

Verbal violence of teachers and its effects on the psyche of adolescent students

DJEFFAL Meriem¹, BOUDIA Leila²

¹Research Laboratory in Psychology and Educational - University Oran 02 Mohamed Ben Ahmed, Faculty of Social Sciences (Algeria), E-mail: djefal.meryam@univ-oran2.dz

²Population Strategies and Sustainable Development Laboratory -University Oran 02 Mohamed Ben Ahmed, Faculty of Social Sciences (Algeria), E-mail: boudia.leila@univ-oran2.dz

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Abstract:

This article focuses on the Verbal violence of teachers and its effects on the psyche of adolescent students. where we selected 06 adolescent students, aged 13 to 17 years, who study at college in a state in eastern Algeria, and who have suffered from this phenomenon. We have chosen the qualitative approach, through multiple case studies of the instrumental type, to deepen the description of the participants' experiences. The results of this study showed that adolescent students had a negative psychological experience of verbal violence by the teacher. And that this verbal violence is what reduces their self-esteem and generates a state of anxiety and stress, so that the student feels insecure, which prompts him to react with aggressive behavior to maintain his psychological balance and his position in society.

Keywords: violence in schools-verbal violence-aggressive behavior-adolescent pupil-middle school teacher-psychological pension.

1- Problematic:

Violence in schools is one of the most important problems currently afflicting countries. It is a global phenomenon that has taken a large part of studies, and has shed the ink of many researchers, whether in the educational, psychological or social fields, or even in the field of media.

During the last ten years, who among us has not read about this topic in newspapers, magazines and the Internet, or has not seen on television programs discussing the phenomenon of violence in schools, but I did not understand that this phenomenon began to take on dangerous and frightening dimensions in our country until the day when I witnessed, by chance, a violent quarrel between a student in the middle stage and the official of an institution at the door of the medium, so this was for me and for all the citizens present in the place, something strange, which aroused my regret. I wouldn't have why school, as if this had happened in the past few years, it would have been

I wondered where the sanctity of this place went? Incidents published in newspapers on the unusual page, In 2011, when I became a legal assistant in the court of Annaba (juvenile section), my regret increased, and I realized that this phenomenon was spreading in our country as well. During all the time I was dealing, we went through several cases where the defendant was a student, and the victim was either another student, a teacher, an institution official, or the school itself. The number of cases brought to justice drew attention and painted a frightening picture of the reality of school violence in our country.

Between 2008 and 2011, we registered 55 cases, all committed by students between 13 and 17 years old. During their trial, I was able to listen to the defense of these teenage students accused of violence and aggressive behavior at school, so their social silence changed for me, and I did not see them accused, but sometimes they became, they are the victims, and their aggressive behavior for me was nothing but a cry of pain and suffering. (From the records of the Court of Annaba in Algeria)

The words used to defend themselves by these students who are brought to justice for committing violence in schools all express a kind of anger and anxiety, from some of the situations they face at school, especially those that affect their personality and make them the subject of ridicule by their classmates and sometimes by their teachers as well.

Examples of such attitudes and behaviors that anger adolescent pupils include describing them as failures or hurting them by uttering inappropriate and violent phrases devoid of humanity. Especially if these situations result from teachers, because the adolescent student at this critical stage is in the process of forming his personality and proving himself, and therefore he needs the teacher to be close to him and treat him humanely, and make him feel reassured and urge him to achieve and persevere in the study

Their defense also showed that when the latter lost a sense of security and low self-esteem, this made him hate school, and engaged in aggressive behaviors that are unacceptable to society. From everything I saw and

from interviewing some of the cases that were presented to the court, I always did not understand how a student stood before a judge to try him instead of turning to a psychologist to help him.

These questions revolving in my head, where in 2023, where I was reading a newspaper, my attention was attracted by an article sounding the alarm, about the exacerbation of the phenomenon of violence in schools in Algeria, where the journalist wrote, "Many educational institutions in Algeria have recorded in recent years a serious growth in the phenomenon of school violence, which has lost the school campus a lot of prestige and respect, as the latest statistics indicate that more than 160 cases of mutual violence were recorded inside the school campus annually, the latest of which was the assault of a student with a knife on A teacher in the wilaya of Batna Just a few hours later, an educational supervisor in an educational institution in Boumerdes was also beaten by students, which raises the question of the reasons for the spread of the phenomenon of school violence and what are the solutions to stop it and rehabilitate the Algerian school?, and has it become necessary to issue a law to protect teachers, similar to the law dedicated to protecting patients from the patient's relatives?" (Al-Watan newspaper, January 17, 2023)

And from here my scientific sense woke up and I asked my colleague to do a study on this subject.

