

The Contribution of School Administration in Confronting Symbolic Violence among High School Students.

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Abstract:

The current study aims to reveal the contribution of school administration in confronting symbolic violence among secondary school students. The descriptive exploratory approach was used, where we surveyed a sample of (130) employees. The questionnaire on the contribution of school administration in confronting symbolic violence among secondary school students was relied upon, as it was processed using the SPSS v22 program. Among the most prominent results reached: School administration has a high role in confronting symbolic violence in the school environment among secondary school students.

Keywords: School administration, symbolic violence, school environment

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Introduction:

School administration plays a fundamental role in directing the educational environment and ensuring the achievement of education goals. One of the most prominent challenges it faces is addressing various forms of violence in schools, including symbolic violence, which appears in social and cultural practices, where language, hints and signals are used directly or indirectly to belittle, demean or marginalize individuals. Although it is not embodied in a physical form, its psychological and social impact may be profound and long-term.

As the school is one of the institutions that contribute to shaping the student's personality and enhancing his social and cultural awareness, therefore, creating a safe and healthy educational environment free of all forms of violence is the responsibility of school administration, as it seeks to develop effective strategies to reduce it and address it when it occurs, through wise leadership. These efforts include directing school policies, providing continuous training for teachers, enhancing communication with parents, and implementing clear and strict laws to ensure combating any manifestation of symbolic violence.

The problem:

Education is one of the important aspects in building the individual, developing societies and preserving values, as without it the individual loses his humanity and society loses its balance, and leads to chaos. Education makes our lives balanced and helps us live in a safe environment. Acquiring the principles of education is not an easy matter, but rather requires great effort from a large number of bodies, including the mosque, family and school.

The school plays a major role in our lives in teaching us education and instilling its values. It is a social educational institution in which students receive various sciences such as literature, mathematics, history and geography. It also helps students discover and develop their talents, form relationships, and learn teamwork.

The school has witnessed great development over many centuries, as its concept is relatively modern, which had appeared among some Mamluks but in a completely different way than it is today, until the emergence of colonialism, which established its current known form. It is also considered complementary to the mission of education that was from parents and the home. Despite the interest in the school, it faces major challenges as a result of the ongoing developments and the development of educational programs and curricula in developed countries. It has become imperative to keep pace with these developments, which can only be achieved by paying attention to the school administration, considering it responsible for implementing these programs and curricula, as well as its close, daily and direct relationship with the students and the teacher. The school administration also bears the responsibility of implementing, supervising and following up on these programs, and provides guidance to teachers in this regard.

The school administration is not just the school principal, but rather a group of individuals in which each one of them plays an effective role in the success of the educational process due to the tasks he performs, which focus primarily on the student who is considered the intellectual capital in which all institutions seek to invest.

The latter is not without various difficulties and problems, especially in its relationship with students at different levels, especially in adolescence, where students face multiple physiological changes at this stage, which affect their social and psychological relationships and make them vulnerable to many problems, whether from their colleagues or others. These problems are transferred to school, where you find many of them behaving violently with each other, as violence takes many forms, including symbolic violence.

Symbolic violence is one of the types of school violence, and it is widely known among students and imposes itself as a reality, as it appears in their behavior such as insulting their colleagues and calling them immoral words, as many researchers describe it as soft violence. The school is not alone responsible for its spread, but different environments such as society have contributed to its emergence and spread in a terrible way.

It is noticeable that symbolic violence has affected students, so that the desire of many of them to learn and succeed has decreased as a result of the symbolic violence they are exposed to from their

colleagues, and they have become afraid and their psychological states have worsened, and they have become isolated from society.

Based on this, this study came to answer the following question:

How does school administration contribute to confronting symbolic violence among secondary school students? Objectives of the study.

The current study aimed to achieve the following objectives:

1/ To reveal the reality of the role of school administration in confronting symbolic violence in the secondary education stage

2/To identify the role of programs provided by school administration to treat symbolic violence behavior in the school environment

3/ To know how the school affects instilling values to confront symbolic violence in the school environment

4/To reveal the level of communication between the family, the school and the surrounding community to confront symbolic violence in the school environment

5/ To identify the extent of the school's influence in spreading the culture of non-violence to confront symbolic violence in the school environment

6/To reach proposals to develop the role of school administration in confronting symbolic violence in the secondary education stage

The importance of the study

The scientific importance of this study lies in the fact that it is a scientific attempt that contributes in a simple way to enriching scientific research and helps researchers to get an idea about the topic being studied. The importance of this study is also embodied in the fact that it is worthy of research in light of the lack of previous studies. The importance of the study also lies in the fact that it seeks to address a social and educational problem that threatens the school environment, and to reach scientific results that pave the way for knowing how school administration contributes to confronting symbolic violence among secondary school students.

