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Violence in American Public Schools: Causes and Effects

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Dedication

I dedicate this work to the dearest and closest people to my heart,
my parents, who supported me and bore my burdens,
To my brothers and sisters who immersed me with advice and guidance along the way,
To everyone who has encouraged me.
May Allah the Almighty grant me success.

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Abstract

School violence is a serious phenomenon which spread all over the United States of America during the recent years. This dissertation aims to identify the main causes and effects of this phenomenon. The qualitative approach adopted for this study draws on the analysis of the available documents in order to obtain deeper insight into this issue and uncover its roots. Findings of the study link the causes of violence in American public schools to different historical, political and socio-economic conditions, including religious and ethnic differences, socio-economic injustice, media, and political violence. The effects of school violence involve the proliferation of crime, victimisation of the students, the teachers, and the staff, low students' academic achievement, and ineffective teachers' performance. The study concludes with some practical recommendations on how to reduce the rate of school violence, enhance the learning context, and protect future generations.

Keywords: school violence in US, causes, effects, students, academic achievement.

List of Abbreviations and Acronyms

UNESCO	United Nations Educational Scientific and Cultural Organization
NGC	National Gang Centre
NCSSLE	National Centre on Safe Supportive Learning Environment
SRSG	Special Representative of The Secretary General
WHO	World Health Organization
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
ISRA	International Society for Research on Aggression
SSOCS	School Survey On Crime and Safety
GLM	General Learning Model
GPA	Grade Point Averages
NCES	National Centre for Education Statistics
NIDA	National Institute on Drug Abuse
SEM	Structural Equation Model
PTSD	Post-Traumatic Stress Disorder
OJJDP	Office of Juvenile Justice and Delinquency Prevention
STD	Sexually Transmitted Disease
HIV	Human Immunodeficiency Virus
PBS	Positive Behaviour Support

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General Introduction

1. Background of the Study

School Violence has become a matter of concern for many educators worldwide. It is regarded as any violent act carried out by a member of school community in order to cause harm to any member in school whether students, teachers, or staff. The act of violence disrupted the American public school in various ways such as bullying, sexual harassment, weapon use, teacher violence, gang violence, verbal harassment, and fights which have been a subject of research for over a century. The recent incidences of this phenomenon in the media have increased the level of apprehension over American school and society.

Throughout the time American policies tend to use different strategies to minimize the causes of school violence, however violence rate is continually increasing. Researches throughout the years have searched for some of the causes and of effects of violence in American schools in order to better understand this phenomenon.

2. Statement of the Problem

School violence is an epidemic which has widely spread in the US society during the recent years. This study tries to answer the question of what is causing violence in American schools. The effects of this tragedy on the American society and educational lives of the students take a central part in this study too. In general, this study tends to tackle the causes and effects of school violence in the U.S. in an effort to provide a complete understanding of this phenomenon.

3. Research Questions and Hypotheses

The questions of this study run as follows:

- 1- What are the causes of violence in American public schools?
- 2- What are the effects of violence in American public schools?

To answer these questions, we hypothesised that:

The environment in which the students grow up plays an important role in shaping the students' personality. Therefore, the causes of school violence in the U.S. are deeply rooted in families and their socio-economic background. School violence also has negative effects on students' academic achievement, school staff, and the whole society.

4. Aims of the Study

The current study aims to uncover the factors that underlie the spread of violence in American public schools and investigate its likely effects on the different components of the American society.

5. Research Methodology

The qualitative method is deemed to be an appropriate research design for solving a research problem of this kind. School violence is a real-life problem; hence, qualitative method is most suited to answer the above-mentioned research questions as they require investigation into students' experiences and description of school violence context. The main tool of this study is the analysis of documents. Data will be collected from various documents like books, articles, reports, historical reviews, and reliable websites are used in attempt to get deeper insights into the phenomenon of school violence in the U.S.

