

“The Role of School Principals in Addressing the Phenomenon of School Violence from their Point of View”

Researcher:

Iafie Saleh Aqil Al-Makhariz

Co-professor

Business Management /Amman University College

Balqa Applied University



Abstract

The degree of awareness of school principals of strategic management skills from their point of view. This study aimed to find out the degree of awareness of school principals of strategic management skills from their point of view, and the study followed the descriptive research method. A sample of government school principals affiliated to the Northwest Badia Education Directorate was selected, the number of its members was (71) principals, by (36) principals. and (35) directors, and a questionnaire on strategic management skills was prepared and consisted of (24) items. The results showed that the degree of school principals' awareness of strategic management skills was medium, and also showed that there was no effect on gender, qualification or experience in the degree of awareness.

Keywords: awareness, school principal, strategic management.

Introduction:

Man has lived, different from all creatures, in the establishment of organized relationships, and this organization of the various matters of life is what prompted man to invent management, which, over time, excelled in it leaders who ran their countries effectively, and individuals in various jobs who managed their institutions successfully, and that was at all levels. All social, economic, and military, management, if it is not known as a science, it is known as the actions practiced.

And management, as described by Atwi (2011), is an activity whose starting point is thinking and mental work, linked to the administrative personality, which stimulates collective efforts to achieve common goals, according to scientific concepts and foundations. The administration is responsible for defining those goals and formulating policies, in light of the established programmes. This can only be achieved by directing and coordinating efforts, mobilizing the capabilities, skills and talents of the workforce, raising their morale, and monitoring their performance.

And administration at the educational level is educational administration or educational, and school administration. As for educational administration, it is an application of public administration in the field of education. When the existence of any society is determined, its intellectual and economic trends, and its historical and cultural paths are determined, its educational goals and educational starting points can be determined and crystallized. The educational administration works to organize educational processes, and the related institutions and individuals, and then achieve educational goals that reflect the society's philosophy and aspirations (Nashwan, 2001).

With regard to school administration, it is represented by all the operations and activities performed by the school principal and his staff, including planning, organizing, following up, directing and controlling. All of this is harnessed to prepare students mentally, physically, socially, morally and emotionally. Here, everyone works to improve and develop the educational process, in order to achieve the goals of society. This cannot be fully achieved unless the organized whole interacts positively inside and outside the school, and in light of the society's philosophy and goals (Mohamed, 2001; Salah, 2002).

The principal comes at the top of the school's administrative hierarchy, as he is primarily responsible for providing the educational environment in it, and he is also the permanent supervisor in the school, to ensure the safety of the educational process, and to coordinate the efforts of its employees, as well as directing these workers and evaluating their work (Abdin, 2002). In order for the school principal to be a true leader, he must possess certain characteristics that qualify him to perform his duties to the fullest. These traits include: empathy with the group, distinction among its members, control of emotions, desire to take the reins of leadership, intelligence and sanity, bearing the burdens of responsibility, and courage in decision-making. In addition, it is necessary for the school principal to possess moral qualities such

as sincerity, honesty, justice, and forbearance. Social characteristics such as knowledge of social customs and traditions (Ayasra and Hijazin, 2015).

The principal of the school performs certain tasks, and perhaps the most important of these tasks, as mentioned by Al-Mahamda (2005) and Ahmed (2009): managing and organizing financial matters; This requires him to: Familiarity with administrative and financial affairs, and study the regulations related to the system of procurement, tenders and procedures systems. Among the tasks are also: knowing the school's need of teachers, providing textbooks, means and devices, following up the academic schedule, supervising the preparation and implementation of exams, monitoring the conduct of these exams, following up on correction and monitoring grades, writing periodic reports on evaluating administrative work, and submitting proposals for its development.

Mustafa (2005) added other tasks: consolidating the relationship with the local community, supervising school records, contributing to the safety of the school system, managing and maintaining facilities and equipment, and supervising personnel affairs. In addition to the technical tasks related to the role of the school principal in implementing the curriculum, and supervising the staff.