And that's because I didn't understand why we always point fingers at the phenomenon of violence in schools in Algeria to students..

But after we have seen a lot of research that has been taken from violence in schools as a subject of study, we have noticed that a small percentage of it took the student with aggressive behavior and psychological livelihood as its centerpiece, and this is even in developed countries such as Canada, France or America.

If we refer to the statistics and the United Nations report on violence across the world issued in 2016, we find that one billion children between the ages of (2-17) years, have been subjected to physical, sexual, or emotional violence, or suffered from neglect. The report also showed that the age group in which violence is most concentrated are children and young adults..

Emotional or psychological violence is any word or action that restricts the child's movements, such as reprimand, ridicule, threats, intimidation, discrimination, ostracism, and other non-physical forms of hostile treatment.

This also explains the prevalence of violence in schools, especially in middle schools, which usually attract teenagers. The teacher who deals with this category does not suffer like other teachers from the weight of programs and overcrowding halls, but also suffers from the changes that occur to this student in this period, in which the latter rebels against all sources of authority, whether in the family, school, or in society. At this stage, the adolescent pupil is in the process of forming his independent personality and determining his place in society. To achieve this, he needs the help of the family, the school and the community as a whole. School plays an important role in the formation of the personality of the adolescent, because in our country the sense of failure or academic success is synonymous with success or failure in life, and determines in the future the place of the person in society.

)KELLER Hols and all ,1992,pp313-333)

This leads us to ask the following question, are teachers sufficiently armed with psychological and pedagogical concepts, to face this type of students who are in a critical stage, which is adolescence?

All studies have proven that the teacher has a clear role in refining the personality of the adolescent and making him feel safe, the relationship between the teacher and the adolescent student, must have several human characteristics. If this relationship between the student and the teacher is strong and positive, the educational weather inspires learning and creativity. But if this relationship, has become fragile and negative, the adolescent student feels injustice and insecurity, which may make him adopt aggressive behaviors to express these negative feelings.

Because the adolescent student is afraid and anxious whenever he is in front of a situation that threatens him, or threatens his social status. Also, the frequent failure and frustration, which is considered one of the most dangerous psychological poisons that kill the behavior of the adolescent, and can generate aggressive behaviors.

(Kouffman, 2001, p56)

Therefore, when the teacher utters words or when he makes judgments, he must take into account that this, may leave in the psyche of the adolescent student positive effects, increasing his confidence in himself and urging him to work and persevere. Or may create a kind of frustration that may turn into aggression towards himself, or towards his colleagues, or towards teachers, or towards the school, or, take more dimensions than that and turn towards the home and society as a whole. He will be in a struggle between self-realization and the difficulties that prevent him from reaching it. The teacher must also know that, often the adolescent student more express his anger and concern against the judgments issued by the teacher, especially if they

are followed by the sarcasm of his colleagues, and the indignation of his parents, and this is what increases the emergence of these aggressive behaviors when , which is only an expression of his anger.

The teacher as a human being may not pay attention to some indicators while teaching students, especially during the evaluation process, which is a process that lasts throughout the year, and the approach applied in the educational system in our country, which is the competency-based approach, gives great importance to the continuous evaluation, which would highlight the weaknesses of the student, and try to help him correct these errors and continue to obtain knowledge. But the teacher may be satisfied with the pedagogical and institutional aspect of this process, and neglect the human aspect, which may make the adolescent student live this process with a kind of negativity and strain the relationship that binds him with the teacher and with his colleagues and with the school.

It is known that anger is one of the most important symptoms of emotional sensitivity. One of the most important stimuli that explode is the adolescent's sense of injustice, and his feeling that his dignity has been touched, and the abundance of failure and frustration. The adolescent responds with anger and expresses it directly in the form of kinetic manifestations such as aggression by beating and attacking, or verbal manifestations such as shouting, threats and cursing, or expressive manifestations, like attacking the face. His aggressive behavior then becomes a defensive solution in order to balance internal forces and external pressures. The behavior of some teachers is sometimes the root of violent behavior by students, such as his lack of justice and fairness towards them, his abuse of disciplinary procedures and the collapse of his relationship with his students.

)Charlot,et Emin, 2000)

Some researchers attributed violence in the school environment to the lack of training of some actors in the system, in this case to the inability of teachers to take into account the metacognitive dimensions of learning and their lack of performance in education management.

) Kuntz, 2000)

From the above, through this study, we will try to answer the following main question:

What is the psychological pension for adolescent pupils for verbal violence of teachers ?

what is the psychic experience of the students toward the verbal abuse of the teachers?

The following sub-questions fall under it:

Does the attitudes of the teacher and their verbal violence have an impact on the emergence of aggressive behavior in the student?

