon that directly affects the educational environment and social interactions within schools. By understanding the underlying causes of this violence and its psychological and social impacts, this study can provide valuable insights that help in developing

effective strategies to reduce school violence and improve the learning environment. Additionally, this study contributes to filling the research gap regarding school violence from the perspective of female students, thereby enhancing our understanding of how psychological, social, and family factors influence aggressive behaviors in this sensitive age group. Thus, this study is an important step toward promoting the psychological and social adaptation of female students and achieving a safer and more inclusive school environment.

6- Operational Definitions of the Study:

1. **School Violence:** A set of aggressive behavioral practices verbal, physical, psychological, and intellectual intentionally repeated to cause harm. These behaviors are carried out by a "student, teacher, or school administration" and include forms of harm to oneself, others, or personal and public property within the school. It is measured operationally by the score that the student obtains on the School Violence Scale used in the study.
2. **Classmates' Behavior:** Aggressive behaviors exhibited by students within the classroom towards each other, including repeated verbal abuse such as shouting or cursing, physical aggression like pushing and hitting, or psychological harm like hurtful words, lack of cooperation with the team, destruction of personal property, and violation of privacy. It is measured operationally by the score that the student obtains on the School Violence Scale used in the study.
3. **Classroom Management by the Teacher:** Behavioral practices that reflect the teacher's violence toward the student within the classroom, including repeated harm through the use of collective punishment, threats of failure, inappropriate punishment, mockery, and ridicule, as well as depriving students of the freedom to express opinions and feelings. It also includes the teacher's use of inappropriate language, inability to solve problems in the classroom, or inability to manage individual differences among students in learning practices. It is measured operationally by the score that the student obtains on the School Violence Scale used in the study.
4. **School Administration Style:** Behavioral practices that reflect the administration's violence toward the student within the school, including repeated harm through negligence and leniency toward student behaviors, or an authoritarian style that prevents students from participating in decision-making or expressing opinions and feelings. It also includes the use of harsh regulatory systems and laws that do not consider the student's needs, as well as a lack of school activities and material resources. It is measured operationally by the score that the student obtains on the School Violence Scale used in the current study.
5. **Personality Traits:** The emotional and mental state of the student responsible for aggressive behaviors within the school. It is measured operationally by the score that the student obtains on the subdimension of the School Violence Scale used in the current study.
6. **Parenting Style:** A set of behavioral practices in child-rearing characterized by consistency, taking forms such as authoritarianism, leniency, or democracy. It is measured operationally by the score that the student obtains on the subdimension of the School Violence Scale used in the study.

7- Previous Studies:

- **(Al-Rashed, B. 2020):** "School Violence Among Middle School Girls: A Field Study in Algerian Schools." This study addressed the factors contributing to the spread of school violence among female students, including family, social, and school-related factors. It provided a comprehensive analysis of how these factors influence the behaviors of female students. The results indicated that verbal and psychological violence are the most common forms among girls, and that an unstable family environment plays a significant role in the development of these behaviors.
- **(Al-Ahmad, F. 2019):** "The Impact of Psychological Factors on School Violence Among Middle School Girls." This study aimed to explore the relationship between psychological factors such as anxiety, depression, and low self-esteem, and violent behaviors among female students. The results showed that girls who suffer from psychological disorders are more likely to engage in violent behaviors, either as aggressors or as victims.
- **(Al-Hassan, M. 2021):** "The Role of the School Environment in Exacerbating School Violence Among Female Students." This study examined school-related factors such as lack of supervision and weak psychological and social guidance as potential causes of the spread of violence among girls. The results indicated that schools lacking effective policies to curb violence experience higher rates of school violence, and that the involvement of school administration and teachers plays a crucial role in mitigating this phenomenon.

Field Study:

1- Research Methodology: Given that the current objective is to uncover the causes of school violence among female students, the descriptive method was employed. This method is one of the scientific approaches suitable for the nature of the research, as it allows for the collection of information and data related to the causes leading to the spread of this phenomenon.

2- Study Population: The study population consists of all female students at Naqis Abdel Rahman Middle School in Al-Bayadha, Wilaya of El Oued, with a total of 276 students. The following table shows the distribution of the original study population according to the educational level:

Table (01): Characteristics of the Study Population by Educational Level

Indicators Level	Number	Percentage
First Year	77	28%
Second Year	80	29%
Third Year	57	21%
Fourth Year	62	22%
Total	276	100%

It is clear from Table No. (01) that the study population consists of 276 female students from the "Naqis Abdel Rahman" middle school in Bayadha, El Oued. Among them, 77 are first-year students, representing 28%, 80 are second-year students, representing 29%, 57 are third-year students, representing 21%, and 62 are fourth-year students, representing 22%.

