

# The Role Of Teacher In Promoting The Value Of Tolerance To Reduce Violence Among Students In Algeria-A Field Study In Secondary Schools In Jijel-

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## ABSTRACT

This study aimed to identify the important role of teachers in reducing the violence among students and to promote the value of tolerances. To achieve the aim of this study, the researcher used descriptive method and conducted a study on a sample of 149 students .results of the study showed that how teachers with students inside and outside the class ,and also showed the methods used by them in teaching lessons and their impact on promoting the value of tolerance among students ,in addition to determining theforms of violence committed in the school and methods and strategiesused by teachers to confront these comportment and limit them.

**Keywords:** Violence; tolerance; student; teacher; secondary school.

## Introduction:

The school is the second socialization institution after the family, so it has a special importance for the individual. In it, the child receives scientific and educational training, and it provides him with a new field for weaving relationships between him and others. Through it, his social circle expands and he enters into a new pattern of relationships. Through it, he acquires new values and learns how to adapt to his needs and the needs of others, i.e. he learns how to respect the rights and freedoms of others. He also learns how to perform his duties towards his society and control his emotions.

However, in recent years, new phenomena have spread in educational institutions that harm the mission of the school, distort its reputation and affect its function as a social institution. These phenomena are represented in acts of violence and rioting that take on different dimensions and forms and diverse practices such as corporal punishment, cursing, insult and assault. They also occur at many levels, whether among students or Between them or between students, teachers and administration, or even between parents and teachers.

Given the seriousness of these actions and their negative effects on the upbringing of young people who are the wealth of nations, global interest in the phenomenon of school violence has increased, whether at the level of countries, researchers or workers in the behavioral and educational field, or even at the level of institutions and non-governmental organizations, because it is currently considered one of the most important behavioral problems among school students in the three stages of education. It is also a global and complex phenomenon that has affected all countries, including Algeria, resulting in negative and serious effects on the psychological, behavioral and educational aspects of students. It is worth noting that this phenomenon is the result of social, economic and political factors, and other factors related to the education system, incentive systems, evaluation systems and the school environment, in addition to the family background of the students and the educational and administrative staff of the schools.

The importance of this study is evident in the fact that it addresses an important topic, which is school violence, this dangerous phenomenon that has spread widely in Algerian educational institutions, whose primary role is supposed to be to raise individuals in a sound manner that rejects all forms of violence. Which prompted the Ministry of National Education years ago to issue a ministerial circular under No. 96/W.T.W./A.Kh calling for combating school violence and emphasizing “the principles on which the public service of education is based, which are mainly represented in glorifying work, perseverance, exerting effort, perseverance, respecting others in their selves, convictions and possessions, and dealing with others without discrimination on any basis...”

(Ministerial Circular under No. 96/W.T.W./A.Kh, 2009). The ministry urged the consolidation of the values of tolerance, dialogue, respect for others and the rejection of violence of any kind as a form of expression in most stages of education through various educational activities.

## 2. Study problem:

Through this study, we seek to monitor the manifestations of school violence, which is noticeably widespread in Algerian educational institutions, and which must be reduced and the value of tolerance enhanced in the school environment, through the combined efforts of many parties in society, especially teachers, as they are an essential party in the educational process.

In this regard, we will shed light on the role of the teacher in reducing violence among students in the secondary education stage - the secondary schools of the city of Jijel as a model - by enhancing actions and words that reflect the value of tolerance among them, considering that this stage is the stage of completion of the student's physical and mental growth, and manifestations of violence greatly affect this growth. Therefore, we will try to answer the following main question: What is the role of the teacher in enhancing the value of tolerance among Secondary school students to reduce violence committed in educational institutions? The following sub-questions branch out from this main question:

- How does the teacher deal with students inside and outside the classroom and the impact of this on enhancing the value of tolerance among them?
- What are the methods and approaches used by the teacher in giving lessons and their impact on enhancing the value of tolerance among students?
- What is the size and forms of acts of violence committed by students in the educational institution?
- What are the methods used by the teacher to confront acts of violence committed in the educational institution?

## 3. This study aims to:

- Identify how teachers deal with students inside and outside the classroom and the impact of this on enhancing the value of tolerance among them.
- Identify the methods and approaches used by teachers in giving lessons and their impact on enhancing the value of tolerance among students.
- Identify the size and forms of acts of violence committed by students in the educational institution.
- Identify the methods and strategies used by teachers to confront acts of violence committed in the institution.

## 4. A group of previous studies were relied :

upon in order to form a theoretical background on the subject of the study, by surrounding it with the various scientific steps and theoretical frameworks adopted and the results presented by researchers on the phenomenon of school violence and the role of the teacher in reducing it and enhancing the discourse of tolerance among students. These studies are as follows:

\* Study (Al-Najjar and Abu Ghali, 2017) which aimed to identify the role of University curricula, faculty, student movements and university administration in promoting tolerance values from the perspective of students and faculty members. This study relied on the descriptive approach and the researcher prepared a questionnaire for a sample of students and faculty members, numbering 360.