What are the most important strategies and solutions that can reduce school violence?

2- The objectives of the research:

-The study of the psychological experience of verbal abuse by teachers towards students, makes it possible to shed light on the impact of teacher violence on the aggressiveness of students. And this, therefore, leads to a holistic understanding of the situation of the psychic experience of students who have suffered various forms of violence from teachers, which normally transmits knowledge and know-how to them, and, it also allows for an improvement in teacher– student relations

-Access to ways to protect the adolescent student from all images leading to violence School, and improve the level of his academic achievement.

3- Theoretical framework

3-1-Determine the main concepts :

3-1-A –Violence:

The etymology of the word “violence” comes from the Latin “violencia, violentus”; meaning “to act by force”, an abuse of force against someone or something. According to the WHO (World Health Organization), “violence is the intentional use of physical force, threats to others or oneself, against a group or community, that results in, or has a high likelihood of resulting in, injury, psychological harm, developmental problems or death” (WHO official website).

Violence does not only consist of exceptional, brutal and unpredictable events whose origin is extracurricular, but it also results from small, banal, frequent and irritating aggressions. Violence will be considered in terms of three groups of variables: crimes, misdemeanors and infractions; micro-violence; and feelings of insecurity. (Debarbieux ,2003, p. 18).

Generally speaking, researchers agree that violence encompasses all actions and behaviors that infringe on people's rights or dignity, causing physical or psychological suffering, or leading to the deterioration of objects in or around the school.

3-2-B- Aggressiveness

Aggressiveness is an ambiguous behaviour that stems from the duality of the concept of 'aggressiveness', which refers to a positive aggressiveness at the root of the personality's general dynamism, and aggression in its usual negative sense. Aggressive behaviour can also be a more or less successful attempt to adapt to the environment and not a simple projection of internal energy (Bloch, 1991, p22).

3-2-C- violence at school :

violence at school is defined as: "Any manifestation of force – verbal, written, physical, psychological or sexual – intentionally exerted, directly or indirectly by an individual or a group, and having the effect of harming, injuring or oppressing any person by attacking his integrity, his psychological or physical well-being, his rights or his property. " (MELS, 2009; p. 7). Violence at school is defined as any type of unwanted behavior, perceived as hostile and harmful, infringing on a person's physical or mental integrity, rights or dignity. Violence can be experienced, and committed, by students or by school staff.

3-2- forms of violence :

Violence is a multifaceted phenomenon that often focuses on the most spectacular physical aspects. It can be verbal, physical, psychological or passive: delays, absences, lack of work, refusal to participate (Gasparini, 2000).

3-3- the causes and the factors of the aggressiveness of the students in the school environment:

To explain the causes of violence in school, several researchers have identified a number of causes and factors that are at the origin of this violence. These factors are numerous and may concern the school or external factors. In the various writings, the issue of violence is addressed according to one and/or the other of these components: the student, the school, the family and the community.

*** The causes of violence in school related to the student:**

many researchers have shown that the education system itself exerts violence throughout its entire organization, Some argue that this violence also comes from students with undesirable behaviors that disrupt the smooth progress of learning. The moral sense of students, lack of reference points, norms and values, intolerance, prejudice, racism, contempt for certain groups or social classes are all pointed out. Some research in Algeria has mentioned the use of psychoactive substances, hyper activity, low school performance, delinquency as being the most important causes of violence in schools that are related to the student himself.

*** Causes of school violence related to the education system:** Generally, the causes related to violence in schools are: the climate in the school, the size of the school, the type of education provided, the specific attention to student support, multicultural composition, participation bodies (Dubet, 2000, p. 38)

***The family and society-related causes of school violence:**

The model that has explained the «sociological» causes of school violence is the theory of social learning, or observation-based learning that supports That the individual - especially the child - learns by observing and imitating the behavior of role models, such as parents or friends (Papalia et al., 2010, p. 19). Bandura (1973, 1977, 1983) insists that aggressive behavior is learned by observing violent patterns. "The subject observes the situation, the behaviors expressed and the consequences of these behaviors; then it memorizes these observations; finally, in a similar situation, it updates or inhibits learned behaviors" (Cusson, 1999, p. 17). According to the social learning perspective, Bandura (1986), "the idea of a crime chromosome is baseless: one is not born delinquent or violent, one becomes it" (Debarbieux, 2008, p.161).