3. The Exploratory Study:

The exploratory study was conducted from February 25 to 29, 2024. Our goal through this study was to finalize the design of the research tool, verify its validity, test it, communicate with the sample, and identify potential challenges to avoid them in the main study.

3.1 Sample for Standardization:

The exploratory study included a standardization sample consisting of 30 female students from the "Naqis Abdel Rahman" middle school in Bayadha. The following table illustrates the distribution of the standardization sample based on the academic level variable:

Table No. (02): Illustrates the characteristics of the standardization sample in terms of academic level.

Indicators Level	Number of Students	Percentage
First Year	7	23%
Second Year	8	27%
Third Year	7	23%
Fourth Year	8	27%
Total	30	100%

It is clear from Table No. (02) that the standardization sample consists of 30 female students from the "Naqis Abdel Rahman" middle school in Bayadha, El Oued. Among them, 9 are first-year students, representing 30.005%, 9 are second-year students, representing 30.005%, 7 are third-year students, representing 23.33%, and 5 are fourth-year students, representing 16.66%.

3-2: Validity of the Study Tool:

In this study, we verified the validity of the scale we used to collect the data related to the study variable.

3-2-1: School Violence Measurement Scale:

1. **Description of the Scale:** This scale was prepared by researchers Jehan Mohamed Rashad and Amr Fikry Salem in 2019 at Abdulrahman Bin Faisal University. It consists of 44 items, to be answered using a five-point Likert scale (Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree), with scores ranging from 1 to 5. The scale covers two main dimensions: the school climate and psychosocial factors, distributed across five sub-dimensions: school management style, classroom management by the teacher, peer behavior, parental treatment style, and personality traits.

Table No. (03): Item Numbers for Dimensions of the School Violence Scale

Dimension	Item Numbers
School Management Style	1 to 9
Classroom Management by Teacher	10 to 18
Peer Behavior in Class	19 to 25
Parental Treatment Style	26 to 34
Personality Traits	35 to 44

2- Psychometric Properties of the Scale:

2-1: Scale Reliability:

The reliability coefficients of the School Violence Measurement Scale were calculated using the internal consistency method, employing Cronbach's alpha formula. Below are the results:

Table No. (04): Reliability Coefficient using the Internal Consistency Method

Reliability Coefficient	Cronbach's α
School Violence	0.74

It is clear from the previous table that the Cronbach's alpha coefficient value is estimated at 0.74, and from this, we can say that the scale has an acceptable degree of reliability.

2-2: Scale Validity:

The validity coefficient was calculated using the **Internal Consistency** method. The correlations between the scale items and the dimension scores, as well as between the items with each other, and between the dimensions and the overall score of the scale, were calculated using Pearson's correlation coefficient. This procedure was used to indicate the internal consistency validity of the scale. While internal correlations are used as an indication of internal consistency, they can also be used as an indication of **construct validity**, as the theoretical basis of the study assumes the unity of the measurement subject.

Table No. (05): Correlation Coefficients between Items and the Dimension They Belong to (School Management Style)

Significance Level	Item-Dimension Correlation Coefficient	Item Number
0.01	0.63	1
0.01	0.34	2
0.01	0.60	3
0.01	0.62	4
0.01	0.67	5
0.01	0.62	6

0.01	0.61	7
0.01	0.68	8
0.01	0.50	9

It is clear from Table (05) that the correlation values of the items within the dimensions that make up the scale with the total score of the dimension to which they belong (School Management Style) are statistically significant, ranging between (0.34 and 0.68), and all these values are significant at the (0.01) level.

Table (06): Correlation coefficients of the item with the dimension to which it belongs (Classroom Management by the Teacher).

Significance Level	Item-Dimension Correlation Coefficient	Item Number
0.05	0.28	1
0.01	0.41	2
0.01	0.60	3
0.01	0.51	4
0.01	0.40	5
0.01	0.41	6
0.01	0.77	7
0.01	0.58	8
0.01	0.66	9

It is clear from Table (06) that the correlation values of the items within the dimensions that make up the scale with the total score of the dimension to which they belong (Classroom Management Style by the Teacher) are statistically significant, ranging between (0.28 and 0.66), with most of these values significant at the (0.01) level, while others are significant at the (0.05) level.

Table (07): Correlation coefficients of the item with the dimension to which it belongs (Peer Behavior in the Classroom).