The study reached the following results: The role of higher education in promoting tolerance values as a college average degree, reaching 3.22. There are no differences in the role of the university in developing tolerance values according to the variables of gender and political affiliation from the students' point of view. There are no differences in the role of the university in developing tolerance values according to the gender variable for faculty members.

\* Study (Qasim, 2018) which aimed to identify the role of public secondary schools in acquiring a culture of tolerance from the perspective of students and teachers. The researcher prepared two questionnaires, one for a sample of 400 students, and the other for a sample of 300 teachers.

The study reached the following results: The students' and teachers' point of view on the role of the public secondary school in providing its students with a culture of tolerance was high, while the teachers' points of view on the role of the school were higher than the students', and the role of the school in providing its students with a culture of religious and intellectual tolerance was in a late rank compared to other dimensions of tolerance from the point of view of both students and teachers.

\* The study (Al-Jasar, 2019) aims to reveal the roles of social studies teachers in promoting a culture of tolerance among tenth grade students in secondary school in the State of Kuwait. This study used the descriptive analytical approach, and a questionnaire was distributed to a randomly selected sample of 378 male and female students.

Among the most important results reached, we mention the following: The phrases of enhancing the culture of tolerance among tenth grade students in secondary school obtained arithmetic averages from (3.65 to 4.43) with a high and very high degree. These results indicate that the study sample shows most of their interests in the culture of tolerance during their interaction with their students. There are also statistically significant differences between the opinions of students according to the gender variable and the educational region regarding the role of social studies teachers in enhancing the culture of tolerance.

\*The study (Al-Hamouri, 2020) aimed to reveal the level of both tolerance and self-awareness among gifted students. This study relied on the descriptive analytical correlational approach, and a sample of 207 male and female students was randomly selected, and the self-tolerance scale was used.

This study showed the following results: The level of tolerance was high among gifted students, as the arithmetic averages ranged between (2.78 to 4.50). The level of self-awareness was high among gifted students, as the arithmetic averages ranged between (3.53 to 4.39). This study also confirmed the existence of a statistically significant positive relationship between tolerance and self-awareness.

\*A study (Laaraba and Oumlili, 2023) which aimed to shed light on the manifestations of violence among schooled adolescents as well as the differences between them according to the gender and age variables, and tried to answer the following main questions: What are the most important manifestations of violence among schooled adolescents? Are there statistically significant differences in the manifestations of violence among schooled adolescents according to the gender and age variables?

This study relied on the descriptive approach by resorting to the school violence scale of Abdelkader Al-Abadiya (2018), as it was applied to a sample of some high schools in the city of Setif, where the number of its members was estimated at 152 students. This study concluded that violence directed towards colleagues is the most common type of violence among schooled adolescents, in addition to the existence of differences in the manifestations of violence among schooled adolescents according to the gender variable in favor of males, while differences in the manifestations of violence among schooled adolescents according to the age variable are absent.

It is noted that our current study is similar to these presented studies in terms of the methodology, tools used, and even study variables, but it differs from them in terms of objectives and the sample relied upon. All studies distributed their research tool to students except for the study (Qasim, 2018) and the study (Al-Najjar and Abu Ghali, 2017), whose sample included students and teachers together, and here it intersects with our study, which was conducted on a sample of secondary school teachers. It should also be noted that we used these studies to determine the study sample, its methodology, and also to choose and build the appropriate tool to collect its data.

## 5. Study concepts:

Concepts are of great importance in social research, as they represent a link between theory and the field, and without them, the connection between the two parties is lost. Therefore, the social researcher must define the concepts used in his research in a precise and scientific manner in order to remove any ambiguity that the reader may face. To achieve this purpose, we will define and define a set of basic concepts related to this study, which are as follows:

### a. Violence:

The concept of violence has become a common concept in various social and human sciences, but there is no agreement among scholars on a unified definition of it due to the difference in their intellectual starting points and areas of scientific specialization. According to Madeleine Grawitz's Dictionary of Social Sciences, violence is: "The use of physical force or physical intervention, and can be practiced individually or collectively." (Grawitz, 2006, p. 416). In the same context, Muhammad Atef Ghaith points out that violence is: "A strict expression of the force exercised to compel an individual or group to perform a specific action or actions desired by another individual or group." (Ghaith, 2006, p. 170).

While Ihsan Muhammad al-Hasan believes that violence is: The systematic use of threats, intimidation, warning, destruction, killing and liquidation, carried out by individuals or organized groups as a result of the availability of subjective or objective social or political factors in order to frighten individuals, groups and governments in order to influence their will and force them to surrender and submit to what the users of violence want in order to achieve their narrow goals, aims and ambitions that contradict the laws and legislation that society accepts and approves. (Al-Hassan, 2008, p. 27) Violence is also viewed as: "refers to cruelty and harming others and causing the tearing of social ties..." (Al-Sattali, 2016, p. 15) From the above, **violence can be defined procedurally** as the process of harming others by actions, words, gestures or suggestions, and this process may be individual or collective.