Crivin (2003), Cunningham (2002), and Siegel (2003) stipulated in the contemporary school principal that he be an effective principal, and for that to be, he must be: a blueprint for visions to lead the educational process, and an organizer of the elements of the educational process and educational, as a guide and an educational and educational leader, social and humanitarian in his leadership, an application of technology in leading educational and educational work, and a follower, developer and assessor of school work. and developed for school work. As for a vision plan to lead the educational process, it means that it has a clear message with specific goals, motivated by a future vision of how to set structural and procedural plans. This requires a strategic manager who looks at his performance planning an insight.

An effective manager must also be an organizer of the educational process, as this helps to define responsibilities, determine the nature of relationships, coordinate human effort, optimal use of energies, and activate the time management process. As for educational guidance and leadership, its goal is to influence the behavior of individuals and attract them towards the goals of school work. Here, the comprehensive view must be taken into account, by finding a relationship of influence and vulnerability between individuals. And because the director is social and human in his leadership, this requires that he be the centerpiece of the school-community partnership, contribute to the implementation of the school's mission, strengthen human relations, and activate the social role by creating relationships based on objective foundations.

As for the application of technology in leading educational and educational work, it requires the school principal's awareness of technology in its contemporary sense, which is no longer just electronic or electrical machines, but rather has become a mental technology, social technology, and automated technology. Mental technology is based on the foundations of organized thinking. As for social technology, it appears on the side of the relations between administrators and social groups, in order to activate true popular participation, and to spread the spirit of dialogue to develop horizontal relationships, and collective leadership skills. With regard to the follow-up and evaluation process, the effective manager must continuously follow up on the planned work, conduct a process of evaluating the implementation stages, and verify the level reached by the work implementation, to address the failure aspects and enhance the success aspects. As for the development of school work, it has become in this era an essential element in effective school management, and it is the characteristic of the contemporary principal, who brings his school to differentiation and excellence.

It remains to be mentioned that there are many theories in management in its general sense, from which the school principal can benefit from or some of them. These theories, as presented in Shabika (2015) are: management theories as a social process, human relations theory, decision-making theory, organizations theory, management theory as functions and components, leadership theory, role theory, systems theory, and exchange theory in Homan's leadership report., Leslow's needs theory, human resource management theory, and situational or probabilistic theory.

He does not think that the tasks that the school principal performs are easy, as there are many difficulties he faces, the most important of which was mentioned by Ahmed (2009), namely: the low level of performance of quite a few teachers, for professional or psychological reasons, the emergence of the phenomenon of school violence, and teachers' attention to Private tutoring, confusion over time, unstable academic schedule, poor financial capabilities, overcrowding of students in classrooms, defects in scheduling the full day of study for various reasons and circumstances, and more.

It seems that the phenomenon of violence is one of the most important threats to the school system, and it is a phenomenon that the school principal deals with directly, and it falls among his most important responsibilities; Violence, as indicated by Alwan (2019), is a pathological social phenomenon that negatively affects the relationships between members of the same society, and if it becomes more severe, this leads to the dismantling of these relationships or perhaps to their collapse. The phenomenon of school violence is one of the most difficult problems that the school faces.

The phenomenon of school violence is a worrying phenomenon, whether it is directed from one student to another, or from one student to another, or from one teacher to another. Garbarino, mentioned in Al-Saeeda (2014), pointed out that violence causes severe damage to the child, and that psychological abuse is the source of the child's psychological and behavioral disturbance, as violence leads to a weak child's ability to achieve and succeed, and the difficulty of forming positive relationships with others.

Many concepts are linked to the phenomenon of violence. Fayed (2005) and Bin Dardir (2007) mentioned some of these concepts, the most important of which are: anger, hostility, intolerance, lack of control over emotion, deviation, and abuse. As for anger, it occurs when an individual feels insulted, and it elicits psychological and physical reactions. Hostility takes a long-term emotional state, resulting in a strong desire to harm the other. As for fanaticism, it is hiding behind a certain idea, and it includes negative beliefs and attitudes, political affiliation, ethnicity, color, gender, religion, social class, and so on. The lack of emotional control, or the so-called lack of discipline, appears as a result of economic, social or cultural transformations, in which the individual loses the social norms that regulate his relationship with others. As for deviation, it is abnormal behavior that does not conform to the standards of individual behavior, which fall within the system of values. There is also a concept of violence, abuse,

which is a statement or action performed by a certain person, in order to inflict moral or material harm on another person.