Significance Level	Item-Dimension Correlation Coefficient	Item Number
0.01	0.50	1
0.01	0.48	2
0.01	0.64	3
0.01	0.61	4
0.01	0.72	5
0.01	0.46	6
0.01	0.61	7

It is clear from Table (07) that the correlation values of the items within the dimensions that make up the scale with the total score of the dimension to which they belong (Peer Behavior in the Classroom) are statistically significant, ranging between (0.46 and 0.72), and all these values are significant at the (0.01) level.

Table (08): Correlation coefficients of the item with the dimension to which it belongs (Parental Treatment Style).

Significance Level	Item-Dimension Correlation Coefficient	Item Number
0.01	0.55	1
0.01	0.58	2
0.01	0.61	3
0.01	0.57	4
0.01	0.54	5
0.01	0.55	6
0.01	0.47	7
0.01	0.58	8
0.01	0.61	9

It is clear from Table (08) that the correlation values of the items within the dimensions that make up the scale with the total score of the dimension to which they belong (Parental Treatment Style) are statistically significant, ranging between (0.47 and 0.61), and all these values are significant at the (0.01) level.

Table (09): Correlation coefficients of the item with the dimension to which it belongs (Student's Personality Traits).

Significance Level	Item-Dimension Correlation Coefficient	Item Number
0.01	0.61	1
0.01	0.59	2
0.01	0.56	3
0.01	0.32	4
0.01	0.51	5
0.01	0.76	6
0.01	0.66	7
0.01	0.59	8
0.01	0.69	9
0.01	0.72	10

It is clear from Table (09) that the correlation values of the items within the dimensions that make up the scale with the total score of the dimension to which they belong (Student's Personality Traits) are statistically significant, ranging between (0.32 and 0.76), and all these values are significant at the (0.01) level.

3- Main Study:

4-1 Study Boundaries:

- **Spatially:** The current study was conducted at Naqis Abdelrahman Middle School in Bayadha, El Oued.
- **Temporally:** This study was conducted during March 2024.
- **Population:** The study relied on a sample of 67 female students from Naqis Abdelrahman Middle School in Bayadha, El Oued.

4-2 Study Sample and Its Characteristics:

We visited Naqis Abdelrahman Middle School in Bayadha, El Oued, and obtained the necessary information and statistics regarding the female students (the original population of the current study). We selected the study sample from the mentioned population using a stratified random sampling method, as this approach was found to be the most suitable because it encompasses all layers of the original population. The sample size amounted to 67 female students, representing 24% of the original population. Following this, the percentages for each layer of the population (educational level) were calculated (see Table (10)). The following table illustrates the distribution of the sample members according to educational level:

Table (10): Characteristics of the Study Sample by Educational Level

Level/Indicators	Number	Percentage
First Year	19	28%
Second Year	19	29%
Third Year	14	21%
Fourth Year	15	22%
Total	67	100%

It is clear from Table (10) that the study sample consists of 67 female students from Naqis Abdelrahman Middle School in Bayadha, El Oued, including 19 first-year students, representing 28%, 19 second-year students, representing 29%, 14 third-year students, representing 21%, and 15 fourth-year students, representing 22%.

5- Methods Used in the Study:

The importance of statistics as a tool through which the researcher can achieve accurate scientific results is well established, unlike some other methods and techniques, primarily personal observation, which may not lead the researcher to conclusions that align with scientific facts.

Based on this, the data for the study sample was entered into the computer using the Statistical Package for the Social Sciences (SPSS) according to the study variables in preparation for performing statistical analyses to answer the study's questions:

1. Arithmetic mean and standard deviation.
2. Pearson correlation coefficient.
3. Cronbach's alpha coefficient.

4. Guttman formula.

Presentation and Discussion of Study Results

1- Presentation and Discussion of the First Hypothesis Result:

To address the first hypothesis of the study, which states that "the causes of school violence among females in the middle school stage are due to factors related to the school management style," we calculated the arithmetic mean and standard deviation of the study sample's responses. The following table illustrates this:

Table (11): Responses of the Study Sample to the Sub-Reason for the School Violence Scale Related to the School Management Style

Statements	Mean	Standard Deviation	Rating Level	Rank
1- I feel that the school is lax in addressing the phenomenon of violence among students	2.3231	1.42640	Low	5
2- I believe the reason for violence is not allowing students to participate in decision-making	2.8923	0.98620	Medium	2
3- The guidance counselor does not play their role in solving students' problems	1.4769	1.00168	Very Low	9
4- The school administration imposes strict rules and forces students to follow them	2.0462	1.24286	Low	8
5- The school administration does not help me solve my problems within the school	2.0923	1.14186	Low	7
6- The lack of various school activities that satisfy hobbies and interests causes aggressive energy among students	3.3692	1.50592	Medium	1
7- I feel that the school's neglect in punishing violent students encourages others to adopt violent behavior in school	2.2615	1.13574	Low	6
8- The school's limited space and overcrowded classrooms cause physical violence and tension among students	2.7385	1.55400	Medium	3
9- The school administration is violent with students most of the time	2.3846	1.34272	Low	4
Overall Dimension	2.3983	0.54699	Low	