### b. School violence:

The best student defines school violence as: "The conflict that results between the educational controls and values represented by the school and the desires and perceptions of the elements of the educational process (teacher, administration, student). Violence takes different forms, some of which relate to individuals and violence here is either by using fistfights or by using offensive words, and some of which are directed towards school tools, equipment and structures and are by using vandalism, whether by burning, breaking or writing offensively." (Talib, 2001, p. 116). Noura Qanifa and Adel Tahaweelit also define it as: "Violent behaviors practiced by the adolescent student in high school, and confirmed by the administrative staff and teaching staff." (Qanifa, Tahaweelit, 2017, p. 324)

From this, **school violence can be defined procedurally** as any action, word or expression issued by one of the members of the educational process within the educational institution, which leads to harming others or damaging private or public property.

### c. Tolerance:

The concept of tolerance is linked to human rights and is “a religious and social value necessary for coexistence and living together, based on taming the soul to accept the other, and thus constitutes an alternative value to fanaticism and rejection of the right of the other to differ intellectually, ideologically and politically.” (Fadel, 2019, p. 10, issue 02, p. 156) However, this does not mean that the individual abandons his beliefs, opinions and ideas, but rather defends them without fanaticism and without using violent methods to force others to adopt them. UNESCO defines tolerance as: “Respect, acceptance and appreciation for the rich diversity of our world’s cultures, forms of expression and human qualities. This tolerance is enhanced by knowledge, openness, communication and freedom of thought, conscience and belief.” (Ammar, 2018, p. 53, 10)

The concept of tolerance has two aspects: “It is a value when viewed from a social perspective, and a virtue when viewed from the perspective of the individual who practices it. As a value, tolerance is not only valuable, but it is a value in itself. It cannot be replaced by things of greater importance and benefit, nor can it have a price, and it can be exchanged or bartered for other values such as security or benefit, whether individual or public, without losing its character as a value.” (Abdul-Azim, 2022, p. 198) From the above, **tolerance can be defined procedurally** as the behavior that expresses students’ compliance with a system of human, moral and social values based on brotherhood, devoting the language of dialogue, respecting and accepting others, no matter who they are.

### d. Secondary education:

Suhaila Mohsen Kazem Al-Fatlawi considers education as: “An interactive or communicative process between the teacher and the learner, in which the teacher tries to provide learners with the required educational knowledge, skills, attitudes and experiences.”; (Al-Fatlawi, 2003, p. 17) Accordingly, it can be said that education is an interactive process between the teacher and the learner, through which the learner acquires a set of knowledge, skills and experiences. Secondary education is one of the three stages of compulsory education (primary, intermediate, secondary), and lasts three years.

### e. The teacher:

We mean the one who is in charge of the teaching profession, and Hassan Hussein Al-Biblawy and his colleagues define him as: “He is the one who makes what his students study meaningful to them, and enables them to see the value of the knowledge, information and skills they obtain, and realize its inherent benefit in their lives, in addition to the fact that he cares for his students.” (Al-Biblawy et al., 2006, p. 136)

## 6. Theoretical and methodological framework of the study:

We will discuss in the following the theoretical approaches that were relied upon in completing this study, as well as the methodological procedures followed in completing the field aspect of it.

### 6.1. Theoretical Framework:

Various social and human sciences have addressed the phenomenon of violence from several aspects. Therefore, there are several theoretical approaches that have attempted to explain violence, including biological, psychological, behavioral and social theoretical approaches. However, this study focuses only on behavioral and social theories that have provided explanations for violence, including:

#### 1.1.6. Social Learning Theory:

This theory - which is one of the most common theories in explaining violence - was developed by the scientist Bandura, who believes that: “The child learns violence and aggression as he learns other types of behavior, and exposure to a violent model provides two types of information:

- Technical information that increases the individual's confidence in his ability to carry out an act of violence.
- Information about the consequences of violence as a reward in a certain way and in a certain situation” Al-Jawhari et al., 1995, p. 77)

This learning process begins in the family, as some parents encourage their children to act violently with others in some situations. Also, when the child goes to school, he sees that the teacher and other older students tend to solve their problems using violence. This is in addition to the programs presented by the media that contain words, phrases and scenes that help establish violent behavior in children.

#### 6.1.2. The school of socialization:

It assumes that violence is learned and acquired during the process of socialization. Manifestations of violence are clearly present in some cultures and subcultures, while they decrease in other cultures. Some subcultures that glorify violence have high crime rates. This is in addition to the prevailing intellectual trends in society that support or oppose violence, represented in proverbs, customs and prevailing culture.

#### 6.1.3. Functional structural trend:

This trend is based on the idea of integration of parts into one whole and the interdependence between the different elements of a single society, so any change in one of the parts is likely to cause changes in the other parts, and thus violence has its implications within the social system. It is either the result of the loss of



connection with the social groups that organize and direct behavior, or the weakness of social control, or the result of disturbances in one of the sub-social systems.

#### 6.1.4. Conflict theories:

These theories attribute violence in society to conflict, especially class conflict, and conflict also extends to include all political, ethnic, religious conflicts, conflict of interests, and conflict over power. Conflict represents fertile soil for increasing manifestations of violence, especially in light of the imbalance of power, as the stronger party usually tends to impose its dominance over the weaker party, and thus the cycle of violence will pass.

### 6.2. Methodological procedures of the study:

In order to facilitate the researcher's transition from the theoretical to the field side and to conduct the field study correctly, he must follow a set of methodological steps and procedures.