*** Media and new technologies as the causes of school violence:**

Many studies have already highlighted the existence of a significant link between violence in different media and aggressive behaviour by children and adolescents (Bailly, 2009, p.193). Television, cinema, video games and the internet are all accused: all these screens that broadcast images of massacres of all kinds or offer recipes for making explosives do not carryDo they not share responsibility for the increase in violence? (Ferenczi, 2000, p. 137). Aggressive reactions in angry subjects tend to increase after watching violent films (Quoted by Sahuc, 2006, p. 32) .

3-4 - Some statistics of school violence in Algeria:

The evolution of acts of violence in schools in Algeria may be a direct consequence of the consequences of the black decade that our country has experienced, but also to the remarkable socio-cultural and economic changes which have affected all categories of our society. School violence is a phenomenon that is growing in our schools with alarming proportions, which has altered the vocation of the school and reduced its mission to just a simple transmission of disciplinary knowledge.

Yes, Algeria has not been spared by this phenomenon, despite strict laws. In 2001, a study conducted by the Constantine State School and Vocational Guidance Centre found that 17 out of 28 secondary schools identified acts of violence committed by students, and in a similar study in Mila State, the results resulted in 3298 cases of violence in middle schools (BABAS, 2008)

In 2009, schools witnessed more than 700 cases of violence across the country, including two cases of murder, the first in Bejaïa by a student under 15 and the second in Sétif by a student of the same age) DAILY D'ORAN, 2009)

In the state of Annaba, 55 cases were referred to the courts between 2008 and 2011 where the accused were students aged 13 and 17 and the charges against them were different and varied, including the crime of breaking school property, to the crime of intentional assault on their colleagues or on one of the teachers. (Extract from the judicial archives of Annaba in Algeria)

And in 2022/2023, a study confirmed that violence in the school environment has taken on worrying proportions and that during the 2021/2022 school year there was an increase in cases handled by the Algerian authorities of almost 38%. The Inspector-General of Police Services stated that the acts of violence took place within schools, mostly committed by students of both sexes. Thus, 200 cases were processed involving 112 students and 92 employees, while 185 students and 15 employees were victims of school violence during the same period.(berahal,2023)

4-METHODOLOGY:

4-1-Characteristics of the research

Starting from the fact that violence in schools is attributed to the lack of training of some actors in the system, in this case the teachers' inability to take into account the metacognitive dimensions of learning and their lack of performance in teaching management (Kuntz, 2000). The schools most affected by violence are those where students have the most negative perceptions of teachers, and where there is a poor relationship between teachers and school management. Some say that it is not the students who commit violence in class, but they are the ones who suffer it (Vivet, Defrance and Tomkiewicz 2000). The behaviour of some teachers may sometimes lead to violent student behaviour: lack of justice and fairness towards students, abuse of disciplinary measures and the breakdown of teacher/student relationships (Charlot, 2000). we conducted this study to understand the students' experiences of verbal abuse by teachers. The overall objective of our research was to explore the impact of teachers' verbal abuse on students' experiences and their aggressiveness. We have chosen the qualitative approach, through multiple case studies of the instrumental type, to deepen the description of the participants' experience..

This approach is defined by Creswell (1997: 61) as “the exploration of a “defined system” or case(s) over a period of time, through in-depth, detailed data collection involving multiple sources of information rich in context [translation] ” The case study is called instrumental, because the case serves to describe the phenomenon studied rather than being a source of interest in itself. The exploration of several cases also allows to highlight the common themes in the experience of a large part of the students who have been victims of verbal abuse by their teachers.

After obtaining the approval of the education directorate in Annaba (a city located in eastern Algeria), and the school principal, “George Isaak”, we conducted semi-structured interviews. Addressed to the six participants who meet our study criteria, and to assess their anxiety and self-esteem, we took the Cooper Smith test and the Taylor test.

4-2- Sampling:

Teenagers between the ages of 14 and 16 are very sensitive to all the judgments that others make about them. There are also many difficulties when interacting adolescents of this age with adults. In addition, during our work at the court, we noticed that most of the students brought to justice were between 14 and 17 years old. That is why, in our study, it was more appropriate to select adolescents aged 14 to 16 years. And, of course, taking into account the age variable, the variable of their appearances at the disciplinary council of the school, due to the violent acts committed .

Thus, our sample at the beginning contained 11 cases, after we excluded 5 cases (including those who were expelled and those who transferred to another school). From there, our current sample now contains 6 cases characterized by certain characteristics (age, success rate between the first and second terms, acts of violence committed and some emotional characteristics that we observed) .