6. Significance of the Study

This study is significant for some objectives reasons. First, violence is one of the most important concerns in the U.S. and scientific researchers have a big role to play for solving this problem as it threatens the educational process. In addition, it is beneficial for many specialists in the field of guidance and counselling to help them understand how they can transform this violence among students to positive energy that benefits individual and society. Besides, it can provide significant knowledge for curriculum designers to create programs that help solve students' problems. Finally, this study is worth taking into account as we can benefit from its result to prevent violence in Algerian schools which have witnessed some incidents of school violence during the recent years.

7. Structure of the Study

This work is composed of two chapters. The first chapter discusses the causes of school violence in American public schools. It presents different definitions and patterns of violence which are perpetrated in American schools. A thorough account of the causes of school violence in the U.S public school has been given under subsections. The second chapter discusses the effects of school violence. Under this chapter, there are sections tackling the impact of this issue on school, society, and students' health. A separate section is devoted to reducing school violence strategies, including the code of conduct, parental involvement and support, disciplinary committee, and positive behaviour support.

CHAPTER ONE

CAUSES OF SCHOOL VIOLENCE IN THE U.S.

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Introduction

Violence in the United States' public school has received great deal of research attention. Throughout a long time, American public schools have been under the threat of violence and crimes which disrupted the educational process of the country. The school safety has become one of the biggest dreams of American students, parents and teachers as it is important for the children to learn in an adequate environment. Many factors contribute to this issue, including the individual, society, and historical and political background of the nation. American schools are influenced by political violence and historical conflicts that shaped the school system of the nation and the students' way of thinking and behaviour. The history of race and racism give rise to many problems in the U.S which breed its consequences to the current younger generation. Ethnic minorities have been subjected to segregation and violence inside and outside the American schools. The sense of safety has been disappearing gradually due to the rising number of social violent incidences. American students are victims of the school violence as they are influenced by anyone who they have contact with, such as parents, educators, neighbours and community.

Different social experiences, that are associated with violence, increase the risk of violent involvement, especially gang activities. Several other conditions in the U.S are considered the leading cause of the school violence, such as access to weapons and firearms, increasing member of gangs and violent mobs, and exposure to violent social media. This chapter aims to provide different definitions of school violence and its common forms that occur in American public schools. We will try to tackle all the possible causes of this serious epidemic in the U.S. by investigating experiences of perpetrators and victims in an effort to provide concrete evidences. We will also take the socioeconomic, historical, and political context into account to get deeper into the roots of school-based violence in the U.S., in addition to analysing some of the important surveys which were conducted by many researchers and institutions in the subject of school violence.

1.1. Definition of School Violence

The United Nations Educational Scientific and Cultural Organization (UNESCO, 2019) underlined the increase of school violence tragedy worldwide. However, this phenomenon is very prevalent in American public school. Rawles (2010) stated that school violence is a harmful behaviour which happens in the school or in the way to school that begins during the childhood and lasts into young adulthood including bullying, slapping, punching, weapon use and sexual violence.

Gellman and Waack (2006, 561) introduced another definition of school violence that is “a public health and safety condition that often results from one's individual, social, economic, political, and institutional disregard for basic human needs” (p. 05) (as cited in Rawles, 2010).

According to the Centre for the Prevention of School Violence in the North Carolina Department and Delinquency Prevention school violence is “any behaviour that violates school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions, and disorder” (as cited in Dougutas, 2013, 86). Leganès Lawall (2013) defined school violence as pattern of physical and psychological harassment or offence among students at school (as cited in Prettel, Montes & Osorio, 2020).

1.2. Forms and Patterns of School-Based Violence in American Public Schools

Researchers have drawn clear distinction between different forms of violence that have occurred in American public schools including bullying, intimidation, gang related violence, drugs and alcohol abuse, sexual violence, and cyberbullying.

1.2.1. School Shooting

School shooting in the U.S. is highly politicised in the media. Many school shooting incidents have led to serious casualties. Other incidents left bitter pain among American citizens including Sandy Hook Elementary school shooting in December 14, 2012, which totally caused 29 victims; and the columbine high school shooting in April 20, 1999 which caused 36 victims (Richardson, 2020).