#### 6.2.1 Determining the study community and sample:

We limited the individuals who make up the study community to the category of secondary school teachers who work in the nine secondary schools in the city of Jijel, whose number is 495 teachers, and who are distributed as shown in the following table.

**Table01** "Distribution of members of the study population according to work place"

| <b>Secondary schools</b>             | <b>Number of teachers</b> | <b>Percentage</b> |
|--------------------------------------|---------------------------|-------------------|
| El kendi secondray school            | 78                        | 15.76%            |
| Bouraoui ammar secondray school      | 51                        | 10.30%            |
| Drae mohamed seddik secondray school | 40                        | 8.08%             |
| Kaoula tounes secondray school       | 55                        | 11.11%            |
| 08May1954 secondray school           | 44                        | 8.89%             |
| Terkhouch ahmed secondray school     | 82                        | 16.57%            |
| Abdi bouaziz secondray school        | 73                        | 14.75%            |
| 40 HECTARESsecondray School          | 52                        | 10.50%            |
| Araten secondray school              | 20                        | 4.04%             |
| <b>the total</b>                     | <b>495</b>                | <b>100%</b>       |

Due to the large size of the study community and the limited time allocated to complete it, we used the sampling method, as we randomly drew the sample from the study community, which includes 149 professors, representing 30% of the study community, distributed as follows:

**Table 02**"Distribution of members of the study population according to work place"

| <b>Secondrayschools</b>              | <b>Nmber of teachers</b> | <b>Percentage</b> |
|--------------------------------------|--------------------------|-------------------|
| El kendi secondray school            | 23                       | 15.76%            |
| Bouraoui ammar secondray school      | 15                       | 10.30%            |
| Drae mohamed seddik secondray school | 13                       | 8.08%             |
| kaoula tounes secondray school       | 16                       | 11.11%            |
| 08 May 1954 secondray school         | 13                       | 8.89%             |
| Terkhouch ahmed secondray school     | 25                       | 16.57%            |
| Abdi bouaziz secondray school        | 22                       | 14.75%            |
| 40 HECTARS secondray school          | 16                       | 10.50%            |
| Araten secondray school              | 06                       | 4.04%             |
| <b>The total</b>                     | <b>149</b>               | <b>100%</b>       |

The data in the following table show the socio-professional characteristics of the sample members. We note that 61.1% of the respondents are females, while the percentage of males represents 38.9% of the total sample members, because most secondary school teachers are females. In addition, we note that the majority of the respondents, i.e. 53.7%, are between 40 and 50 years old, and that 73.8% are married compared to 26.2% single. The table also shows that 77.8% of the surveyed professors hold a bachelor's degree in various specializations, while 13.4% of them have a postgraduate degree, while those holding an engineering and master's degree represent 5.4% and 3.4% of the total sample members, respectively. These respondents teach different subjects. Mathematics teachers represent 16.1% of the total sample, followed by natural science teachers at 13.4%, then physical science teachers at 12.1%. Arabic language teachers make up 11.4%, while 10.1% of the respondents teach history and geography. The rest of the respondents are distributed among the remaining subjects, which are: foreign languages, Islamic sciences, philosophy, physical education, drawing, biochemistry, accounting, and mechanics. As for professional experience, most of the respondents, i.e. 44.3%, have experience ranging between 20 and 30 years, while 26.1% of these individuals have experience ranging

between 10 and 20 years, while individuals with less than 10 years of experience represent 19.5% of the sample, while the rest of the individuals, whose percentage is 10.1%, have professional experience ranging between 30 and 40 years.

**Table 03** "Socio professional characteristics of the sample members "

| <b>Gender variable</b>        | <b>number</b> | <b>PERCENTAGE</b> | <b>Age groups</b>     | <b>number</b> | <b>percentage</b> |
|-------------------------------|---------------|-------------------|-----------------------|---------------|-------------------|
| male                          | 50            | 38.9%             | [20 .30]              | 20            | 13.4%             |
| female                        | 91            | 61.1%             | [30.40]               | 23            | 15.4%             |
| the total                     | 149           | 100               | [40.50]               | 80            | 53.7%             |
| <b>Academic qualification</b> |               |                   | [50.60]               | 26            | 17.5%             |
| <b>Possibilities</b>          | <b>number</b> | <b>percentage</b> | <b>TOTAL</b>          | <b>149</b>    | <b>100%</b>       |
| Bachelor's degree             | 116           | 77.8%             | subjects              |               |                   |
| Postgraduate studies          | 20            | 13.4%             | <b>Possibilities</b>  | <b>number</b> | <b>percentage</b> |
| engineer                      | 08            | 5.4%              | Maths                 | 24            | 16.1%             |
| Master                        | 05            | 3.4%              | Physics               | 18            | 12.1%             |
| total                         | 149           | 100%              | Science               | 20            | 13.4%             |
| Professional experience       |               |                   | Biochemistry          | 04            | 2.7%              |
| <b>groups</b>                 | <b>NUMBER</b> | <b>PERCENTAGE</b> | Mechanic              | 02            | 1.3%              |
| [0.10]                        | 29            | 19.5%             | Arabic                | 17            | 11.4%             |
| [10.20]                       | 39            | 26.1%             | French                | 11            | 7.4%              |
| [20.30]                       | 66            | 44.3%             | English               | 11            | 7.4%              |
| [30.40]                       | 15            | 10.1%             | History and geography | 15            | 10.1%             |
| total                         | 149           | 100%              | Islamic education     | 08            | 5.4%              |
| marital status                |               |                   | philosophy            | 07            | 4.7%              |
| <b>possibilities</b>          | <b>number</b> | <b>percentage</b> | Accounting            | 03            | 2.0%              |
| single                        | 39            | 26.2%             | Art                   | 04            | 2.7%              |
| married                       | 110           | 73.8%             | Physical education    | 05            | 3.3%              |
| <b>total</b>                  | <b>149</b>    | <b>100</b>        | <b>TOTAL</b>          | <b>149</b>    | <b>100%</b>       |