Violence takes various forms, including: verbal violence, which is an audio stimulus that harms the feelings of others, is accompanied by anger, and stops at the limits of speech. And there is physical violence, in which physical force is used in a systematic manner, and this violence inflicts pain, harm and suffering, and it is an illegal means of punishment. As for psychological violence, it is expressed in verbal or non-verbal ways, and examples include contempt for the other, ridicule, neglect, lack of appreciation, deliberate embarrassment, use of offensive words, and contempt and contempt. This violence may be more painful than physical violence. Also, forms of violence include sexual violence, and its forms include foul speech, immoral gestures or movements, exposure to pornographic materials, and so on. There is also violence against property, which is an emotional state that leads to harm and harm to another, by vandalizing his private property, and vandalism may include public property. School violence is not without any of the mentioned forms of violence. This violence may come from outside the school at the hands of a group of reckless people, or at the hands of an individual or group of individuals from the students' families attacking the school and attacking its system. For various reasons related to their children. School violence may also come from within the school between students, between teachers, between teachers and students, or between teachers and school management (Ewen, 2007; Soliman, 2008; Rifai, 2013).

There are many overlapping motives that fuel school violence, and the most important of these motives or factors are: individual factors, family factors, economic factors, the media, and peer group. Individual factors are related to the student himself, and related to his mental biological nature, and emotional physiology, which if neglected leads to violent behavior. As for family factors, they relate to the important and dangerous role of the family in shaping the behavior of the child; The family context is one of the important factors that contribute to the emergence of violence within the school, and the family is what gives the individual the prevailing values, customs and traditions. There is the economic factor in the light of which violent behavior or proper behavior is determined; It has been proven that students who live at a lower economic level are more aggressive than others. As for the media, it also has a direct impact on the social behavior of individuals, especially students, as it stimulates the imagination of many of them, and pushes them to impersonate the characters they admire, especially the adventurous and violent characters. Finally, the peer group plays an active role in determining behavior, in terms of few or no social relationships between peers, or in terms of forming a social network whose members engage in socially unacceptable behaviors (Davidson & Demaray, 2007. Al Sagheer, 2012).

Previous studies:

Many studies have been conducted in the field of the phenomenon of school violence, and six studies related to the current study were selected.

Duck Worth Charlene (2000) conducted a study aimed at determining the views of administrators, counselors, teachers and students about the levels of school security and violence in secondary schools in Louisiana, USA, and followed the descriptive analytical research method. The study sample consisted of (58) principals, counselors, teachers and students. . The results showed that principals perceive their schools as less safe and more violent, while counselors and teachers perceive schools as more secure, more and less violent, while the students agreed with their views and those of the principals.

Al-Sulaiman (2006) conducted a study whose goal was to determine the role of school administration in enhancing intellectual security among students of public education in the city of Riyadh, Saudi Arabia. intellectual students. The results showed that 58.2% of school principals believe that the need to enhance intellectual security is great. A percentage of (82.6%) of them have medium, large and very large knowledge of the methods and procedures used to enhance intellectual security. As for Khawaldeh's

study (2008), it aimed to identify the role of the educational counselor in limiting the spread of the phenomenon of violence from the point of view of teachers and students. The sample of teachers reached (153) male and female teachers, and the sample of students (763) male and female students, in the basic stage in Amman schools. A questionnaire was prepared for teachers and another for students. The study concluded that the counselor treats students with respect, directs them to ways of cooperation, encourages correct behavior, and helps solve the problems they face greatly, and that was from the teachers' point of view. As for the students, they showed that the counselor plays a major role in solving problems, exercises self-control, and trusts the counselor's directives, especially in explaining the impact of watching violent films.