1.2.2. Gang-Related Violence

Gang violence (Gangsterism) has spread in the U.S nationwide particularly in public schools. Wood and Dennard (2017) stated that the National Gang Centre (NGC) has defined a gang as group of three or more members that share the same identity and are involved in crime activities (as cited in Eva Frazer, 2018).

1.2.3. Drug and Alcohol Abuse

Substance (drug) abuse has been known as a harmful form of use of alcohol, tobacco products, and illegal drugs which can be used and traded within the school and campus environments (National Centre on Safe Supportive Learning Environment (NCSSLE, n.d.). Many American students had been addicted with illegal substance. According to National Centre for Drug Abuse Statistics (n.d.), roughly 31.9 million of Americans aged 12 years and older are users of illegal drugs including marijuana, opioids, cocaine, and other substances.

1.2.4. Bullying and Intimidation

Significant number of researchers indicate that bullying is the most prevailing pattern of violent behaviour in the U.S public school. In an attempt to provide an accurate definition of bullying, researchers have distinguished between physical and verbal bullying. Physical bullying is usually associated with all kinds of aggressive behaviours that target the victim including hitting, pushing and kicking; while verbal bullying is the act of using rude words in order to

humiliate others (Southern Local School District, n.d). Nansel et al. (2001) conducted a survey on 15,686 students in grades 6 through 12 across the U.S. which found that 29.9% of the respondents reported that they have frequently been involved in bullying (as cited in Espelage & Swearer, 2003).

1.2.5. Cyberbullying

Cyberbullying is considered as an extended form of bullying. Bill Belsey first defined the term cyberbullying in 2003 as “the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others” (as cited in Richardson, 2020, 129). The United Nations Office of the Special Representative of the Secretary General (SRSG) on Violence Against Children (2012) defines cyber-bullying as bullying by means of emails, online chat lines, personal web pages, text messages and transmission of images. Many American teenagers have been victims of cyberbullying during the recent years. According to 2015 School Crime Supplement (National Centre for Education Statistics and Bureau of Justice Statistics), about 21% of students ages 12–18 have been bullied virtually; and the 2017 Youth Risk Behaviour Surveillance System (Centres for Disease Control and Prevention) found that around 14.9% of high school students were electronically bullied (Richardson, 2020).

1.2.6. Sexual Violence and Harassment

Sexual harassment has been a significant problem in American public schools. The World Health Organization (WHO) defines sexual violence as “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work,” (as cited in Pan American Health Organization, 2012, p.2).

1.3. Causes of School Violence in the U.S.

In an attempt to determine the causes of the school violence in the U.S public school, the current study aims to find the correlation between historical, political and socioeconomic conditions of the U.S with the increase of violence in the school.

1.3.1. Historical Causes

Historically speaking, The United States of America recorded host of memorable events that related to violence over race, ethnicity, and religion as it is a multi-ethnic and religious society; that is, home to people of many different ethnic and religious backgrounds. This issue is reflected in the school situation and student's behaviour.

1.3.1.1. Racial and Ethnic Discrimination

The United States has marked many incidents of violent acts on the basis of race and ethnicity across the history including the long history of slavery and Civil War. Many people in the U.S. have been victims of discrimination, particularly racial and ethnic minorities. The legacy of fear and pain has been retained until current days. Today, the act of discrimination is operated through legal and social policies such as the school. Students of ethnic and racial minorities have been facing discrimination in American educational system in multiple ways. Thompson (2003) and Kozol (1991) stated that the racial segregations against students of ethnic groups contributes to achieving lower test scores, putting them under the progress, facing difficulties to create student–teacher bonds, and high drop-out rates (as cited in Pegeuro, 2011). However, during the recent years, the act of discrimination has been highly displayed in the form of violent behaviours and acts. Researchers stressed that racial and ethnic disparities in the U.S. public schools increased the risk of violence behaviours. Many students have been subjected to school violence and victimisation because of their race, ethnicity, gender, and religion.