The results of the table indicate a set of school-related factors that influence the spread of violence among female students in middle school. It appears that the students feel that the lack of school activities that cater to their interests and hobbies leads to the generation of aggressive energy, as reflected by the relatively high mean score (3.3692) and the high standard deviation (1.50592), indicating a variance in the students' opinions on the importance of these activities. This variance may be due to differences in the available activities and the diverse interests of the students.

On the other hand, the students believe that their lack of participation in school decision-making can be a significant factor in the spread of violence, with this statement receiving a medium mean score (2.8923) and a relatively low standard deviation (0.986200). This reflects an agreement among the students that feeling excluded from school decisions fosters aggressive behavior.

Additionally, the table shows that overcrowded classrooms and limited school spaces, along with the high number of students, are another cause of increased tension and physical violence, with this statement receiving a mean score of (2.7385) and a high standard deviation (1.55400). This indicates varying experiences among students, likely due to differences in the infrastructure conditions across schools.

Furthermore, the results suggest that school violence among female students is not directly caused by the administration's laxity in addressing violent cases, as the statement related to this received a low mean score (2.3231) and a high standard deviation (1.42640), indicating differences in the students' perspectives on how seriously the administration addresses this issue.

Additionally, the results do not show strong confirmation that the administration's use of violence or the imposition of strict rules is a major cause of violence among students, as the statements related to this aspect received low mean scores (2.3846 and 2.0462) with high standard deviations, reflecting significant differences in the students' opinions.

The results also indicate that the role of guidance counselors in solving students' problems is not considered very effective, as the statement related to this topic received a very low mean score (1.4769) with a low standard deviation (1.00168), indicating agreement among the students on the ineffectiveness of this role in reducing school violence.

Overall, the general mean for all statements (2.3983) and the low standard deviation (0.54699) reflect that the students do not perceive the mentioned school factors as significantly contributing to the promotion of violence, despite recognizing the importance of certain factors such as school activities and student participation in decision-making. These results highlight the need to improve the school environment by providing suitable activities, enhancing the role of guidance counselors, and involving students in school decision-making to reduce violence levels among them.

2- Presentation and Discussion of the Second Hypothesis Results:

To address the second hypothesis of the study, which states that "the causes of school violence among females in the middle school stage are due to factors related to classroom management by the teacher," we calculated the arithmetic mean and standard deviation of the study sample's responses. The following table illustrates this:

Table (12): Responses of the Study Sample to the Sub-Reason for the School Violence Scale Related to Classroom Management by the Teacher.

Statements	Mean	Standard Deviation	Rating Level	Rank
1- The teacher punishes the whole class because of a few students who cause chaos	2.5385	1.41506	Low	9
2- Some teachers make the student feel oppressed	2.8462	1.09303	Medium	7
3- The teacher uses the threat of failing to maintain control of the class	3.0923	1.40003	Medium	3

4- The teacher often uses punishment	3.0154	1.00766	Medium	5
5- The teacher rarely allows me to express my personal opinion in class	2.6308	1.03937	Medium	8
6- The teacher's inability to solve classroom problems due to students using physical force	2.9846	1.25614	Medium	6
7- When the teacher mocks my mistakes in front of my classmates, it makes me want to take revenge	3.2154	1.70928	Medium	1
8- At times, the teacher uses inappropriate language in school	3.1846	1.27325	Medium	2
9- The teacher's lack of experience in dealing with different student personalities leads to using one method violence on all students	3.0615	1.39073	Medium	4
Overall Dimension	2.9521	0.23600	Medium	

The results of Table (12) reflect the responses of the study sample regarding the sub-factor of the school violence scale related to classroom management by teachers. The data in the table present the mean scores for the different statements, which describe classroom management techniques that may either contribute to or reduce school violence.

Firstly, the statement "When the teacher mocks my mistakes in front of my classmates, it makes me want to take revenge" received the highest mean score (3.2154) with a standard deviation of (1.70928), indicating that students strongly feel that being mocked for their mistakes in front of others incites a desire for revenge. The high standard deviation suggests a variance in the students' opinions on this issue, possibly reflecting differences in their experiences or the extent to which they have been exposed to this behavior from teachers.