The study of Al-Saeeda (2014) aimed to know the causes of school violence and the means to reduce it from the point of view of parents of upper basic stage students in Jordan. The study followed the descriptive research method, and the sample consisted of (100) parents, and a questionnaire was prepared on the causes of violence. The results showed that the most important reasons, as seen by the parents, are: the family's inability to provide the basic requirements, following bad companions, tightening unreasonable supervision of students inside the school, and the weakness of the school's administrative leadership. The results also showed that there was no effect of gender, and there was a significant effect of qualification in favor of holders of a bachelor's degree and above. As for Al-Awda (2020), it conducted a study in the Qassim region in Saudi Arabia, its goal was to know the reality of school violence among middle school students from the point of view of their teachers and ways to confront it. The results showed that the reality of violence was moderate, and that there was a significant difference attributed to experience in favor of more than ten years.

From the observation of previous studies, it is clear that their objectives came to study school security and violence, study intellectual security, reduce the phenomenon of violence, study the causes of violence, and study the reality of violence. All studies followed the descriptive research method, and their results showed that there is a lack of security and an increase in violence in schools over difference and its environment. The current study has benefited from the methodology of previous studies, selecting their samples, building their tools as well as benefiting from their variables and procedures, and treating their data statistically. However, the current study has an advantage in dealing with the phenomenon of violence from the point of view of school principals.

The Study Problem:

The problem of the study lies in the prevalence of the phenomenon of school violence, which has become a phenomenon that haunts everyone involved in education, from the state and society. Perhaps the school director, who is directly responsible for leading his school, is the first to bear the responsibility of addressing this phenomenon. Several studies indicated the prevalence of violence in the Arab school in particular, and among these studies is the study of Al-Shehri (2003), which found that the types of violence in the Saudi school are symbolic violence and verbal violence. Shaheen's study (2013) showed that there are clear trends towards violence among students, especially among males in Palestinian schools. The study of Al-Mayahi and Al-Rikabi (2013) showed that there is a high level of violence among middle school students in Iraq. The study of Al-Hawamdeh (2007) indicated the presence of student violence in Jordanian universities, especially among males.

Based on the study problem, the study answered the following two questions:

- 1- What is the role of school principals in addressing the phenomenon of school violence from their point of view?
- 2- Are there statistically significant differences at the significance level ($\alpha = 0.05$) in treating the phenomenon of school violence due to the principal's gender, academic qualifications and experience in management?

The Importance of Studying:

The importance of the study is reflected in its handling of an important topic, which is the issue of school violence, and the role of the school principal in addressing it. The study also has importance in the practical aspect, which appears in the report of the officials of the school educational system of the results of the study, and the benefit of school principals and teachers to see the methods of dealing with violence included in the study tool. As well as the benefit of other researchers in addressing the phenomenon of school violence by conducting other studies, and from various other aspects.

Define terms:

The following study terms are defined conceptually and procedurally:

- 1- The role: Iskandar (2001: 179) defined the role as: “the set of duties owed by the individual occupying a particular job.” The procedural role is defined as what the school principal performs with tasks within the limits of his responsibilities.
- 2- The school director: Abdeen defined him (287: 2002) as: the primary responsible for managing the school, providing the educational environment in it, and the permanent supervisor in it to ensure the safety of the educational process, coordinating the efforts of its employees, guiding and evaluating their work in order to achieve the general goals of education. The school principal is defined procedurally as the person qualified to perform the tasks assigned to him, and chosen according to the conditions set by the Jordanian Ministry of Education.
- 3- School violence: Al-Bishri (2004) defined it as the aggressive behavior that occurs from some students, whether it is towards each other, or towards their teachers inside the school, or even towards the director himself, or towards tools, equipment and school buildings. It is procedurally defined as the aggressive behavior of students in the upper basic stage and secondary stage in Jordanian schools. It is measured by the paragraphs of the questionnaire prepared for the purposes of the current study.

Study limits and limitations:

The current study was limited to the following:

- 1- Objective limits: determined by the subject of the study, which is the role of school principals in addressing the phenomenon of school violence from their point of view.
- 2- Time limits: the second semester of the 2021/2020 academic year.
- 3- Spatial boundaries: primary and secondary schools affiliated to the North-West Badia District
- 4- Human limits: school principals who are on the job, and this does not include the acting principal.
- 5- Determinants of the study: The results of this study are determined by the scometric characteristics of the study tool and the validity and reliability of this tool.

