

Students' sociocultural factors related to violence among Jordanian high school students

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Abstract

This study aimed to identify the Sociocultural factors (student personal factors, factors related to the family, and factors related to community) that are related to the phenomenon of school violence among high school students in Irbid and Bani Obaid district in north of Jordan, the sample consisted of (312) male and female students who are registered in the academic year 2022/2023. A self-reported Questionnaire was distributed using Google forms using snow ball sampling method, data collected From October 2022 to the end of November 2022.

The questionnaire was designed and modified by researcher, included (30) paragraphs containing the factors related to school violence, divided into three areas; The first field: student Personal factors and contains (9) paragraphs, and the second field: factors related to family, and contains (10) paragraphs, and the third field: factors related to community, and contains (11) paragraphs. The results showed that the "student personal factors" came in the first place as the highest related factor to school violence ($M=3.86$, $SD=0.82$), and the factors related to Family came in the second place ($M=3.69$, $SD=0.77$), and in the last place the factors related to the community mean of ($M=3.32$, $SD= 0.67$) was moderately related to school violence. In recommendation: a diverse educational environment, and increasing school activities, and increase participation of parents in evaluating and correcting students who are involved in violent practices to reduce school violence.

Introduction

Violence is a Social phenomenon as old as human society, and its' complex negative economic, social and psychological effects on individuals and societies have been the focus of many studies. According to (Hussein, 2008) Violence is acquired from the social environment of the individual, and it is a relative behavior that is

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defined differently by human societies , as it is also differs within one society from one place to another, and from one class to another. Each society has its standards, rules, values, conditions, customs and traditions on the basis of which the behavior of individuals is determined. Therefore, what makes the behavior of the individual violent is the view of the society to which he belongs.

violence can be defined as "every behavior that leads to harm to others, and the harm may be physical, Also, sarcasm, mockery, imposing opinions by force, and imposing listening to obscene words are all different forms of the same phenomenon" (Kannouni, 2007).

The school violence is a painful social reality, and it has become one of the dominant features of relations between a wide range of school children to the point where answering the question whether it is related to the role of the family, school or society become essential. (Qureshi, 2008).

According to UNISCO "School violence refers to all forms of violence that takes place in and around schools and is experienced by students and perpetrated by other students, teachers and other school staff, and this includes bullying and cyberbullying." (unesco.org)

And it may have many forms, including what is directed from one student to another as: beating, intimidation, belittling, insulting and cursing, or calling others certain titles related to body characteristics, or related to origin. (Hijazi, 2009) Or violence from a student on school furniture, which is: breaking windows, doors, and study chairs, digging on walls, tearing books, breaking and destroying property, and tearing pictures, teaching aids, and curtains (Qadri, 2008), or violence from a student on the teaching staff, which is: Destroying or vandalizing belongings of the teacher or principal, or threatening and intimidating, ridiculing and contempt of the teacher or principal's appearance and behavior (Mona, Ron & Rami, 2009).

Youth violence may result in long term negative impact through their lives. Violence may generate rebound violence on the principle of action and reaction, and develop a sense of helplessness, frustration, oppression, turmoil and indifference. It may also develop lying, nervousness, distraction and inability to focus, in addition to affect their academic achievement, or sometimes acquiring harmful behaviors such as drinking alcohol or drugs, or even suicide attempts (Tayeb, 2010). While a study in 2019 revealed that children who have experienced school violence are at risk for long-term mental and physical health conditions.

Objectives and research questions:

School violence is considered a global phenomenon that is not limited to a specific society that results in a various negative impact and damaging effect on the students' psychological, social, physical, and mental health, and sometimes the harm can be extended to their parents and society, also it can interfere with the achievement of the educational institution goals and educational process.

Hence, this study aimed to identify the Sociocultural factors (student personal factors, factors related to the family, and factors related to community) that are related to the phenomenon of school violence among high school students in Irbid and Bani Obaid district in north of Jordan, by answering the following questions:

- What are the Students' personal factors that is related to school violence among high school students in Irbid and Bani Obaid district in north of Jordan?
- What are the family related factors that is related to school violence among high school students in Irbid and Bani Obaid district in north of Jordan?
- What are the community related factors that is related to school violence among high school students in Irbid and Bani Obaid district in north of Jordan?