The racial and ethnic makeup of school members raise many conflicts and violence in the U.S. In the same vein, The Civil Rights Act of 1964 provides two titles that are related to discrimination in the public schools, title IV prohibits the racial, ethnic, religious and gender discrimination, and title VI prohibits the discrimination in programs and activities that are supported financially by federal government on the basis of race, colour, or national origin (Brougher, 2012).

Racial and ethnic minorities have been associated with school violence during recent years. Children of colour and ethnic minorities have turned to be violent toward themselves and others. In other words, harmful conditions and racial discrimination in American schools led its victims to involve in violent activities. Sanders-Phillips (n.d.) asserted that “racial discrimination causes trauma by creating isolation, alienation, marginalisation, psychological harm and perceived danger” (as cited in Eva Frazer et al, 2018, p. 4). The table1.1 shows the influences of race and ethnicity on gang involvement among students across the state of California. It can be observed that the number of Latinos, Blacks, Asians who have been involved in gang activity are higher than those who are not members of a gang. For example, the rate of black students who joined a gang is estimated 7% higher than the rate of students who are not gang membership 4.2%; a similar result can be seen among Latino students and others. However, the non-gang rate increases among white students who are not subjected to discrimination.

Table1.1***Race and Ethnicity Sample Characteristics of 606,815 Students Across California***

Variable	All students (n= 606.815) %(n)	Gang members (n= 50963,) %(n)	Non-gang members (n= 555,852) %(n)
White	27.6 (166,406)	18.7 (9,468)	28.4 (156,938)
Latino	34.6 (208,637)	42.9 (21,754)	33.8 (186,883)
Black	4.4 (26,775)	7.0 (3,549)	4.2 (23,226)
Asian	12.5 (75,193)	8.9 (4,513)	12.8 (70,680)
American Indian	1.2 (7,335)	1.7 (885)	1.2 (6,450)
Multiracial	12.2 (73,575)	12.9 (6,557)	12.1 (67,018)
Other	7.5 (45,135)	7.8 (3,942)	7.5 (158,775)

Note. Adapted from Estrada et al. (2014a, as cited in Estrada et al., 2018).

The act of discrimination in the U.S. public schools leads many students to involve in violent activities particularly gang violence which is the most common violence among colour students, because they wanted to be safe through gangs. Their fear and pain have changed to savage behaviours as a way to defend their dignity.

1.3.1.2. Religious Conflicts

Religious controversies in American public schools have become a familiar matter due to the diversity of students who join schools including Catholics, Protestants. and other alternatives. In the past, schools were battlefield for brute violence and crimes which keeps its consequences in the modern day in the form of hate and intolerance. There is a long history of disputes between the Protestants and the Catholics over the school curriculum, many students have been subjected to violence and harassment over this issue despite the fact that the first Amendment of the constitution protects the freedom of students to express their religion and prohibits the school officials to insist on students to perform specific prayers which do not correspond to their faith (Freeman, 2019). Protestants and Catholics have fought over educating teaching religion because some verses of the Bible are not similar between the doctrines.

To clarify, Pennsylvania public school is an example of religion battleground, every morning the school day begins with recitation of the Lord's prayer, singing Protestant hymns and using verses of the Bible that are in the favour of Protestant students and it is not acceptable for the Catholics (Boston, 2020). Students face pressures to pray with them otherwise they will be subjected to violent acts. According to Boston (2020), in 1859, there was an incident which indicates the disputes over religion in public school when an 11 years-old Catholic boy named Tom who was ordered to read the Protestants version of ten commandments in class, because of his refusing to read. the teacher trashed him with the stick. In the past, the violence over religion was so severe and brute that it caused death; however, the current younger generation resist its religious intolerance by other patterns of violence such as gang activity, bullying and peer pressure. In short, religious disputes have contributed to school violence in the U.S.

1.3.2. Political and Legal Causes

The long legacy of violence in American politics, society, and schools drives one's attention to ask the following question: is there any correlation that may exist between the political conditions and the phenomenon of school violence in the U.S. In the context of politics, the U.S. has witnessed a number of political crises that reflected on the society. Destruction of mass consciousness, which supports violence, has started among politicians. Giroux (2021) stated that violence is regarded as the essence of politics and a routine element of daily life. Political violence encourages the social orders to embrace violence as way to acquire a position or establish an identity. One of most social places that is influenced by political violence, is the school.