Study limits:

- Spatial limits: A group of high schools in the state of El Oued.
- Human limits: The study sample consisted of (130) high school employees.
- Time limits: The 2021/2022 academic year

Procedural definitions of study concepts:

School administration:

colleagues, and they have become afraid and their psychological states have worsened, and they The process is referred to as educational administration or school administration, and it can be defined as a process concerned with running the school where the working policies are interpreted and made practical. Therefore, each individual in it is concerned with implementing educational plans, programs and policies in the educational institution, and must be familiar with the fields of theories, techniques and principles of school administration and be able to use them as a guide to action when necessary (Peretomode, 1995)

Procedurally:

It can be defined procedurally: It is all educational activities carried out by school workers, which include the school principal, specialist, teachers, administrators and guards with the aim of providing a safe and violence-free school environment that ensures the educational process proceeds in a way that achieves educational goals inside and outside the school.

Symbolic violence:

It is a form of violence that is often practiced through symbolic channels such as perception, feeling, ideas, and the use of meanings, where it is hidden, imperceptible, and invisible and is gradually accepted by its practitioners and victims. It is a form of domination imposed on the individual or groups and forces them to submit (Thapar-Björkert et al, 2016)

Procedurally:

It is a hidden, non-kinetic violence that is carried out through a set of symbols and provocative movements that express in their content domination and contempt for others, as they express negative messages towards the other party.

Field Study Procedures

Study Methodology: The current study used the descriptive method that suits the nature of the current research, as this method describes what is being interpreted and is concerned with identifying common and prevailing practices (Morsi 1994, p. 270)

Study Sample:

The sample was selected randomly from high school employees, so that the opportunities were equal for all its members 150 questionnaires were distributed, after which 140 questionnaires were retrieved, and then 10 questionnaires were cancelled due to incomplete answers by the sample members.

Sample Characteristics:

The current study sample consisted of (130) employees and was distributed according to the following characteristics:

-In terms of gender: It was noted that the number and percentage of males was higher than females, as the number of males reached 72 with an estimated percentage of 55%, compared to the number of females, which was 58 with an estimated percentage of 45%.

-In terms of profession: The number of professors was 75 professors at a rate of 58%, followed by the category of administrators, numbering 30 at a rate of 23%, followed by the category of educational supervisors, numbering 16 at a rate of 12%, and finally the category of specialists was the least, numbering 09 at a rate of 07%.

-In terms of professional experience: Professional experience was divided into three areas as follows:

From one to 12 years, which numbered 47 in the study sample at a rate of 36%.

From 13 to 24 years, which numbered 60 in the study sample at a rate of 46%.

From 25 to 36 years, which numbered 23 in the study sample at a rate of 18%.

Study tools:

In order to verify the hypotheses of the current research, we resorted to using some scales that are widely known among researchers and are mentioned in many academic studies and research. These scales are considered, according to what the researchers report, to be among the most widely used scales in various scientific journals and magazines. The current research tools consisted of:

A questionnaire on the contribution of school administration in confronting symbolic violence among secondary school students

The questionnaire was designed by the researchers, based on the theoretical heritage and previous studies, as well as on the study of Rand Salah (2019), as the questionnaire includes five axes, which are specified as follows:

The first axis: Communication between the family, school and the surrounding community, consisting of statement No. 01 to statement No. 10.

The second axis: Instilling values, which consists of statement 11 to statement 20.

The third axis: Programs provided by the school administration to treat symbolic violent behavior, which consists of statement 21 to statement 28.

The fourth axis: Spreading the culture of non-violence, which consists of statement 29 to statement 37.

The fifth domain: The use of Facebook in the school environment, which consists of statement 38 to statement 46.

The five-point Likert scale was also used to answer it, which is shown in the following table:

Table No. (01): shows the distribution of scores on the answer alternatives in the questionnaire.

Answers	Totally agree	agree	Neutral	disagree	Totally disagree
Degree	05	04	03	02	01

Three levels of the questionnaire score were also determined, and they are divided as follows:

Low level from 01 to 2.32.

Medium level from 2.33 to 3.21

High level from 3.22 to 05.

Psychometric properties of the questionnaire

-Validity of the scale: The researchers verified the validity of the scale in two ways, by presenting it to arbitrators from the faculty members of the Faculty of Social Sciences at Al oued University, to make the necessary modifications.

-Validity of internal consistency:

The validity of the questionnaire was also calculated through internal consistency (construct validity), by calculating the linear correlation coefficient of Pearson between the questionnaire and the axes scores and between the axes items with each other, as well as between the axes and the total score of the scale. The results were as shown in the following tables:

Table No. (02): Shows the correlation coefficients between the degrees of the statements and the degrees of the axis to which they belong.