### 6.2.2. Study Methodology:

This study is considered a descriptive study, and the descriptive method was used to accomplish it as it is the appropriate method that enables us to diagnose the phenomenon that is the subject of the study, by not limiting ourselves to merely collecting statistical data, but rather classifying this data that is collected, then interpreting and analyzing it comprehensively, and extracting useful results and implications.

### 6.2.3. Data Collection Tool:

To conduct this field study, a questionnaire was prepared and distributed to the sample members, and it included 30 questions, some of which were open questions and others were closed questions distributed over five main axes, which were represented as follows:

**The first axis:** included the personal data of the respondents, with 08 questions.

**The second axis:** included 06 questions related to how the teacher deals with students inside and outside the classroom.

**The third axis:** included 04 questions revolving around the methods and approaches used in giving lessons.

**The fourth axis:** included 03 questions related to the size and forms of acts of violence committed in the educational institution.

**Fifth axis:** It included 09 questions related to the methods and strategies followed by the teacher to confront acts of violence committed in the educational institution

## 7. Study results:

### 7.1. How teachers deal with students inside and outside the department:

**Table 4** "the ways teachers deal with students inside and outside the department"

| RELATIONSHIP WITH STUDENTS   | NUMBER        | PERCENTAGE        | THE WAY OF DEALING IS THE CAUSE OF THIS RELATION                   | NUMBER        | PERCENTAGE        |
|--|---------------|-------------------|--|---------------|-------------------|
| very good  | 34            | 22.8%             | Always   | 63            | 42.3%             |
| good   | 74            | 49.7%             | sometimes  | 75            | 50.3%             |
| average  | 27            | 18.1%             | never  | 11            | 7.4%              |
| bad  | 14            | 9.4%              | total  | 149           | 100%              |
| total  | 149           | 100%              | <b>The reason for this difference</b>                              |               |                   |
| <b>How does the relationship differ inside and outside the class</b> |               |                   | <b>POSSIBILITIES</b>   | <b>NUMBER</b> | <b>PERCENTAGE</b> |
| <b>possibilities</b>   | <b>NUMBER</b> | <b>PERCENTAGE</b> | PERSONAL RELATION BETWEEN YOU AND STUDENT'S FAMILY                 | 15            | 16.8%             |
| always   | 09            | 06%               | A good relationship with student inside class                      | 35            | 39.3%             |
| sometimes  | 80            | 53.7%             | an excellent student with good ethics                              | 29            | 32.6%             |
| never  | 60            | 40.3%             | student suffers from private situation                             | 10            | 11.2%             |
| <b>total</b>   | <b>149</b>    | <b>100</b>        | <b>total</b>   | <b>89</b>     | <b>100</b>        |
| <b>relationship inside the class</b>                                 |               |                   | <b>relationship inside the class</b>                               |               |                   |
| <b>possibilities</b>   | <b>NUMBER</b> | <b>PERCENTAGE</b> | <b>possibilities</b>   | <b>NUMBER</b> | <b>PERCENTAGE</b> |
| A transaction that does not go beyond the framework of officialdom   | 70            | 47%               | A transaction that does not go beyond the framework of officialdom | 60            | 35.5%             |
| discuss with them general subjects                                   | 51            | 34.2%             | discuss with them general subjects                                 | 36            | 24.2%             |
| listen to their problems and guide them                              | 28            | 18.08%            | listen to their problems and guide them                            | 53            | 40.3%             |
| other cases  | 00            | 00%               | other cases  | 00            | 00%               |
| <b>total</b>   | <b>149</b>    | <b>100%</b>       | <b>total</b>   | <b>149</b>    | <b>100%</b>       |

The data in Table No. (04) shows how teachers deal with students inside and outside the classroom, as most of them, i.e. 49.7% of the teachers surveyed, confirm that their relationship with students inside the classroom is good, and 42.3% of them attributed the reason for this relationship to the way they treat students inside the classroom, while 50.3% of them believe that sometimes the way of treatment is the main reason that controls this relationship. 53.7% of the respondents reported that sometimes the way they treat students inside and outside the classroom differs, while 06% of the respondents confirmed that the way of treatment always differs, and this is due, according to the opinion of the majority, i.e. 39.3% of them, to the fact that the good relationship that connects them with the student inside the classroom makes them deal with him with all friendliness. The majority of the respondents, i.e. 47% of them, also explained that their treatment of the student inside the classroom does not go beyond the formal framework, while outside it, they listen to the students' problems and guide them, and 40.3% of the study sample members acknowledged this. Therefore, through the above, it can be said that the tolerant and friendly approach in the way of dealing that teachers adopt with their students through their broad-mindedness contributes to enhancing the value of tolerance among them, and thus they stay away from using all forms of violence, which is consistent with the results of the study (Al-Jasar, 2019) and the results of the study (Al-Najjar, Abu Ghali, 2017) and the study (Qasim, 2018).