Literature review

Al-Harbi (2009) conducted a study to explore personality Factors and Parental Upbringing Patterns and Their Relationship to School Violence among Tenth Grade Students in Mafraq City, were results showed that physical violence was the most common forms of violence as reported by the sample, followed by verbal violence, then violence against property . and gender was predicted factor for school violence were males scored higher in violence than females, and their personality was more irascibility than females, also there was a positive relation between school violence and the authoritarian parenting styles.

Okour and Hijazi (2009) The results showed that the prevalence rate of participation in acts of violence (quarrels) among students in the universities in north of Jordan during the three years preceding the study reached 11.9%. About 16.5% of the students who participated in the study indicated that their families suffer from family dysfunction and problems, and it was the first factor contributing to the acquisition of violent behavior, followed by the surrounding society, the media, the school, and finally the university environment.

Nasser (2010), aimed to identify the extent of student violence among the students in a school in Zarqa district, the results: there was statistically significant relation between violence and gender variable in favor of males in regard to physical violence, and to family and economic factors due to the variable of the father's profession in favor of children of unemployed fathers and non-working parents.

Ababneh (2012), to identify the causes that lead to school violence and the role of school violence in impeding social interaction between the students themselves, and between students and teachers. Results showed that the society and the media factors were the first in terms of contributing to the school violence, while the reasons related to the school came in the second place, followed by the reasons related to the students.

Walke and Skew (2012) the impact of a group of family factors and their relationship to bullying and violence at school and at home among adolescents aged 10-15 years. The sample were victims of bullying in schools in general, 4.8% directly and 10% within bullying relationships. On the other hand, bullying between brothers was common among nearly half of the sample, and there is a mutual bullying relationship between the two brothers, while it was noted that students who were bullying victims at home and school were at increased risk of developing behavioral problems on a clinical scale, and were significantly less happy

Nasser M. (2017) aimed to investigate the relationship between school violence and students' social skills the middle school in public schools in Palestine In light of the variables: gender, academic average, specialization, and place of residence, with sample consisted of (322) male and female students . The results of the study also showed that there were statistically significant differences in the level of school violence attributed to the sex variable and in favor of males. The results also indicated that there were statistically significant differences in the level of School violence is attributed to the academic average variable and in favor of students whose low academic achievement.

Bani Issa, A. (2017) aimed to identifying Personal, Family, and School related Factors Influencing School Violence at secondary schools in Kura district in Irbid from students' perspectives. The sample consisted of 157 middle school male students, Results showed that violence at schools is mainly attributed to factors related first to the family, then to the students and finally to the school environment and interactions. The students suggested firmly punishing students who cause violence, and encouraging extra-curriculum activities for students in order to reduce violence among students.

Ferrara P, et al, (2019), discussed the physical violence perpetrated at school and its' physical impact, causing psychological distress, permanent physical disability and long-term physical or mental ill-health. Children who experienced any type of violence at school may develop reactive attachment disorder, modest physical inactivity, overweight or obesity, diabetes, smoking habits, heavy alcohol use, poor self-rated health, cancer, heart disease, and respiratory disease and other negative outcomes.

Methodology and procedure:

Analytical descriptive approach was used to identify the students' personal factors, family factors, and community factors related to school violence among Jordanian high school students in Irbid city and Bani Obaid district , a Self-reported questionnaire was designed based on previous literature related to the subject of the study, as the questionnaire contained (30) items, distributed to the study sample of high school students in the 11th and 12th grade and processed by the statistical package (SPSS).

Community and Sample:

The study population consisted of all secondary school students, males and females, who are enrolled in the academic track in Irbid city and Bani Obeid district schools, who are registered in the academic year 2022/2023. A self-reported Questionnaire was distributed using google forms using snow ball sampling method, data collected From October 2022 to the end of November 2022, and Participants' information was kept confidential. The number of responses was (312), divided into: (208) students from the 11th and (104) students from the 12th grade , (197) male and (115) female .