Significance Level	Correlation Coefficient	Phrase	The field	Significance Level	Correlation Coefficient	Phrase	The field
0.01	0.362	11	Instilling values	0.01	0.690	1	Communication between family, school and surrounding community
	0.252	12			0.786	2	
	0.607	13			0.533	3	
	0.454	14			0.719	4	
	0.471	15			0.772	5	
	0.722	16			0.855	6	
	0.623	17			0.634	7	
	0.73	18			0.674	8	

	0.610	19			0.532	9	
	0.486	20			0.511	10	
0.01	0.631	29	Spreading the culture of non-violence	0.01	0.764	21	Programs provided by the school administration to treat symbolic violence behavior
	0.521	30			0.402	22	
	0.582	31			0.57	23	
	0.785	32			0.459	24	
	0.652	33			0.821	25	
	0.726	34			0.702	26	
	0.503	35			0.787	27	
	0.346	36			0.519	28	
	0.483	37					
0.01	0.759	44	Not significant	0.01	0.171	38	Facebook use in school
	0.679	45			0.354	39	
	0.695	46			0.821	40	
	0.532	47			0.841	41	
Not significant	0.032	48			0.828	42	
	0.011	49			0.762	43	

Source: Prepared by researchers based on SPSS outputs

It is clear from the table above that the correlation coefficients of the statements with their axis to which they belong are positive and statistically significant, as their significance level was 0.01, except for statements (38), (48) and (49), which were not significant and were removed from the questionnaire.

-Scale stability: The stability calculation process was carried out using the Cronbach's alpha coefficient method, as the Cronbach's alpha value for the questionnaire as a whole was very high at 0.909.

Presentation and discussion of the results:

Presentation and discussion of the result of the question: How does school administration contribute to confronting symbolic violence among secondary school students?

To answer this question, the arithmetic mean and standard deviation of the answers of the study sample members were extracted for the fields and the tool as a whole, and the following table shows this.

Table N (03): Shows the arithmetic mean and standard deviation of the answers of the study sample members regarding the fields and the tool as a whole.

Arrangement	Level	Standard deviation	Arithmetic mean	The field
03	high	0,647	4,080	Communication between family, school and surrounding community
02	high	0,448	4,230	Instilling values
04	high	0,708	3,838	Programs offered by school administration to treat symbolic violence behavior
01	high	0,466	4,244	Spreading the culture of non-violence
05	middle	1,097	3,074	Facebook use in school
high		0,483	3,893	The tool as a whole

Source: Prepared by researchers based on SPSS outputs

From the table above, we notice that there is a high role for school administration in confronting symbolic violence in the school environment among secondary school students, as the arithmetic average of the scores of the study sample members on the tool as a whole was (3.893), i.e. a high level. The table also shows that the arithmetic averages of the study sample members' answers on the fields of study ranged between (3.074-4.244), where the field of spreading the culture of non-violence came in first place with an arithmetic average of (4.244), i.e. a high evaluation level. The field of instilling values came in second place with an arithmetic average of (4.23), i.e. a high evaluation level. It was followed in third place by the field of activating communication between the family, school and the surrounding community with an arithmetic average of (4.080), i.e. a high evaluation level. The field of programs provided by the school administration to treat violent behavior came in fourth place with an arithmetic average of (3.838), i.e. a high evaluation level. The field of using Facebook in the school environment came in fifth and last place with an arithmetic average of (3.074), i.e. an average evaluation level. This can be explained by the fact that the school administration is very aware of the dangers of symbolic violence on the school and society, and it is striving to control it and reduce its impact, as we find that it has harnessed all means for this, from providing brochures and dialogue with students and encouraging noble relationships between teachers and students on an ongoing basis, and using the school radio and establishing the principle of mutual respect between teachers and students, and holding dialogue sessions targeting students with violent behavior, as the school administration is also interested in the use of Facebook in the school, as it imposes punishment on those who use it in the

To answer this question, the arithmetic mean and standard deviation of the answers of the study sample members were extracted for the fields and the tool as a whole, and the following table environment and increasing support for student activities and helping students and their clubs, in order to achieve its goal, which ensures addressing the problems facing the student, whether psychological or related to learning difficulties or problems of adapting to others. The results of this study are consistent with the study of Hamadneh (2014), which showed that the role of school administration in reducing school violence in secondary schools in Irbid Governorate was to a large extent, as well as the study of Qulqassis and Rib Allah (2021), which concluded that school administration contributes effectively to reducing school violence. The results of this study also differed from the study of Athamneh (2019), which concluded that the school environment has a moderate effect in reducing the phenomenon of school violence in the primary stage.

The reason for the difference between the results of the two studies is due to the nature of the sample individuals, as our study relied on a sample in secondary schools, while this study was on a sample in the primary stage, and it was from the point of view of teachers and school principals only, while our study included all components of school administration, such as administrative workers and specialists in various specializations. The results of this study also differed from the study of Al-Shaarawy et al. (2021), which concluded that the role of school administration was average in confronting school violence at the secondary education stage. The reason for the difference between the two studies is due to the difference in the fields adopted in the questionnaire and their number, as it relied on only 03 fields, while our study relied on 05 fields.

Recommendations and suggestions:

Based on the results of the current study, the researchers recommend the following:

- Paying more attention to the role of school administration in rejecting symbolic violence.
- Encouraging and continuing research in the field of the school environment and its role in confronting symbolic violence.
- The necessity of paying attention to the phenomenon of symbolic violence in the school environment, and encouraging everyone to confront it.

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