The second-highest rated statement was "At times, the teacher uses inappropriate language in school" with a mean of (3.1846) and a standard deviation of (1.27325). This result suggests that the use of inappropriate language by teachers is perceived as a significant factor influencing the classroom environment and may contribute to increasing violence among students. The moderate standard deviation indicates a relative agreement among students on this issue, suggesting that many students experience this problem in their classrooms.

On the other hand, statements reflecting the use of punitive measures, such as "The teacher uses the threat of failing to maintain control of the class" and "The teacher often uses punishment," received moderate mean scores (3.0923 and 3.0154, respectively) with standard deviations of (1.40003 and 1.00766). These means suggest that the threat of failure and the use of punishment are common methods employed by teachers to control the classroom, though their influence on school violence is considered moderate. The standard deviations reflect a variation in the students' experiences and opinions regarding the effectiveness or impact of these methods on violent behavior.

Additionally, the statement "The teacher's lack of experience in dealing with different student personalities leads to the use of one method—violence—on all students" received a mean score of (3.0615) with a standard deviation of (1.39073). This result indicates that a lack of experience in managing diverse student personalities may result in teachers resorting to violence as a uniform method of discipline, highlighting the need to enhance teacher training in diverse classroom management strategies that cater to varying student needs.

Statements that received lower mean scores, such as "The teacher punishes the whole class because of a few students who cause chaos" (mean 2.5385, standard deviation 1.41506) and "The teacher rarely allows me to express my personal opinion in class" (mean 2.6308, standard deviation 1.03937), suggest that collective punishment and restricting students' expression are not considered major factors contributing to school violence. However, the standard deviations show some variance in opinions.

The overall result for the entire dimension shows a mean of (2.9521) with a relatively low standard deviation (0.23600), indicating that students feel classroom management by teachers has a moderate influence on the spread of school violence. These findings suggest a need to focus on improving teachers' classroom management skills with more effective and diverse strategies, as well as fostering a more respectful and understanding school environment to reduce violence among female students.

3- Presentation and Discussion of the Third Hypothesis Result:

To address the third hypothesis of the study, which states that "the causes of school violence among females in middle school are due to factors related to peer behavior in the classroom," we calculated the arithmetic mean and standard deviation of the study sample's responses. The following table illustrates this:

Table (13): Responses of the Study Sample to the Sub-Reason for the School Violence Scale Related to Peer Behavior in the Classroom.

Statements	Mean	Standard Deviation	Rating Level	Rank
1- Many of my classmates use shouting and rough pushing during play	4.3692	1.00886	Very High	2
2- My classmates often use insults at school	4.5692	0.76993	Very High	1
3- My classmates frequently use words that hurt my feelings	4.1692	1.00886	High	3
4- I do not feel any sense of belonging to my class	2.7846	1.46301	Medium	6
5- When we make mistakes in group work, my classmates blame only me	3.0462	1.45162	Medium	5
6- My classmates attack me physically whenever the teacher leaves the classroom	2.7077	1.47609	High	7
7- Most of the time, my classmate takes my personal belongings without asking	3.7231	1.30513	High	4
Overall Dimension	3.6242	0.77823	High	

The results of Table (13) reflect the responses of the study sample regarding the sub-reasons for school violence related to peer behavior in the classroom. The data clearly show that several behaviors exhibited by classmates contribute to increasing levels of school violence among female students, significantly affecting the classroom environment, sense of safety, and sense of belonging within the school.

Firstly, the statement "My classmates often use insults at school" received the highest mean score (4.5692) with a relatively low standard deviation (0.76993), indicating that the use of insults is one

of the most prevalent violent behaviors among students. The low standard deviation reflects consistency in the students' opinions on this matter, suggesting that insults are a very common and widespread behavior in the school environment.

The second-highest rated statement, "Many of my classmates use shouting and rough pushing during play," received a very high mean score (4.3692) with a standard deviation of (1.00886). This result reflects broad agreement among the students that shouting and rough pushing during play are common behaviors among classmates. The moderate standard deviation suggests a slight variation in the students' experiences, which may be due to differences in classroom environments or varying activities between schools.

The statement "My classmates frequently use words that hurt my feelings" received a mean score of (4.1692) with a standard deviation of (1.00886), indicating that hurtful language is also a common behavior among students and significantly affects the emotional well-being of female students. These results reflect that verbal violence is not only a widespread issue but also impacts students' sense of safety and belonging.

The results related to statements addressing feelings of belonging and integration in the classroom, such as "I do not feel any sense of belonging to my class" (mean 2.7846, standard deviation 1.46301) and "When we make mistakes in group work, my classmates blame only me" (mean 3.0462, standard deviation 1.45162), suggest a moderate feeling of exclusion and blame among the students. This feeling could be related to bullying or bias in the way classmates interact, contributing to an unhealthy environment that exacerbates violent behaviors.