Table No. (1) Distribution of respondents according to gender, and school Grade

	Variable	<i>n</i>	Percentage %
Gender	Male	197	63.1%
	Female	115	36.9%
	Total	N=312	%100
Grade	11th	208	66.7%
	12th	104	33.3%
	Total	N=312	%100

Study tool:

The questionnaire was designed and formulated based on previous literature related to the subject of the study (Bani issa, 2017) (Ababneh, 2012), (Al-Harbi, 2009) and (Hamdan, 2007). The questionnaire consisted of two parts. The first part included demographical data including: Gender (male or female), School Grade (eleventh or twelfth), the District to which the respondents' schools are affiliated to (city of Irbid or Bani Obaid), Second questionnaire included (30) paragraphs containing the factors that may influence the phenomenon of school violence, divided into three areas; The first field: Personal factors related to the student, and contains (9) paragraphs, and the second field: factors related to the family, and contains (10) paragraphs, and the third field: factors related to the community, and contains (11) paragraphs, and the researcher used 5-point Likert scale as follows: Strongly Agree , Agree, Neutral, Disagree, Strongly , Disagree. And the mean scores results were set to three categories: Slightly related (1-2.33), Moderately related (2.34-3.67), Highly related (3.68-5).

To ensure the stability of the study tools, it was verified by the test and re-test method, by applying the questionnaire and then re-applying it after two weeks on an experimental sample of the study population consisting of (20) students, and the results of the application indicated a great convergence between the two times, as the Pearson correlation coefficient reached (0.81), for the tool as a whole, and the repetition stability of the tool axes was estimated according to the following table, which is a value indicating the stability of the tool and its validity for the purposes of the study

Discussion of results:

In order to identify the Sociocultural factors (student personal factors, factors related to the family, and factors related to community) that are related to the phenomenon of school violence among Jordanian high school students in North of Jordan, arithmetic means and standard deviation for the sample responses were listed in the tables (2,3,4)

The results showed that the "student personal factors" came in the first place with the highest arithmetic Mean of ($M=3.86$, $SD=0.82$), and the factors related to Family came in the second place with an arithmetic Mean of ($M=3.69$, $SD=0.77$), and in the last place the factors related to the community with an arithmetic mean of ($M=3.32$, $SD= 0.67$).

The results of this study differ with the results of the study of Al-Sarayrah (2009), where the study showed that the field of (external causes) came in the first place, then the school causes, followed by the psychological causes.

First: To answer the first question: What are the “student personal factors” that is related to school violence among high school students in Irbid city and Bani Obied district schools? .

The arithmetic means and standard deviations were used and were included in the tables with numbers.

Table (2) The arithmetic means and standard deviations of the school violence factors for each item in the field of “student personal factors” in descending order.

paragraph rank	paragraph number	Paragraph	Mean	SD	level
1	1	The student's view that violence is evidence of strength and power.	4.58	0.74	Highly related
2	6	The student's view that violence is a way to unload pent-up emotions.	4.43	0.66	Highly related
3	7	Peer/ gang affiliation and pressure.	4.30	0.90	Highly related
4	3	Racist ideas among students.	4.12	0.83	Highly related
5	8	The clan/family partisanship of the student.	3.79	0.61	Highly related
6	9	The weakness of the religious faith of the student.	3.57	0.77	moderately related
7	2	Poor ability to express thoughts and feelings.	3.32	0.81	moderately related
8	4	Feeling of jealousy due to the different economic conditions among students.	3.20	0.82	moderately related
9	5	Feeling of jealousy because of the superiority of some classmates academically.	3.08	0.74	moderately related
All sections			3.86	0.82	Highly related

Table (2) shows the results of the study sample responses for the possible factors of school violence that is related to “student personal factors” among high school students in Irbid city and Bani Obied district schools.

The estimated Means and standard deviation for the school violence personal factors related to student personality ranged from

(Mean=3.08 - 4.58), with a general Mean for the field of (M=3.86) (SD=0.82) which is estimated at as (highly related).

The results show that the first Paragraph which states "The student's view that violence is evidence of strength and power" ranked first, with an arithmetic mean of (M=4.58, SD=0.74), which is considered highly related personal factor for school violence, Followed by the Paragraph No. (6), which states "The student's view that violence is a way to unload pent-up emotions." ranked second with mean of (M=4.43, SD=0.66) which was considered highly related factor for school violence. while Paragraph No. (5) which reads "Feeling of jealousy because of the superiority of some classmates academically." ranked last, with the lowest arithmetic mean of (M=3.08, SD=0.74), and considered moderately related factor for school violence according to the sample.