Method and Procedure:

The method and procedures included the following:

Study Methodology:

In this study, the descriptive research method was followed, as it is the appropriate method to achieve its objectives.

The study population and its sample

The study population consisted of principals and secondary school principals, and their schools affiliated to the Directorate of Northwest Badia Breeding.

The number of male and female directors reached (202) male and female directors, at (121) male and female directors (81) female directors. The study sample was selected from its community, 65 male and female male and female directors were selected, (33) male and female directors, and (32) female directors, and they are They represent (32.17%) of the study population. The sample was chosen by the

simple random method. The study sample was distributed according to gender, educational qualification, and management experience, as shown in Table (1).

Table (1)

Distribution of the sample members according to personal variables

Variable	Level	Number
Gender	Male	33
	Female	32
	Total	65
Qualification	Bachelor	20
	Postgraduate	45
	Total	65
Experience	Ten years or less	15
	More than ten years	50
	Total	65

Study tool:

A questionnaire was prepared for school principals (the study sample), on their role in addressing the phenomenon of school violence. The questionnaire was prepared by reviewing the theoretical literature and relevant previous studies, including Al-Saeeda study (2014) and Al-Awda study (2020). The number of paragraphs of the questionnaire in its initial form was (32) paragraphs, each paragraph representing a treatment of a phenomenon of school violence.

Authenticity of the tool:

To verify the validity of the questionnaire, it was presented in its initial form to a group of arbitrators specializing in curricula and teaching. The questionnaire in its final form included (32) paragraphs, and is ready for application.

Tool stability:

To verify the stability of the controlled questionnaire, it was applied twice on a pilot sample from outside the study sample, as (10) male and female managers were selected, (5) male and female (5) female managers. The time period between the two applications was two weeks. The exploratory stability sample was selected from principals of primary and secondary schools within the Pearson extracted the tool's stability coefficient, and it reached (0.91). The stability coefficient was also calculated using the internal coordination method (Cronbach's alpha) and it reached (0.82), which is an appropriate stability coefficient.

Statistical Scale:

The five-point Likert scale (very large, large, medium, few, very few), to which it was assigned: (1,2,3,4,5) respectively, has been converted to (large, medium, few), according to the following equation:

1.00 – 2.33 Low

2.34 – 3.67 Medium

3.68 -5.00 large

Study procedures:

- 1- Reviewing the theoretical literature and previous studies to prepare the questionnaire items.
- 2- Verify the validity and reliability of the tool.
- 3- Applying the questionnaire to the study sample.
- 4- Unpacking the results and dealing with them statistically, according to the two questions of the study.
- 5- Discussing the results according to the results of each question from the study question.
- 6- Maintaining recommendations and proposals in light of the results.

Statistical processing:

The averages and deviations were extracted to know the role of school principals in addressing the phenomenon of teacher violence in each of the questionnaire items from their point of view. The T-test was also used to know the effect of gender, qualification and experience in addressing the phenomenon of violence.

Discuss the results

The first question: What is the role of school principals in addressing the phenomenon of school violence?

To answer this question, the arithmetic averages and standard deviations of the role of school principals in addressing the phenomenon of school violence were extracted, and the table below illustrates this.

Table (2)

Arithmetic averages and standard deviations of the role of school principals in addressing the phenomenon of school violence, arranged in descending order according to the arithmetic averages

Rank	No.	Clauses	Arithmetic Mean	Standard Deviation	Level
1	14	Honor students who are role models and excel in motivating others to be influenced by their behavior.	3.78	.893	مرتفع
2	15	At every parent meeting, I urge parents to take a role in monitoring and addressing any abnormal behavior in their children.	3.75	1.118	مرتفع
3	3	I address problems that occur among students immediately before they develop and escalate.	3.74	.989	مرتفع
4	9	Inflict appropriate deterrent penalties against those who repeatedly assault public or private property.	3.72	.910	مرتفع
5	12	I prevent the spread of the phenomenon of hatred among some students because of clan, family or regional issues and warn of its danger.	3.71	.744	مرتفع
6	1	I work to control any external stimulus that could alter a student's behavior.	3.65	.943	متوسط
7	5	I calmly and deliberately discuss the students who show signs of threatening others.	3.63	1.180	متوسط