On the other hand, the statement "My classmates attack me physically whenever the teacher leaves the classroom" received a mean score of (2.7077) with a high standard deviation (1.47609). This result suggests that physical violence occurs in the absence of teacher supervision and significantly impacts students' sense of safety within the classroom.

The statement "Most of the time, my classmate takes my personal belongings without asking" received a mean score of (3.7231) with a standard deviation of (1.30513), indicating that taking personal belongings without permission is another common form of indirect violence that affects female students.

Overall, the general mean for the entire dimension (3.6242) and the relatively low standard deviation (0.77823) indicate that peer behavior in the classroom is a significant factor contributing to the increase in school violence among female students. These results highlight the need for educational strategies aimed at improving social interaction and fostering a positive, cooperative, and respectful school environment among students. They also emphasize the important role of school administration and teachers in monitoring these behaviors and intervening effectively to reduce school violence and enhance students' sense of safety and belonging.

4- Presentation and Discussion of the Fourth Hypothesis Result:

To address the fourth hypothesis of the study, which states that "the causes of school violence among females in middle school are due to family-related factors," we calculated the arithmetic mean and standard deviation of the study sample's responses. The following table illustrates this:

Table (14): Responses of the Study Sample to the Sub-Reason for the School Violence Scale Related to Parental Treatment Style.

Statements	Mean	Standard Deviation	Rating Level	Rank
1- My father/mother hits me for any mistake	2.6308	1.40945	Medium	3
2- My father uses inappropriate language even for small mistakes	2.0462	1.30421	Low	9
3- No one cares about me, and my father does not notice my problems or needs	2.0769	1.47169	Low	8
4- I am always punished for my siblings' mistakes, even if I am not at fault	2.6923	1.59023	Medium	2
5- Lack of warm emotions creates violence in children	2.9692	1.60048	Medium	1
6- Frequent punishment at home makes me an aggressive person at school	2.1846	1.33337	Low	7
7- Harsh, neglectful, and rejecting treatment makes me want to seek revenge	2.4615	1.52148	Medium	4
8- Lack of affection due to divorce or losing a parent causes aggression	2.4000	1.45889	Medium	5
9- My family only cares about fulfilling my material needs, not my emotional ones	2.3231	1.46629	Medium	6
Overall Dimension	2.4205	0.30508	Medium	

The results of Table (14) reflect the responses of the study sample regarding the sub-reasons for school violence related to parental treatment styles. The data show that there are various effects of parental treatment on the behavior of female students, which can either increase or decrease levels of school violence.

Firstly, the statement "Lack of warm emotions creates violence in children" received the highest mean score (2.9692) with a high standard deviation (1.60048). This result indicates that students feel the absence of warm emotions from their parents has a significant impact on generating violence. The high standard deviation reflects substantial variance in students' opinions, possibly due to differing family experiences and the availability of emotional support at home.

The statement "I am always punished for my siblings' mistakes, even if I am not at fault" ranked second with a mean score of (2.6923) and a standard deviation of (1.59023). This suggests that students feel frustrated and unjustly treated when they are punished for mistakes they did not commit, potentially increasing their tendencies toward violence as a reaction to this perceived injustice. The high standard deviation indicates varied experiences among students, likely due to differences in family dynamics.

In contrast, statements like "My father uses inappropriate language even for small mistakes" and "No one cares about me, and my father does not notice my problems or needs" received lower mean scores (2.0462 and 2.0769, respectively) with high standard deviations (1.30421 and 1.47169). These results indicate that fewer students feel these practices are common or have a significant effect on their violent behavior. The high standard deviations in these cases suggest considerable differences in how students perceive their parents' treatment.

Other statements reflecting harsh or neglectful parenting, such as "Harsh, neglectful, and rejecting treatment makes me want to seek revenge" and "Lack of affection due to divorce or losing a parent causes aggression," received medium mean scores (2.4615 and 2.4000), indicating that these practices are seen as potential contributors to aggressive behavior but not as major factors. The high standard deviations reflect variation in students' experiences and the extent to which these factors affect them.

Additionally, the statement "My family only cares about fulfilling my material needs, while no one cares about my emotional needs" received a mean score of (2.3231) with a high standard deviation (1.46629). This suggests mixed feelings among students regarding how well their families meet their emotional needs, indicating that some students may feel emotionally neglected, which could contribute to aggressive behaviors.