The statement "The student's view that violence is evidence of strength and power" was the highest rated statement as a personal factor of violent students and also the highest rated factor item among all items of the scale, and that can reflect the beliefs and opinions of students in this critical age period Adolescents' quest to transition from childhood to youth, in addition to the impact of bad friends in gangs and paralysis, leads students to practice violence of all kinds as an attempt to prove themselves, and they direct it at students, teachers, or school property. This results of this study are consistent with the results of Al-Sarayrah (2009) study, where the study concluded that violence is a means of self-affirmation that came with the highest reported practices according to the results, and result of (bani issa, 2017) that reported "The student's feeling that violence is evidence of masculinity" had the highest degree of manifested violence among male students in AL-koura district middle school students.

Psychological relationship has a direct relationship with the practice of violence, and the researcher believes that some students resort to violence may be a way to compensate for the poor communication and discussion skills of these students, and their resort to violence to impose their opinion and prove their presence among their peers. And among the most important factors attributed to the student violence is: belonging to gangs, poor academic achievement, clan partisanship, and weak religious faith. These results are consistent with the study of (Al-Tayyar , 2005), where the opinion of the teaching staff showed the importance of the role of companions in school violence, "learning violence and bad behavior often from companions and bad companions", while the students reported that there is a medium role for the role of companions in "winning the friendliness of friends" in violence school.

To answer the Second question: What are the family factors that is related to school violence among high school students in Irbid city and Bani Obied district schools?.

The arithmetic means and standard deviations were used and were included in the tables with numbers.

Table (3) shows the results of the study sample responses for the possible factors of school violence that is related to “family” among high school students in Irbid city and Bani Obied district schools.

The estimated Means and standard deviation for the school violence Social factors related to Family ranged between (M= 2.70-4.36), with a general Mean for the field (M=3.69) (SD=0.77) which is estimated at a (highly related).

Table (3) The arithmetic means and standard deviations of the school violence factors for each item in the field of “family related factors” in descending order.

paragraph rank	paragraph number	Paragraph	Mean	SD	level
1	2	Family instability and disintegration.	4.36	0.59	Highly related
2	1	Some parents encouraging their children to take their rights by force.	4.22	0.64	Highly related
3	3	Being victim or witnessing domestic violence in the family	.393	0.76	Highly related
4	9	Excessive use of physical punishment by parents.	3.76	0.68	Highly related
5	5	Poor religious commitment among family members.	.351	0.83	moderately related
6	10	Poor communication and dialogue between family members.	.340	0.61	moderately related
7	4	Poor educational level of parents.	.336	0.77	moderately related
8	7	Absence of good role model from family members.	.320	0.81	moderately related
9	8	Excessive pampering by parents.	2.83	0.82	moderately related
10	6	Large family members living in the household.	2.70	0.63	moderately related
All sections			3.69	0.77	Highly related

The results show that Paragraph No.(2) which states "Family instability and disintegration" ranked first, with an arithmetic mean of ($M=4.36$, $SD=0.59$), which is considered highly related family factor for school violence, Followed by the Paragraph No. (1), which states "Some parents encouraging their children to take their rights by force" ranked second with mean of ($M=4.22$, $SD=0.64$) which also considered highly related factor for school violence. while Paragraph No. (6) "Large family members living in the household." ranked last, with the lowest arithmetic mean of ($M=2.7$, $SD=0.63$), and considered moderately related factor for school violence according to the sample.

It can be concluded from these results that there are social reasons for the violence that appears in the school community, and the most important of these reasons is due to the state of family upbringing. The influence of the family and the family environment on the behavior of children, and that the disintegration, tension and family violence directed at its members constitutes a negative model that impact extends to students in schools, and may lead for some students to conduct a violence behaviors in reaction and response to what they see or are exposed to at home. And this result is consistent with Walke and Skew (2012).