The American founding fathers have emphasised the importance of public education in preservation of American democracy (Camboy, 2016). However, the increased number of school violence in the U.S. is considered as the product of political conditions as the democracy has been under threat. The increasing power of politicians contributes to highlight the importance of

violence and aggression in preserving the nation instead of democracy. Significant factors contribute to the development of the language of violence in American politics. Growing fears of the U.S. comes after the World Wars when the American leaders strove to establish a strong government.

The absence of democracy in political context leads to social disorders such as school violence. Thomas Massie of Kentucky shares at Christmas a picture of himself with his family that indicates their obsession of guns just after few days of killing four teenagers in shooting at high school in Michigan (Giroux, 2021). This gives an idea that democracy has been diminished in the U.S. and replaced with the language of violence. There are two dominant national parties in the U.S including the democratic and the republican; the latter promotes holding guns in public places, which is significantly intensifies violence. According to Giroux (2021), schools, malls, and public places have been bleeding due to the increase in the severity of violence which is supported by the republicans.

Mosanya (2018) reported that after the recent Florida school shooting which killed 17 people, Donald Trump has informed U.S. politicians to seek a stronger law for gun control, while in the same time, he allows the school staff to use firearms to defend themselves. Chrisinger (2022) pointed out that Donald trump and his republican elites address authoritarianism which causes threat for democracy. Public education is supposed to prepare students to be democratic citizens is disrupted by the idea of authoritarianism. World Values Surveys which are published in the journal of democracy in July 1995, found that 60% of American citizens hold authoritarian tendencies (Camboy, 2016).

The idea of authoritarianism has spread to American public school. Slayback (n.d.) pointed out that “authoritarian refers to the imposition of power and authority over the lives and curricula of the students” (para. 04). Authoritarian practices in the American public schools are set to impose strict penal systems that turned the school as military place. Public school is

governed by different authoritarian practices such as zero tolerance, law enforcements, and surveillance measures. Giroux (2021) said “I think it is best to begin with the question of what the role of education might be in the midst of a historical movement in which there is a growing alliance between corporate and political power and an updated fascist politics.” Under the power of authoritarian policies which are emphasised by politics, the school environment lacks the democracy and liberal acts, and the relationship among students or student and teachers are based on fear and resistance which contribute to pervasive negative consequences.

1.3.2.1. Zero Tolerance Policies

According to Evans et al (2012) zero tolerance policies have been introduced to the public school system under the Clinton government through the Gun Safe Schools Act in 1994 which has explosively punished students who brought firearms to school (as cited in Wickline, 2019). Such policies are aimed to target students who bring guns to the school and introduce them to the criminal or juvenile justice system¹. However, according to Evans and Lester (2012), Hirschfield (2008), and McNeal and Dunbar (2010) in recent years they turned to be stricter, they can suspense students who do minor misconduct (as cited in Wickline, 2019).

Different researchers argue about the issue of authoritarianism and its relation to school violence. Proponents of the authoritarianism such as Casella (2003) claims that zero tolerance policies led to a decrease in school violence in 1990s by frightening students to involve in violence (cited in Nickerson & Spears, 2007). It is clear that punishment makes the student feel afraid of doing misbehaved acts, and it leads the school to be safer. Another argument in the favour of authoritarian practices which was brought by Axtman (2005) who stressed the importance of authoritarianism in maintaining equal and uniform punishments for all students (as cited in Nickerson & Spears, 2007). Authoritarian rules may decrease all acts of criminal discrimination which is based on the race, religion, and gender. However, Apple (1995) and

¹The juvenile justice system: is criminal legal system which was implemented into U.S policy in 1899 and it deals with crimes and misconducts committed by young teenagers at the ages of 10-18.

Beger (2002) stated that zero tolerance policies contribute to generate unjust society by unfairly targeting the students of colour and disabled ones (as cited in Wickline, 2019).