Rank	No.	Clauses	Arithmetic Mean	Standard Deviation	Level
8	6	Prevent rioting groups from forming inside the school.	3.62	.979	متوسط
9	2	I work to accommodate quarrelsome students by occupying them with useful work.	3.60	.825	Medium
10	4	I constantly urge the educational counselor to take his role in addressing the signs of aggressive behavior among some students.	3.58	1.029	Medium
10	16	I hold periodic meetings with students to spread the spirit of love, sympathy and respect for the opinion and the other opinion among all.	3.58	.934	Medium
12	32	I hold teachers accountable who practice verbal violence, such as belittling, stinging, insulting, insulting and ridiculing.	3.57	1.159	Medium
13	19	I ask the teachers to constantly educate their students to stay away from the programs broadcast by some media that encourage chaos, extremism and violence.	3.55	1.173	Medium
14	7	I encourage students to find friendships based on intimacy and respect.	3.54	.937	Medium
15	8	I work to educate students who attack public or private property.	3.51	.868	Medium
15	20	I work to support students from poor families, financially and morally, to neutralize the impact of need and poverty that may be a cause of violence.	3.51	.937	Medium
17	21	I urge teachers to avoid over-grading too often, which may be a trigger for student stress and anger.	3.49	1.002	Medium

Rank	No.	Clauses	Arithmetic Mean	Standard Deviation	Level
18	13	I am working on educating some students who feel that they are stronger than others by showing them that the school rules are stronger than them.	3.46	1.133	Medium
19	22	I urge teachers to exercise justice in dealing with students and evaluating them, as the student's feeling of injustice leads to his anger or perhaps to his rebellion.	3.42	.983	Medium
20	11	I address appropriate penalties to every student who disturbs the school atmosphere as a result of defamation or criticism of others.	3.32	1.200	Medium
21	23	Ask the teachers to give additional lessons to the lower level students to avoid their feeling of inferiority that might lead them to violence.	3.29	1.057	Medium
22	30	Preserve the sanctity of the school by holding accountable those who violate its system from inside or outside the school, according to the law.	3.26	.973	Medium
23	24	I work on sports, literary and scientific competitions and recreational trips to invest the students' energies in what is useful.	3.20	1.107	Medium
24	25	I urge teachers of Islamic and national education in particular to spread the moral sense and love for the nation with all its components.	3.12	1.097	Medium
25	26	I urge students to adhere to the laws in general and the laws of the school in particular, and to spread respect for them.	3.03	1.224	Medium
26	27	I follow with great interest the intellectual proposals of teachers and	3.02	1.256	Medium

Rank	No.	Clauses	Arithmetic Mean	Standard Deviation	Level
		students to address all that calls for violence in these propositions.			
27	28	I am keen on the participation of school teachers in all the courses held by the designated authorities to study the phenomenon of extremism and violence.	2.98	1.281	Medium
28	31	I hold teachers accountable who try to impose their opinions on students by force, as this is a form of psychological violence.	2.95	1.165	Medium
29	29	I work to educate students about the dangers of the so-called Internet cafes and their disruptive role to the individual and society.	2.42	1.171	Medium
30	17	I send secret messages to some parents about the necessity of monitoring the behavior of their children in society.	2.26	1.253	Low
31	10	I am working to transform what is happening between some students from a quarrel to a state of closeness and harmony.	2.25	1.212	Low
32	18	I urge teachers to form student learning groups from diverse social environments who carry out their activities inside and outside the school.	1.92	1.136	Low
		Total marks	3.30	.537	Medium

Table (2) shows that the arithmetic averages ranged between (1.92-3.78), where paragraph No. (14) which states "Honor the role models and outstanding students to motivate others to be affected by their behavior" came in the first place with an average of (3.78), and the paragraph came No. (15), which states, "I urge parents in every meeting of parents to take their role in monitoring and treating every abnormal behavior of their children" in the second place, with an average of 3.75, and Paragraph No. (3), which states "I treat the problems that It spoke among students immediately before its development and exacerbation" came in the third place with an average of (3.74), while paragraph No. (18) and its text "I urge teachers to form educational groups of students from diverse social environments to perform their activities inside and outside the school" came in the last rank with an average of (1.92). The

arithmetic means of the role of school principals in addressing the phenomenon of school violence as a whole was (3.30).