### 3.2. The methods and approaches followed by teachers in giving lessons:

There is no doubt that the teacher's treatment of the student is of great importance because it directly affects the latter's behavior. We mention the methods and approaches followed by the teacher in giving lessons, which may sometimes result in violent words and actions by the students, as the following table shows.

**Table 05"** methods that teachers use to give lessons"

| How to give lessons            | Number         | percent age       | the reason of using this methods of teaching                                     | number         | percent age       |
|--------------------------------|----------------|-------------------|--|----------------|-------------------|
| Explanation and dictation      | 45             | 30.2%             | Nature of material studied   | 40             | 26.9%             |
| Dialogue methods               | 93             | 62.4%             | Lack of time, as the number of hours required for the material is not sufficient | 30             | 20.1%             |
| presentation methods           | 08             | 5.4%              | Methods recommended by the Ministry  | 35             | 23.5%             |
| fields trips                   | 03             | 02%               | Type of training you received  | 11             | 7.4%              |
| total                          | 149            | 100%              | The cognitive level of the students  | 28             | 18.8%             |
| <b>student's reactions</b>     |                |                   | Personal conviction of the usefulness of the method                              | 05             | 3.3%              |
| <b>possibilities</b>           | <b>NUMBERS</b> | <b>PERCENTAGE</b> | <b>TOTAL</b>   | <b>149</b>     | <b>100%</b>       |
| Interacting with the lesson    | 57             | 38.3%             | <b>the reason of student's reactions</b>   | <b>NUMBE R</b> | <b>PERCENTAGE</b> |
| trying to distrubt the lessons | 44             | 29.5%             | Frustration  | 39             | 26.2%             |
| Indifference                   | 48             | 32.2%             | Lack of understanding and low level  | 60             | 40.3%             |
| other cases                    | 00             | 00%               | Social problems suffered by the student  | 45             | 30.2%             |
|                                |                |                   | student  |                |                   |
|                                |                |                   | Bad morals and bad upbringing  | 05             | 3.3%              |
| <b>total</b>                   | <b>149</b>     | <b>100</b>        | <b>TOTAL</b>   | <b>149</b>     | <b>100</b>        |

The data in Table No. (05) illustrate the methods and approaches followed by teachers in delivering lessons, as most of them, i.e. 62.4% of the teachers surveyed, confirm that they rely on the dialogue method, and this is due, according to 26.9% of them, to the nature of the subject taught. 38.3% of the sample confirmed that when this method is used, students interact with the lesson. As for the students who reacted negatively, this is due, according to 40.3% of the respondents, to lack of understanding and the low academic level of the students. Therefore, it can be said that teachers' use of the dialogue method in delivering lessons and relying on the students' positive participation contributes to training them to accept the ideas of others, even if they are not satisfied with them, and to defend their ideas, which enhances their tolerance discourse. Therefore, there is a direct relationship between using the dialogue method that relies on purposeful and constructive discussion and promoting tolerance among students. This is evident when the teacher allows his students to freely express their ideas, and hear and evaluate their colleagues' ideas in an atmosphere of mutual respect among them under his supervision. Also, the teacher's words and actions, through which he demonstrates his respect and acceptance of others, regardless of the differences, make him a good role model for his students to follow. All of this will undoubtedly contribute to developing a spirit of brotherhood and a culture of dialogue among students. It will also help them accept and respect the ideas of others, which contributes to reducing their violent reactions, which are often due to their inability to understand and accept the ideas, actions, and differences among others. 3.3. The size and forms of acts of violence committed by students in the educational institution: The data contained in Table No. (06) related to the size and forms of acts of violence committed in the educational institution by students, show that teachers are the most exposed to these violent acts, according to 45.6% of the teachers surveyed, contrary to what was found in the study (Laaraba and Oumlili, 2023), which found that violence directed towards colleagues is the most widespread type of violence among school-aged adolescents. The researchers also confirmed that the majority of acts of violence committed by students, i.e. 32.2% of them, are acts committed by these students for the sake of showing off and proving their existence, where 38.9% of these acts consist of the use of physical, verbal or symbolic violence against teachers inside or outside the classroom.