In the study of Bani Issa (2017), the "Excessive use of physical punishment by parents." Scored the highest family factor of school violence, and in the Al-Harbi (2009), the relationship between school violence and the parental upbringing pattern, whether authoritarian or permissive, was a direct relationship, and the upbringing pattern instills the foundations for the students' social interaction pattern with their surrounding society.

The "poor educational level of parents" was moderately related to school violence ($M=$, SD) which was compatible with (Bani Issa,2017)(Fahd Al-Tayyar, 2005), while The results of this study result was incompetable with (Okour, and Hijazi, 2009) where the study showed that the family is the first reason that contributes to the acquisition of violent behavior among students, and (Al-Sarayrah ,2009), where their results showed that the (external causes) of school violence came in the first place, then the school reasons.

To answer the Third question: What are the community factors that is related to school violence among high school students in Irbid city and Bani Obied district schools?.

The arithmetic means and standard deviations were used and were included in the tables with numbers.

Table (4) shows the results of the study sample responses for the possible factors of school violence that is related to “The Community” among high school students in Irbid city and Bani Obied district schools.

The estimated Means and standard deviation for the school violence Social factors related to community ranged between (M= 2.30-3.84), with a general Mean for the field (M=3.32) (SD=0.67) which is estimated at as (Moderately related).

Table (4) The arithmetic means and standard deviations of the school violence factors for each item in the field of “Community related factors” in descending order.

paragraph rank	paragraph number	Paragraph	Mean	SD	level
1	8	Some media programs portrayal of violence as a symbol of power.	3.84	0.76	Highly related
2	3	Dominance of clan culture in resolving conflicts and community violence.	3.80	0.56	Highly related
3	1	A sense of the association of violence with strength and respect among members of community.	3.72	0.75	Highly related
4	2	Racist ideas among members of community.	3.68	0.77	Highly related
5	5	Absence of deterrent penalties for physical and verbal violence.	3.41	0.69	moderately related
6	10	Form gangs outside the school community.	3.20	0.74	moderately related
7	4	The community's tolerance of verbal abuse among its members.	2.88	0.66	moderately related
8	9	A sense of lack of justice in the application of laws among members of society.	2.72	0.52	moderately related
9	7	There is no clear definition that differentiates between abuse and violence and discipline.	2.41	0.83	moderately related
10	6	The community's tolerance with physical abuse among its members.	2.37	0.61	moderately related
11	11	Absence of good role model in community	2.30	0.77	slightly related
All sections			3.32	0.67	moderately related

The results show that Paragraph No.(8) which states “Some media programs portrayal of violence as a symbol of power.” ranked first, with an arithmetic mean of (M=3.84, SD=0.76), which is considered highly related community factor for school violence, Followed by the

Paragraph No. (3), which states “Dominance of clan culture in resolving conflicts and community violence.” ranked second with mean of ($M=3.80$, $SD=0.56$) which also considered highly related factor for school violence. While Paragraph No. (11) “Absence of good role model in community.” ranked last, with the lowest arithmetic mean of ($M=2.30$, $SD=0.77$), and considered slightly related factor for school violence according to the sample.

The influence of media on promoting and prompting violence was indicated in many studies and was discussed by (Ababneh, 2012), were the results showed that the society and the media factors were the first in terms of contributing to the school violence, and (Okour and Hijazi, 2009) that indicated that the surrounding society and media were the second contributing factors in acquisition of violent behavior.

In this study, the community field elements recorded the lowest scores related to school violence among Jordanian secondary school students, but the impact of society and culture on individuals and youth can be distinguished through the formulation of general values and morals for the majority of society members. , and it can be a predetermining factor for the range of acceptable and unacceptable behavior of individuals in society and the formation of their character and personal characteristics.

Recommendations:

- Activating the role of the social counselor and the teacher in monitoring behavioral indicators and identifying students most likely to engage in violent behavior within the school, and providing them with appropriate advice, support and guidance to reduce this phenomenon.
- Encourage the participation of parents in evaluating and correcting students who are involved in violent practices, whether directed towards other students, teachers or administrators, and increasing parental control to reduce unjustified absenteeism.
- Providing a divers educational environment, reducing the momentum of the academic curricula, and increasing school activities in which the student empties his energies.
- Activating the participation of parents in evaluating and correcting students who are involved in violent practices

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