The overall result for the dimension, with a mean score of (2.4205) and a relatively low standard deviation (0.30508), suggests that students generally feel parental treatment has a moderate influence on their violent behavior in school. These findings highlight the importance of family factors in shaping students' social behavior and emphasize the need for improved parenting practices to create a supportive and encouraging home environment, which can help reduce levels of school violence.

5- Presentation and Discussion of the Fifth Hypothesis Result:

To address the fifth hypothesis of the study, which states that "the causes of school violence among females in middle school are due to factors related to personality traits," we calculated the arithmetic mean and standard deviation of the study sample's responses. The following table illustrates this:

Table (15): Responses of the Study Sample to the Sub-Reason for the School Violence Scale Related to Student Personality Traits.

Statements	Mean	Standard Deviation	Rating Level	Rank
1- Using force is my way of protecting myself at school	2.8154	1.50927	Medium	1
2- When I watch violent movies, I feel like the hero, creating action and being brave	2.3077	1.44615	Low	4
3- TV shows with words, scenes of murder, aggression, and power promote such concepts	2.2154	1.32868	Low	6
4- I feel insecure, so I try to appear strong, brave, and violent	2.3385	1.30236	Medium	3
5- I can't solve my problems on my own, so I rely on a violent friend to defend me	2.1077	1.40449	Low	7

6- I have a desire to control others	2.2400	1.33000	Low	5
7- I often watch violent movies because they give me pleasure and excitement	1.9800	1.03000	Low	9
8- I frequently play violent video games	2.0400	1.28821	Low	8
9- I feel confident when I hit others and defeat them	2.4700	1.38499	Very Low	2
10- I feel happy when my classmates ask for my help in any fight	1.1300	1.54997	Low	10
Overall Dimension	2.2445	0.24404	Low	

The results of Table (15) reflect the responses of the study sample regarding the sub-reasons for school violence related to student personality traits. The data demonstrate a variety of personality traits that may contribute to violent behavior among female students, showing varying degrees of influence on their inclination towards violence in school.

The statement "Using force is my way of protecting myself at school" received the highest mean score (2.8154) with a standard deviation of (1.50927), indicating that some students feel that using force is an effective way to defend themselves in a potentially unsafe school environment. However, the high standard deviation reflects a significant variation in opinions on this issue, suggesting that while some students see force as a form of defense, others may find it unnecessary.

The statement "I feel confident when I hit others and defeat them" ranked second with a mean score of (2.47) and a standard deviation of (1.38499). This result suggests that some students feel a sense of confidence when engaging in violent behavior, but overall, this feeling is neither common nor strong among the majority of students, indicating that self-confidence is not necessarily tied to violence for most of the students.

On the other hand, statements related to the influence of media, such as "When I watch violent movies, I feel like the hero creating action and bravery" (mean 2.3077, standard deviation 1.44615) and "TV shows, with their words and scenes, spread concepts of murder, aggression, control, and power" (mean 2.2154, standard deviation 1.32868), received low mean scores. These results indicate that the influence of watching violent movies and aggressive TV shows on students' behavior is relatively weak, with considerable variation in opinions, reflecting that media influence may not be a primary factor in promoting aggressive behavior among the students.

Other statements, such as "I can't solve my problems on my own, so I rely on a violent friend to defend me" (mean 2.1077, standard deviation 1.40449) and "I often watch violent movies because they give me pleasure and excitement" (mean 1.98, standard deviation 1.03), suggest that relying on others for defense and deriving pleasure from violent media are not strong factors influencing violent behavior among the students. The relatively low standard deviation for these statements indicates more consistency in opinions on these issues.

The statement "I feel happy when my classmates ask for my help in any fight" received the lowest mean score (1.13) with a high standard deviation (1.54997). This result suggests that most students do not feel happy when involved in fights, indicating that aggressive behavior is not a primary motivator for them, and other factors may be influencing their actions.

The overall dimension received a mean score of (2.2445) with a relatively low standard deviation (0.24404), indicating that personality traits related to violence are not common among the students in this study, and their overall influence is low. These results suggest that personality factors are not the main drivers of violent behavior among female students, highlighting the need to focus on other factors, such as the family and school environment, to better understand the causes of school violence in a more comprehensive manner.

6- Presentation and Discussion of the General Research Question Result:

To address the general research question, the responses of the study sample were analyzed, and the following table (Table 16) illustrates the overall responses regarding the causes of school violence:

Table (16): Responses of the Sample to the Overall Causes of School Violence.