4-3-Study Tool:

The choice of research methods and tools depends on the nature of the study subject, the objective, and also on the approach taken in the study. Based on the fact that we have opted for the case study, and the fact that by deliberating on some of the cases that were referred to justice, and hearing the defence of these

teenage students, we found that most of them had dominant characteristics, namely low self-esteem and anxiety. And that is why we chose these resentments as indicators of the impact of verbal abuse on the psyche of the adolescent student. Noting also that they may suffer from feelings of guilt, inferiority and other negative emotions. on this, our choice for the tools was as follows:

*** the Observation**

*** The interview:**

Interviews were recorded and verbatim transcribed. For the analysis of interviews, the method suggested by Stake (1995) was adopted

The interview included three topics:

1-aggressive behaviour within the college.

2-the self-image seen by the violent adolescent student.

3-Self-image seen by others important (school relationship-teacher relationship-colleague and outside world relationship)

*** CooperSmith self-esteem scale (the school form)**

We estimate how high or low the student's self-esteem is, based on the affiliation of the score obtained when passing the scale, to one of the following areas :

1* If the self-esteem belongs to the domain [0-18], the adolescent student has a very low self-esteem

2* If the self-esteem belongs to the domain [19-30], the adolescent student has a low self-esteem

3* If the self-esteem belongs to the domain [31-38], the adolescent student has an average self-esteem.

4* If self-esteem belongs to the domain [39-45], the adolescent student has a high self-esteem.

5* If the self-esteem belongs to the range [46-50], the adolescent student has a very high self-esteem

*** Taylor anxiety scale :** We estimate how high or low the student's stress is, based on the affiliation of the score obtained during the passing of the scale, to one of the following areas :

1* If the sum of the points obtained is, Between [0-16], it means that the adolescent student has very low anxiety.

2* If the sum of the points obtained is, Between [17-19], it means that the adolescent student has low anxiety

3* If the sum of the points obtained is, Between [20-24], this means that the adolescent student has an average anxiety

4* If the sum of the points obtained is ,Between [25-29], this means that the adolescent student has above-average anxiety.

5* If the sum of the points obtained is, Between [30-50], it means that the adolescent student has high anxiety.

5-Resultas

5-1- Sample characteristics:

The sample members were limited by determining their characteristics, where the achievement rate was calculated as follows:

$$\text{Achievement rate} = \frac{\text{first triple rate} + \text{second triple rate}}{2}$$

* **If it is:** achievement rate > 10/20, this means that the student has satisfactory results.

* **But if it is:** the achievement rate < 10/20, this means that the student has poor results.

The emotional characteristics of students were identified from our observation of our study sample, and this will be useful later to analyze and discuss the results. As for the aggressive behaviour of students, information was collected from the register of the College Disciplinary Board

Table RFM (1): Sample characteristics

Some apparent behavioral and emotional characteristics	Reason for referral to the disciplinary board (acts of violence committed)	Achievement rate	Study Level	Age	Features Cases
- Apathetic He uses inappropriate words inside the school	-Cracking school property - Verbally assaulting the professor	8.98	Third Intermediate	14 years old	Case -1- satisfaction

- Bragged - Angry - Uses inappropriate words - Someone who is socially awkward	-Cheating -Verbally assaulting the professor	10.00	Fourth Intermediate	15 years	Case -2- generous
- Many Shushra in the section - Many mock his colleagues - Group Leader Leader de groupe Loved by his colleagues- -merry	- Assault on teammates - Verbally assaulting the professor	7.66	Fourth Intermediate	16 years old	Case -3- emir
-I am hesitating -shy - Angry	-Cheating - Verbally assaulting the professor	7.50	Third Intermediate) (Demonstrator)	16 year	Case -4- Mohamed Mahdi
- Bragged -Someone who is socially awkward - doesn't talk much. - Angry	Physically assaulting the professor	9.50	Third Intermediate	15 years	Case -5- Enzyme
-Balanced - He has many friends - Loved by school staff	- trespassing on school property (after a verbal quarrel with the teacher)	11.00	Third Intermediate	14 years old	Case -6- Ryan

5-2-Content analysis:

5-2-A- First Case:

On the Taylor anxiety scale, "REDA" scored 28, which means he has above-average anxiety. And on the "Cooper Smith" scale, he got a score of 24/50, which expresses low self-esteem. The interview analysis showed that the adolescent student has a negative self-image and suffers from severe anxiety.

He also scored 4/8 on the sub-scale (social self), which is a low score (low social self-esteem) and corresponds to what was reported by REDA during the interview. We understood by analyzing his speech, that he does not accept the image he receives from society and that he is not satisfied with his standard of living. Therefore, he tries to regain his place in society by using violence and aggression towards others.

As for self-image at school, he got a score of (1/8), which is a very low score, and this corresponds to his answers during the interview, where he told us that although he was afraid of failure, and wants to succeed, he has no confidence in his cognitive abilities, and he makes no effort to improve his academic level because he has not found support or encouragement from his teachers, or from the administrative staff of the college. REDA, explained that his relationship with teachers is bad, and he lives it, with some severe anxiety. Therefore, this bad relationship with his teachers and their violent behaviour towards him make him angry and lower his self-esteem.