**Table 06"**Forms of violence committed in the educational institution"

| The most vulnerable group to violence | number | percentage | nature of acts of violence | number | percentage |
|---------------------------------------|--------|------------|----------------------------|--------|------------|
| teachers                              | 68     | 45.6%      | Provocative acts           | 40     | 26.9%      |
| students                              | 55     | 36.9%      | Retaliatory acts           | 27     | 18.1%      |



|                |            |             |  |            |             |
|----------------|------------|-------------|--|------------|-------------|
| Monitors       | 20         | 13.4%       | Reactions  | 34         | 22.8%       |
| Administrators | 06         | 4.1%        | Acts for the sake of showing off and proving one's existence | 48         | 32.2%       |
| <b>total</b>   | <b>149</b> | <b>100%</b> | <b>other cases</b>   | <b>00</b>  | <b>00%</b>  |
|                |            |             |  | <b>149</b> | <b>100%</b> |

| <b>Forms of violence committed in the educational institution</b>                                   |               |                   |
|---|---------------|-------------------|
| <b>POSSIBILITIES</b>  | <b>NUMBER</b> | <b>PERCENTAGE</b> |
| Using physical, verbal or symbolic violence with each other inside or outside the department        | 45            | 30.2%             |
| Using physical, verbal or symbolic violence against teachers inside or outside the department       | 58            | 38.9%             |
| Using physical, verbal or symbolic violence against supervisors inside or outside the department    | 20            | 13.4%             |
| Using physical, verbal or symbolic violence against administrators inside or outside the department | 06            | 4.1%              |
| Damage to public or private property  | 20            | 13.4%             |
| <b>TOTAL</b>  | <b>149</b>    | <b>100%</b>       |

### 3.4. Methods and strategies followed by teachers to confront and reduce acts of violence committed in the educational institution:

The data in Table No. (07) shows how teachers deal with acts of violence committed in the educational institution, as 59.7% of the teachers surveyed acknowledge that they have been exposed to actual violence by students, and 33.7% of them attribute this violence to the discovery of the student's cheating in exams, and 50.6% of them confirm that they are forced to summon the guardian of the student who committed the violent act against them and request an official apology. 49.7% of the respondents reported that they resort to using violence to confront acts of violence committed in the classroom, and this is due, according to 37.8% of them, to the futility of other methods to resolve the problem and maintain the pedagogical atmosphere of the classroom, while 50.3% of the respondents do not resort to it at all. In addition, the majority of the respondents, i.e. 47.9% of them, acknowledged that they do not intervene in the event of acts of violence occurring in the educational institution and that they are not a party to it, while the rest of the sample members intervene, and this is due, according to 40% of them, to their conviction of the necessity of contributing to solving the problems that occur in the institution, with the majority of the respondents (71.2%) confirming that punishment alone is not sufficient to reduce the violence committed in educational institutions.

**Table 07"** How teachers deal with violence"

| <b>Exposure to violence</b>  | <b>NUMBER</b> | <b>PERCENTAGE</b> | <b>THE REASON OF THE VIOLENCE</b>  | <b>NUMBER</b> | <b>PERCENTAGE</b> |
|--|---------------|-------------------|--|---------------|-------------------|
| Yes  | 89            | 59.7%             | Detecting the student's cheating in exams                                      | 30            | 33.7%             |
| No   | 60            | 40.3%             | Reprimanding the student for indifference and failure to complete his homework | 15            | 16.9%             |
| <b>total</b>   | <b>149</b>    | <b>100%</b>       | Asking the student to be disciplined and respect the teacher                   | 19            | 21.3%             |
| teacher's reaction   |               |                   | Marks awarded to students in exams   | 25            | 28.1%             |
| <b>possibilities</b>   | <b>number</b> | <b>percentage</b> | <b>total</b>   | <b>89</b>     | <b>100</b>        |
| Student being brought before a disciplinary board                              | 15            | 16.8%             |  |               |                   |
| Pardoning him and making him aware of the negative consequences of his actions | 23            | 25.8%             | <b>POSSIBILITIES</b>   | <b>NUMBER</b> | <b>PERCENTAGE</b> |

|   |           |             |   |            |             |
|---|-----------|-------------|---|------------|-------------|
| Summoning his guardian and requesting an official apology | 45        | 50.6%       | Always  | 00         | 00%         |
| Filing a complaint with the competent authorities         | 06        | 6.8%        | sometimes   | 74         | 49.7%       |
| <b>Other cases</b>  | 00        | 00%         | never   | 75         | 50.3%       |
| <b>TOTAL</b>  | <b>89</b> | <b>100%</b> | <b>total</b>  | <b>149</b> | <b>100%</b> |
| <b>The reason of using violence in class by teachers</b>  |           |             | <b>Intervention in case of violence occurring inside the insitution</b> |            |             |

| Possibilities  | Number        | Percentage        | Possibilities        | Number        | Percentage        |
|--|---------------|-------------------|----------------------|---------------|-------------------|
| Maintaining the atmosphere of the pedagogical class      | 26            | 35.1%             | ALWAYS               | 30            | 20.1%             |
| To impose the personality of the teacher and respect him | 20            | 27.02%            | sometimes            | 45            | 30.2%             |
| The futility of other methods to solve the problem       | 28            | 37.8%             | never                | 74            | 49.7%             |
| total  | 74            | 100%              | total                | 149           | 100%              |
| <b>Reason for intervention</b>                           | <b>NUMBER</b> | <b>PERCENTAGE</b> | <b>POSSIBILITIES</b> | <b>number</b> | <b>percentage</b> |
| Because of personal knowledge of the student's family    | 18            | 24%               |                      |               |                   |
| The problem concerns one of the colleagues Teachers      | 20            | 26.7%             | always               | 43            | 28.8%             |
| the problem concerns one of the students Favorites       | 07            | 9.3%              | sometimes            | 59            | 39.6%             |
| The necessity of contributing to solving problems        | 30            | 40%               | never                | 47            | 31.6%             |
| <b>total</b>   | <b>75</b>     | <b>100%</b>       | <b>total</b>         | <b>149</b>    | <b>100%</b>       |