- 1- Discussing the results of the first question: The results related to this question showed that the role of school principals and principals in addressing the phenomenon of school violence was (medium). And that there are (5) paragraphs of school violence, the role of male and female principals in addressing it was (high). And there are (3) paragraphs of violence whose role they dealt with (low). The first paragraphs that were highly rated are: Honor students who are role models and excel in urging others to be affected by their behavior. The reason for this may be because school principals, according to the directives of the Ministry of Education, or the directorates of education, with the need to reward outstanding students, are keen to hold honoring ceremonies in the presence of other students. This is in fact an incentive for other students, to persevere and strive, and leave issues of violence, because it is one of the reasons for their academic delay.

And it came with a high grade, a paragraph: I urge parents in every parent meeting to take their role in monitoring and treating every abnormal behavior of their children. This may be attributed to the fact that the first objectives of holding principals' meetings with students' parents is to inform parents of their children's academic level, and to review the reasons for their low level, foremost among which is parents' neglect of their children, and their failure to follow up, which may lead to the deviation of these children, and the emergence of violence. They have.

The paragraph that states: I treat problems that occur among students immediately before their development and escalation came in third place, with a grade (high). This is due to the school principals' feeling of the need to address student problems if they occur, because neglecting to address them results in the principal's being held accountable for this behavior. It may also be because managers wanted to show their eagerness to address the problem as soon as it occurred, so that they would not be described as lazy managers. And it came with a high rating as well as a paragraph: Inflict appropriate deterrent penalties against those who repeatedly assault public or private property. This can be attributed to the fact that the principals impose certain penalties on these students, including the fine, to re-repair the property they have damaged, or perhaps dismissal, or take pledges. All this may be stipulated in educational institutions, and the director believes that he applies the law or instructions in this regard.

It came in fifth place, with a grade (high), for a paragraph: I prevent the spread of hatred among some students because of clan, family or regional issues and warn of its danger. This means that the school principal is fully aware of the seriousness of this intolerance in spreading hatred, which has led to this hatred roaming into a state of violence, which sometimes goes beyond verbal violence to physical violence. In this case, the director would have a strong argument for persuasion, since all the heavenly laws, as well as human values, warned against hatred among humans.

Three paragraphs came with a grade (low), and the first of these paragraphs is: I send secret messages to some parents about the need to monitor the behavior of their children in society. This may be attributed to the school principals' belief that sending such messages entails certain caveats, including that some parents may improve from this request, because social behavior is governed by certain controls, and the guardian may find that his sons and daughters are bound by these controls. As for the paragraph: I am working to transform what happens between some students from a quarrel into a state of rapprochement and harmony. It also came with a (low) rating, and the reason for this may be because the principal aims

to resolve disputes, especially what happens from a quarrel between some students, and the reasons for a simple quarrel may sometimes occur even between friends. The principal here may assign this to the educational counselor, who is more capable of harmonizing the hearts of the students.

Finally came a paragraph: I urge teachers to form educational student groups from diverse social environments to perform their activities inside and outside the school, with a low grade. This may be because the manager believes that it is difficult to form such groups; Either because the students come from one social environment, or the matter of forming educational groups is decided by the teacher and not the director, or it is difficult for these groups to perform the required educational role outside the school.

Thus, the role of school principals in dealing with the phenomenon of school violence came with a grade (average) in most of the paragraphs of the questionnaire. This may be due to the fact that the phenomenon of violence, according to the principals and principals, is a social phenomenon that may extend to schools, but to a lesser degree. They perform this role according to their powers defined by the laws of education, which they believe that playing a greater role in addressing the phenomenon of violence may expose them to accountability. For example: directing penalties, following up on the intellectual propositions of teachers and students, holding teachers accountable, and so on.