The family's self-image was also influenced by the school's self-image, despite the close relationship that this teenager has with his family and their love for him. This is what we deduced from the result obtained on the sub-scale (family self) a score of (5/8), and by its answers to interview questions. We found that he feels his parents distinguish between him and his brother who has good academic performance, he believes they are more proud of him.

As for the result of the sub-scale (lie scale), it is noted that Réda obtained a score of (2/8). This is a correct result that reflects what we also noticed during the interview, where he answered all our questions quickly, showed no hesitation and treated us with respect and spontaneity. He told us that he was happy that we changed the direction of pointing the finger in the issue of violence in schools, wishing us to report all violations and violence issued by teachers to the authorities. He assured us that he was waiting for someone to come, to tell him about his pain.

The results obtained on the "Taylor" anxiety scale and the "CooperSmith" self-esteem scale correspond to the results of the interview response analysis. This case study showed that the adolescent has above-average anxiety and low self-esteem. And that his academic performance and the violent language of the teachers, stress him, and provoke him, until they bring out the worst in him.

In the end, it can be concluded that REDA's aggressive behaviour is nothing more than a reaction to the teachers' violent behaviour, especially the insults and hurtful words they utter.

5-2-B – Second case:

On the Taylor anxiety scale, "Karim" scored 22, which means he has moderate anxiety. And on the "CooperSmith" scale, he got a score of 31/50, which expresses that he has an average self-esteem. We found in the interview analysis that it has an image that is neither completely negative nor completely positive, but rather an image that tends to be negative if not supported. Regarding the social image, he had a score of (3/8), which is low self-esteem and this corresponds to what was stated during the interview. Karim, does not accept his position in society, and, he is not satisfied with his standard of living and wants to be better than he is now.

And this is consistent with what was said in the interview, noting that Karim does not trust his cognitive abilities, and only points out his shortcomings. He does not know the relationship between work and success and sees cheating as the only way to succeed.

He experiences the relationship with teachers with a kind of resentment, because he feels injustice and discrimination, because his name has always been associated with the word cheating by teachers. And that's probably why he clings to cheating, seeing it as the only way to succeed. And all the judgments and mocks that are inflicted on him by the teachers, irritate him and make his self-esteem decrease. Regarding the family self-image, he had a score of (7/8), which is a very high family self-esteem. We note that Karim feels very much loved by his family (my mother works only to please me) and (my grandfather spoils me), and even when his mother scolds him, he accepts it and finds that she has the right to do so, we note that he has a positive family image and receives all the necessary care from them. Karim told us that he had only one problem, his guilt towards his mother, seeing that with his results and his academic level, he could not fulfill his mother's wish to succeed in school. But, he hopes that in the future, he will be able to pay even a small part of his debts to his mother. As for the result of the lie scale, we note that he got a score of 6/8, a result that reflects his initial hesitation to accept the idea of dealing with us, and also reflects his personality, which tends to be introverted and not much talk. And it must be said, that was the first characteristic we noticed in him. At first he answered with very short sentences, then he started to be more relaxed and he spoke more easily. We also noticed this from her facial expressions..

Finally, we conclude that Karim has a self-image, neither completely negative nor completely positive, except for the family self image, which is a very positive image, due to the love and adequate care he receives from his family. Since Karim focuses only on his flaws, this image tends to be negative instead of positive. We conclude that his academic performance, and his sense of injustice, discrimination and violence on the part of teachers, which contributed to the onset of anxiety in him, and, have caused his self-esteem to decline despite the great attention he receives from his family.

5-2-C-Third Case:

On the Taylor anxiety scale, "Amir" scored 42, which means he is suffering from very severe anxiety. And on the "CooperSmith" scale, he got a score of 23/50, which expresses low self-esteem. The interview analysis showed that the adolescent student has a negative self-image and suffers from severe anxiety.