Axes	Mean	Standard Deviation	Rating Level	Rank
Peer Behavior in the Classroom	3.6242	0.77823	High	1
Classroom Management by Teachers	2.9521	0.23600	Medium	2
Parental Treatment Style	2.4205	0.30508	Medium	3
School Management Style	2.3983	0.54699	Low	4
Personality Traits	2.2445	0.24404	Low	5

The results of Table (16) reflect the study sample's responses regarding the overall causes of violence in the school environment, evaluating several factors to determine which contribute to increasing or decreasing violence among female students. The table provides a comprehensive overview of the different factors influencing school violence, ranked by their impact based on the average evaluations and standard deviations.

Firstly, "Peer Behavior in the Classroom" is identified as the most significant factor affecting school violence, with the highest mean score (3.6242) and a standard deviation of (0.77823). This indicates that students perceive their classmates' behaviors as a major contributor to escalating violence within the school environment. The moderate standard deviation reflects some variability in the students' experiences, but it emphasizes that peer behavior is a widespread and impactful issue.

Secondly, "Classroom Management by Teachers" ranks as the second most influential factor, with a mean of (2.9521) and a low standard deviation of (0.23600). These results suggest that the way teachers manage their classrooms has a moderate influence on school violence. The low standard deviation indicates a high level of agreement among students, suggesting that classroom management practices consistently affect the level of violence, whether by mitigating or exacerbating it.

In third place, "Parental Treatment Style" received a mean score of (2.4205) and a relatively low standard deviation (0.30508). This reflects a moderate impact of parental treatment on school violence. The findings suggest that the way parents interact with their children plays a role in shaping their behavior at school, but it is not as strong as the influence of peer behavior.

"School Management Style" received a lower mean score of (2.3983) with a standard deviation of (0.54699), indicating a limited impact of overall school management on violence. This could be attributed to the perception that school policies and interventions are not seen by students as playing

a significant role in controlling or reducing violence, or that these policies are not sufficiently evident to make a strong impression on students.

Finally, "Personality Traits" ranks last in terms of influence, with a mean score of (2.2445) and a low standard deviation (0.24404), suggesting that individual personality traits, such as a desire for control or exposure to violent media, have a minimal effect on school violence. The low standard deviation reflects a consensus among students that personality factors are not the primary cause of violence in the school environment.

Overall, the results indicate that external factors, such as peer behavior and classroom management, play a more significant role in influencing school violence compared to internal factors like personality traits or school management. These findings highlight the importance of fostering a positive classroom and social environment within the school to reduce violent behaviors, with a focus on improving peer interactions and developing effective classroom management strategies by teachers.

Study Summary and Suggestions:

General Summary of the Study: This study aims to understand the reasons and factors contributing to the spread of school violence among middle school female students. Through the analysis of the study sample's responses, it was found that several factors play a significant role in promoting violent behavior among students. These include peer behavior, classroom management by teachers, parental treatment styles, the school's administrative patterns, and the individual personality traits of the students.

The results showed that peer behavior is the most influential factor in increasing levels of violence. Negative interactions among students, including the use of insults, aggressive pushing, and other hostile behaviors, create an unsafe and tense school environment. Additionally, classroom management by teachers plays a pivotal role in either promoting or reducing violence. It was found that punitive methods or an inability to effectively manage the classroom can increase tension and violence among students.

On the other hand, the study revealed that parental treatment style has a moderate effect on violent behavior in schools. Harsh methods or a lack of sufficient emotional support from parents can contribute to aggressive tendencies in students. As for school administrative patterns and individual personality traits, their impact on school violence was found to be limited compared to other factors.

Suggestions :

1. **Improve student interactions:** Positive group activities should be promoted to encourage cooperation and understanding among students, along with training programs to manage conflicts constructively.
2. **Develop teachers' classroom management skills:** It is important to provide training courses for teachers on effective classroom management methods and avoiding punitive approaches that may increase violence among students.
3. **Enhance psychological and social support in schools:** Psychological and social support should be provided to students through specialized counselors who can address the psychological and social issues that may lead to violence.

4. **Parental awareness:** Awareness programs should be offered to parents about the impact of parenting styles on their children's behavior at school, encouraging them to provide a supportive and loving family environment.
5. **Reevaluate school policies:** Schools should review their policies regarding school violence and develop new policies focusing on prevention, early intervention, and creating a safe school environment.
6. **Monitor and address aggressive behaviors:** Effective mechanisms should be put in place to monitor aggressive behaviors in school, with immediate intervention from the administration and teaching staff to address and prevent the escalation of these behaviors.
7. **Encourage extracurricular activities:** Programs and extracurricular activities should be provided to help students channel excess energy, such as sports and arts, which can reduce aggressive behaviors.

These suggestions contribute to creating a safer and more positive school environment, helping reduce school violence rates and fostering positive relationships among students, thereby improving the overall educational environment.

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