Students of colour and disabled students are treated unfairly by school policies such as zero tolerance and law enforcement whether inside or outside the school. Great deal of criticism is addressed to the authoritarian policies. Mayer and Leone (1999) stated that children who have been strictly exposed to strict corporal punishments are likely to perform violent acts. Students who are surrounded by threat and authority whether from their teachers or other school staff, they are urged to perpetrate violent actions since the school is criminalised by such policies. Epp (1996), Nogeura (1995), and Pieters (2001) found that "...authoritarian discipline is a form of systematic violence that can foster resistance, alienation, disengagement and overt violence among learner's " (as cited in Smit, 2010, p. 67). It can be said that zero tolerance policies intensify authoritarian and punitive system which increases the mass violence in the school.

1.3.3. School-Related Causes

The atmosphere of violence prevails in most American public schools, this is due to the specific reasons which can be summarised into individual characteristics of the students, the classroom environment, and the school staff and discipline.

1.3.3.1. Students' Characteristics

American public school is where students of different characteristics can be gathered under the same roof. Personal characteristics and psychological traits are different from students to another. It is very difficult to diagnose the causes of these individual difference since students have been exposed to different experiences and environment that reflect on their personalities and psychological traits. Students' characteristics which are either affected by heredity or the environment are considered the predictor of the students' behaviours. Below is statement of the major personal characteristics which have correlations with violent behaviour among American

students, including students with mental and psychological disorders, gender, students with high level of depression, anxiety and anger, student with lack of empathy and lower self-esteem.

- **Students with mental and psychological disorders**

Some mental and psychological disorders have been demonstrated to have consistent relation with violent behaviour among students. Students with antisocial disorders are likely to be attracted to violent behaviours as such kind of disorder tend to be worse among children who are raised in violent atmosphere (Gunderson, 2006). According to the report of the American Psychological Association Commission on Violence and Youth (1991-1993), students with Attention Deficit Hyperactivity Disorder (ADHD) are unable to control their impulses and attention which contributes to violent behaviour. Additionally, Cappadocia (2011), Sterzing (2012), And Schroeder et al. (2014) suggest that the children with Autism Spectrum Disorder (ASD) are highly vulnerable to involve with the act of bullying, as victims or perpetrators (as cited in Hwang, Kim, Koh & Leventhal, 2019). Another remarkable personality trait that impacts student's behaviours is narcissism. Bushman et al. (2018) stated that narcissists usually tend to be selfish and have low empathy.

- **Gender**

The gender difference can affect the way students express their violent acts. For example, boys are more likely to be engaged in physical bullying than girls (Espelage, Mebane, & Swearer 2003).

- **Students with high level of depression, anger and anxiety**

Some violent behaviours such as bullying are related to psychological state of the student. depression is one of the aspects that urges bullying or victimization at school. According to studies of Austin and Joseph (1996) and Slee (1995), depression can affect all those who are involved in the act of bullying (as cited in Espelage & Swearer Napolitano, 2003).

Anxiety is a significant symptom that can lead to student's violence. Swearer, Grills, Haye and Cary (2004) pointed out “anxiety is also a salient mental health concern that should be considered in intervention planning for bullies, victims and bullying victims” (p. 20).

Delisi et al. (2010) asserted that violence is frequently occurring within youth who are characteristically angry (as cited in Bushman et al., 2018). Others supported this view, such as Espelage and Swearer (2003), who stated that there has been consistent correlation between anger and the act of bullying.

- **Students with lack of empathy**

Empathy is another category of individual characteristics that teachers and school programs try to embed it among students as Espelage, Mebane and Adams (2003) stressed on the role of empathy in establishing respect, caring and social problem solving. Hence students who lack empathy are more likely to display antisocial behaviours and aggression than others.

- **Students with low self-esteem**

Low self-esteem is also a significant factor of school violence among students. Perry (1998) found that students who have low self-esteem, they are likely to be victim of bullying in school (as cited in Swearer, Grills, Haye, & Cary, 2004). Students with low self-esteem is easily to be a target and prey of bullying and peer pressure.