In terms of social image, he scored (7/8), which is a very strong result and represents a high social esteem, and this corresponds to his answers during the interview. Even though Amir has a negative image of his position in society, it is seen that he has a good position among his peers as a group leader. A position he has taken, through his sense of protection, towards his friends. We also noticed from his responses that he developed many standards and values. He does not like injustice, violence or discrimination between people, but he found himself forced to choose violence and aggression as a means of regaining his place in society. As for the self-image of the school, we find that he got a score of 2/8, which is a very low score, and this corresponds to what was stated in the interview, because "Amir" believes he is unable to study, because of

his level which, does not allow him to progress. He has shown a strong desire to drop out of school and fail. He is also influenced by the attitudes and behaviors of teachers, through which he sees himself unworthy of success and does not have the necessary means to study, which has affected his self-esteem, becoming weak. Regarding the family's self-image, Amir scored (1/8), which is very low and represents a very low school self-esteem. He explained his family situation to us, and we found that he is suffering from the divorce of his parents and does not enjoy the love and affection of his father as all children. His mother, concerned about her work and the hassles of life, no longer attaches importance to her son's studies, and she accepted his failure while becoming very indifferent to it. Note that the results of the scales match the results of the interview. As a result, Amir suffers from severe anxiety and low self-esteem. He was clearly influenced by the images he received of society, especially those reflected by teachers through their judgments and attitudes towards it. This teenager is considered one of the most suffering cases of family and psychological problems, which also led to his intolerance to verbal violence from teachers.

5-2-D- Fourth case:

On the Taylor anxiety scale, "Mohamed Mehdi" scored 41, which means he suffers from very severe anxiety. And on the "CooperSmith" scale, he got a score of 16/50, which expresses a very low self-esteem. The interview analysis showed that the adolescent student has a very negative self-image and suffers from severe anxiety. He also scored 4/8 on the sub-scale (social self), which is a low score and represents a low social self-esteem, and this corresponds to what was stated by him during the interview. It also has a score of 3/8 on the social scale, which is low and represents low social self-esteem. This is consistent with his answers during the interview. Mohammed Mehdi believes that he is missing several things, which could qualify him to have a good position in society. And for the same reason, he feels that he is not worthy of the love of his friends. He assured us that he had no sense of belonging to any group. Regarding "the school's self-image", we find that he scored 1/8 on the "Cooper Smith" scale, which is a very low score and corresponds to the meaning of his answers during the interview. He told us that he is weak and does not have the cognitive abilities necessary for success, and he has a strong desire to drop out of school and enter working life. It should also be noted that this teenager has certified to us that the origin of his anger, anxiety and low self-esteem is only the attitudes of teachers, their judgments and verbal violence.

Regarding the family's self-image, Mohammed Mehdi got a score of (1/8), which is a very low score and represents a low family self-esteem. During the interview, we noticed that he was suffering from his family situation and an apparent emotional deficiency. We also noticed that he does not tolerate the image that others give him, especially those reflected by teachers who always remind him of this situation. And through all that came out, we conclude that the results of both scales match the results of the interview. Therefore, we conclude that "Mohammed Mahdi" suffers from severe anxiety and has very low self-esteem. Which was clearly influenced by his family and social status. Teachers' attitudes and verbal abuse, as well as her poor academic performance, also served to stabilize this negative image

5-2-E-Fourth Case:

On the Taylor anxiety scale, "Nazim" got a score of 41, which means he suffers from very severe anxiety. And on the "CooperSmith" scale, he got a score of 25/50, which expresses low self-esteem. This is consistent with what he said in the interview, because we noticed that he accepted the image of himself but felt oppressed and so becoming aggressive is his only way to reduce the intensity of his anger.

He also scored 3/8 on the sub-scale (social self), which is a low grade and corresponds to what was stated by him during the interview. From his answers, it was noted that Nazim accepted his social image, but since he had a very bad relationship with his peers, the social self-image was affected. As far as the self-image at school is concerned, he got a score of (1/8), which is a very low score, and this corresponds to his answers during the interview, where he informed us that he felt his academic level was very low, we had also noted ,He did not believe in the relationship between work and success. He told us that he often relied on others to do his homework. He also felt that his relationship with his teachers was very bad. His response indicates that he was greatly affected by the teachers' attitudes, judgments and verbal abuse towards him, resulting in the anxiety and anger he felt and decreased his self-esteem.

Regarding the family's self-image, he scored (6/8), which is a high score and represents a strong family self-esteem. During the interview, we noticed that Nazim felt very loved by his parents, even if sometimes he manifested bouts of jealousy towards his sister, who, his parents prefer because, his school results are better than his. The result of the lie scale is 5/8, which reflects a defensive attitude towards the scale. In addition, it was noted that he was an introverted person, who does not like to talk to people too much. With respect to the overall result of the scale, we find that he scored 25/50, indicating that he has low self-esteem. And that corresponds to what we have learned from his answers during the interview. Which led us to conclude that

Nazim's bad relationship with his teachers and lack of friends affected his overall image, contributing to his low self-esteem.