The data in Table No. (08) related to the methods followed by teachers to reduce acts of violence committed in the educational institution also show that the majority of the respondents' answers, which amounted to 96%, confirm that the most appropriate method to reduce violence is coordination with the rest of the active parties in the institution to solve the problems that may arise within the educational institution, while 91.3% of the answers focus on the necessity of knowing the causes of acts of violence and trying to solve the students' problems in coordination with their families, while 90.6% of the respondents' answers acknowledge that the best way to reduce violence in the educational institution is to educate students about the seriousness of their actions and their negative consequences and convince them of the necessity of dialogue and acceptance of others. This contributes to the formation of positive feelings and thoughts for these students towards others, and thus they are able to coexist peacefully with others in the school environment, regardless of the differences between them, which greatly helps in the future to prepare good citizens who adhere to the value of tolerance and reject all forms of violence and its manifestations, and this is consistent with the results of the study (Al-Hamouri, 2020), (Al-Najjar, Abu Ghali, 2017) and the study (Qasim, 2018)

**Table 08"Methods adopted by teachers to reduce acts of violence in educational institution "**

| POSSIBILITIES   | NUMBER | PERCENTAGE |
|---|--------|------------|
| Raising students' awareness of the seriousness of their actions and convincing them of the need for dialogue and acceptance of others | 135    | 90.6%      |
| Knowing the reasons for these actions and trying to solve students' problems in coordination with their families.                     | 136    | 91.3%      |

|   |            |             |
|---|------------|-------------|
| Coordinating with the rest of the active parties in the institution to solve these problems.                | 143        | 96%         |
| Not mistreating the student physically, verbally or morally.  | 03         | 02%         |
| The necessity for the teacher to work on getting close to the student and gaining his affection and respect | 10         | 6.7%        |
| Coordinating with psychological specialists to solve the problems facing the student                        | 04         | 2.7%        |
| <b>TOTAL</b>  | <b>431</b> | <b>100%</b> |

#### 4- Conclusion:

We tried to identify the role of the teacher - as a fundamental party in the educational process - in reducing the phenomenon of violence in all its forms among students and promoting a discourse of tolerance among them, through a field study conducted in the nine high schools in the city of Jijel. Through this study, we concluded that the teacher's relationship with students is governed by the way he treats them, in addition to the fact that the majority of these students respond to teachers and interact with the lesson when they use the dialogue method in giving lessons, which indicates that teachers' use of the language of dialogue with students will contribute to promoting a discourse of tolerance among them and thus move away from using all forms of violence.

We also found that teachers are more vulnerable to acts of violence in various forms inside or outside the classroom. To confront and reduce these violent acts committed in the educational institution, teachers believe that coordination must be made with the other stakeholders in the institution as well as with the families of violent students in order to identify the reasons that drive these students to use violence and try to reach effective solutions to keep them away from it. They also believe that it is necessary to educate these students about the seriousness of their actions and their negative consequences on them and others and to convince them of the need for dialogue and acceptance of others, which contributes to the formation of positive feelings and ideas for these students towards others. Thus, these students can coexist peacefully with others in the school environment, regardless of the differences between them, which greatly helps in the future to prepare good citizens who adhere to the value of tolerance and reject all forms of violence. Finally, it is necessary to emphasize the seriousness of this phenomenon in its negative repercussions on the performance of educational institutions, as it prevents the latter from achieving their goals. For this reason, everyone, especially educational actors, must work to reduce it. Considering that the teacher is the most important party in the educational process, he plays a fundamental role in this because he is considered a good role model for the students, as he must work to instill virtues in them, including the value of tolerance and teach them the rules of good treatment of others. This is what was confirmed by the results of most previous studies relied upon in this research. Based on the results reached after conducting this study, we propose the following:

- Holding seminars and coordination meetings that include parents, teachers, educational and psychological specialists, revolving around the appropriate social upbringing methods for each age group, especially the adolescent stage, and how to deal with these problems, especially violent behavior, and how to enhance the discourse of tolerance.
- The necessity of coordination between teachers, administration, and the family when the student faces special social or health circumstances.
- Involving students in useful and recreational activities that help them get rid of repression and benefit them in their lives.
- Involving students in making decisions that concern them makes them feel their importance and get used to bearing responsibility.
- Continuously training teachers so that they can carry out their educational role, which is represented in particular in preparing students to be good citizens, by instilling many values in them, perhaps the most important of which is the value of tolerance.
- Reviewing the curricula and the number of hours because everyone - teachers and students -complains about the density of the programs that do not help them to study, which creates psychological pressures that may cause these people to engage in violent behavior.

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