The second question: Are there statistically significant differences at the significance level ($\alpha=0.05$) in addressing the phenomenon of school violence due to the principal's gender, academic qualifications and experience in management?

To answer this question, the arithmetic averages and standard deviations were extracted to address the phenomenon of school violence according to the variables of the principal's gender, educational qualification and experience in management, and the table below shows that.

Table No. (3)

Arithmetic averages and standard deviations for treating the phenomenon of school violence according to the principal's gender, educational qualification and experience in management.

		Arithmetic Mean	Standard Deviation	Number
Qualification	Bachelor	3.12	.507	20
	Postgraduate	3.38	.536	45
Experience	Less than 10 years old	3.34	.489	15
	More than 10 years	3.28	.554	50
Gender	Mention	3.19	.557	33
	female	3.40	.501	32

The table (3) shows an apparent variance in the arithmetic averages and standard deviations to address the phenomenon of school violence due to the different categories of the principal's gender variables, his academic qualifications and his experience in management.

Table (4)

Triple variance analysis of the impact of the principal's gender, educational qualification, and experience in management on school violence

Contrast source	R	DF	R ²	F Value	Statistical significance
Qualification	.856	1	.856	3.103	.083
Experience	.056	1	.056	.204	.653
sex	.646	1	.646	2.341	.131
The error	16.825	61	.276		
total	18.449	64			

The following table (4) shows:

- There are no statistically significant differences ($\alpha = 0.05$) due to the effect of the educational qualification, where the value of P is 3.103 and the statistical significance is 0.083.
 - There were no statistically significant differences ($\alpha = 0.05$) due to the effect of experience, where the value of p-value was 0.204, and the statistical significance was 0.653.
 - There are no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, where the value of P is 2.341, and the statistical significance is 0.131.
- 2- Discussing the results of the second question: The results of this question showed that there are no statistically significant differences in the impact of gender, educational qualification and experience in management in addressing the phenomenon of school violence. As for the gender variable, the lack of a statistically significant effect on the phenomenon of school violence may be attributed to the fact that the principals looked closely at the treatment of the phenomenon of violence, although this phenomenon may be less in girls' schools. This may also be due to the fact that the tasks and responsibilities performed by the school principal are the same regardless of the principal's gender, and one of these responsibilities is to address the phenomenon of violence. In addition, the laws of education apply to everyone, whether they are principals or directorates.

The absence of statistically significant differences attributed to the academic qualification in the treatment of school violence is explained by the fact that the questionnaire items were clear and expressive of the treatment, so that everyone dealt with it with the same interest and understanding, regardless of qualification. The reason may also be due to the directors holding diplomas with special interest in the questionnaire to keep pace with their colleagues with higher degrees, or what they used to explain the implications of some of the questionnaire's paragraphs.

As for the variable of experience, the absence of an effect on it in dealing with violence may be due to the fact that the school principal, regardless of his experience, realizes his responsibilities, and performs them in the most perfect manner in order to retain his position first, and to appear as a successful leader afterwards. The reason may also be due to the fact that the inexperienced managers understood what the questionnaire paragraphs indicated at the same level as those with long experience understood the same paragraphs.

By comparing the results of the current study with the results of previous relevant studies, the results in the current study are somewhat similar to what was shown by the results of previous studies, which dealt with the phenomenon of violence; School principals in Charlene Worth (2000) report that their schools are more violent. Al-Sulaiman's study (2006) showed that a high percentage of school principals believe that there is a need to enhance intellectual security in their schools. It showed the existence of the causes of violence from the parents' point of view. In the same study, gender had no effect in determining the causes of school violence. Al-Awda study (2020) found that the phenomenon of violence was moderate from the point of view of the female teachers.

Recommendations

In light of the results, the researcher recommends the following:

- 1- Holding courses for school principals to familiarize them with the causes of violence in general and school violence in particular, and ways to treat it.
- 2- Initiating awareness campaigns adopted by the media in general and the specialized media about the dangers of community and school violence.
- 3- Conducting other studies on the leadership role of school principals and its relationship to their ability to deal with manifestations of violence.

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