5-2-F- Sixth case:

On the Taylor anxiety scale, "RAYAN" got a score of 41, which means that he suffers from very severe anxiety. And on the "Cooper Smith" scale, he got a score of 25/50, which expresses a very low self-esteem. When we analyzed his responses to the interview, we found that he had a negative image of himself, who was affected by the drop in academic self-esteem. In terms of social image, he scored (5/8), which is an average result, and this corresponds to his answers during the interview, which led us to conclude that he was not satisfied with his position in society, But the fact that he was loved by his friends, it somewhat increased his social self-esteem. Regarding "self-image of the school", we find that he got a 2/8 on the "CooperSmith" scale which is a very low score and this corresponds to what was stated in the interview. **RAYAN** believes he is unable to study because of his level, which does not allow him to progress. He confirmed to us that his poor relationship with teachers, their judgments and violence against him, and their high aspirations are the real cause of his low self-esteem. Regarding the family's self-image, he scored (7/8), which is a high score and represents strong family self-esteem. During the interview, we noticed that Rayan feels very much loved by his family and he does not complain about the attention his parents give him. As for the sub-scale (lie scale), it was noted that it scored (2/8). This is a correct result which reflects what we also noticed during the interview, where he answered all our questions quickly, showed no hesitation, took no defensive attitude towards the ladder. He spoke openly with us about his defaults, his complexes and fears, without hesitation. At the end of this analysis, it can be concluded that Ryan has a strong character. His aggressive behaviour can be described as a natural and justified reaction to the teachers' verbal abuse.

5-3- Discussion

The previous step, namely the analysis of the results obtained from the Cooper Smith test, and the Taylor test, and the semi-directed interview (which we applied to our sample), allowed us to conclude the following results:

*During our analysis of the responses of adolescent students to the interview questions, we noticed that many sentences suggested inappropriate verbal behavior of teachers, which was a direct cause of the commission of violent acts by these students. like "he insults my mother and calls her a b.....",and "he calls me the son of the b....., and "he calls me an ass".

* Adolescent students, severely suffering from verbal abuse of the teacher, which puts him in a state of constant anger and anxiety, reduces his self-esteem. This experience leads him to adopt aggressive behaviour, which is nothing more than a way of discharging all these negative charges. This explains our findings, including one that suggests that teachers' poor judgments, behaviors and attitudes reduce adolescent students' self-esteem, provoke anger and lead to inappropriate behavior such as violence. This result was also obtained by the researcher Hamidi Mohammed Dedan Al-Dedan (2003) in his study on self-esteem and its relationship with aggressive behaviour of students in Saudi Arabia.

* Adolescent students feel guilty and inferior to peers.

*Adolescent students are sometimes forced to choose violence and aggression as a means of regaining their place in society.

* According to the students, the cause of their aggressiveness and stress is verbal violence and inappropriate behaviour by teachers

* Aggressive behaviour in adolescent students at school is not purely aggressive but rather a means of rebuilding their self-esteem and de-stressing. The school becomes a place of expression for a tension that the adolescent cannot feed (Sahuc, 2006, p. 178)

* Most of our sample expressed certain needs such as the need to be helped by others, the need for love, the need to be appreciated by others, and the need for respect.

* when a student's academic self-esteem decreases, due to his or her level of academic achievement and verbal abuse by teachers, his or her social self-esteem also decreases

* The results show that low academic self-esteem and low social self-esteem are predictors of aggressive behaviour in the future.

* High teacher expectations contribute to frustration among adolescent students. Aggression is defined as "a mental disposition, state of mind, and drive that can be experienced through frustration described as constructive or destructive and which aims at self-assertion" (Bovay2008, p. 31).

* Low expectations of teachers contribute to ensuring that the poor adolescent student does not make any effort to improve his or her level

* Poor academic performance and the teacher's verbal abuse make the adolescent student feel inferior and angry. And so he has a sense of guilt, a desire to drop out of school, and a desire to emigrate.

6-Conclusion

This work has limitations, which prevent us from generalizing these results, as the sample. But this does not prevent these results from remaining objective, and becoming a starting point for further in-depth research in the future. We will conclude our research by giving some recommendations that we consider appropriate to reduce the phenomenon of violence in schools in order to create a comfortable learning atmosphere for the learner and a stress-free working atmosphere for teachers and administrative staff.

* to open a constructive dialogue between the different actors in the school environment.

* Training teachers in responding to violent behaviour.

* Establishment of a moral code to which teachers adhere, with more severe penalties for those who violate it.

* Implementation of a prevention program for the development of self-esteem in students with aggressive behaviour.

* The establishment of medical cells that support adolescent students with anxiety and certain psychological problems.

* Before hiring a teacher, they must pass high quality psychological tests to check their mental health and ensure that they are qualified to do this noble work.

* Expand research and investigations into the problem of school violence without always pointing fingers at students.

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