1.3.3.2. Classroom Environment

Classroom environment can cause many challenges for both teachers and students. The relationship between students and teachers can be a significant predictor of violence behaviours. According to UNESCO Handbook on Stopping Violence in Schools, physical violence in the classroom is far away from teaching students how to think critically instead it privileges all types of aggression (as cited in the Office of the SRSG on Violence against Children in, 2012). Usually, the teacher who creates the basic atmosphere of classroom, if this atmosphere is based

on authority and punishment, it gives rise to negative outcomes that reflect on the student's behaviour.

Crisis Consultant Group (n.d.) stated that the cause of violence in classroom is due to disconnection between students and teachers. Lemmer (1998) suggests that the causes of school or classroom disruption is the unsound relationship between an educator and learner (as cited in Moloi, 2002). Students and teacher partnership is very vital for reducing the level of violence. In order to understand the classroom factors of school violence in the U.S, it is important to know the perceptions of teachers toward school violence phenomenon. Thomsen (2002) stated that some teachers are unaware of peer victimisation and they lack the understanding of elements that lead to it (as cited in Lewis, 2015). This is one of the significant factors of increasing bullying in American classroom. The maltreatment of students by educators is considered a cause of misbehaviour. According to Hart, Brass, and Germain (1987), in early 1980s, a survey which was conducted on random group of high school students who have been asked about the reason of their misbehaviours, their answers were that because their teacher kept letting them down and never showed any attention and respect to them, their families, and their culture, hence they wanted to take revenge through displaying violent acts (as cited in Hyman & Perone, 1997). The disrespectful atmosphere between students and teacher has been a pervasive problem in American classrooms. It seems that in the U.S, students and teachers have a normal vision toward the act of bullying against others that is the reason that teachers are careless toward those who bully their peers and teachers also can bully their students. This issue can lead students to show violent and disrespectful behaviours.

According to Miller and Cunningham (2003), educational process is composed of a range of aspects which are related to teacher's characteristics and behaviours because they have a hand in creating the social interaction and instructions that affect the physical setting and the psychological environment of the classroom (as cited in Obaki, 2017). Teacher's characteristics

and behaviours should be taken into account because they are reflected on the physical setting and the psychological environments of the classroom.

1.3.3.3. School Staff and Discipline

Due to the increasing phenomenon of school violence the attention has been shifted to the school staff, policy makers, and the most important American teacher. Kingsbury (2006) stated that inadequate funding, and relapsing facilities are very important issues. He added that educational system has become progressively bad as it continues to produce small number of students who are capable to move on to college which is estimated less than 40% that made it inferior in comparison to other countries (as cited in Leonce & Crump, 2009). Toby (1983), May (1999) and Thompkins (2000) asserted that school staff including metal detectors, resource officers and other reactive policies have contributed to create an atmosphere of fear as it is resembled by Baily, Carona, Mebane and Snell (2002) as prison like atmosphere that causes social control for the students (as cited in Leonce & Crump, 2009).

There are different activities that are implemented by school staff in the U.S. which play a role of high risk of violent behaviours including suspension and explosion, corporal punishment which addressed against students of colour and students with special disabilities. Corporal punishment can harm student's mental and physical health. It leads to increase antisocial behaviours such as aggression behaviours and decrease the social skills. It also contributes to anxiety, depression and a lack of empathy (the office of the SRSG on violence against children in, 2012). This claim is supported by Ginott (1972) who stated that "punishment does not deter misconduct. It merely makes the offender and more cautious in committing his crime, more adroit in concealing his traces, more skillful in escaping detection. When a child is punished, he resolves to be more careful, not more honest and responsible" (as cited in Smit, 2010, p. 67). Despite the fact that corporal punishment aims to seek safety in schools; however, it produces negative consequences that harm social perception of the students.

Rappaport (2001), documented Twemlow et al.'s (2001) article on school violence which was addressed to school consultants to encourage the diagnostic assessment of students' conflicts for enhancing school climate, "a child, teacher, or other staff member of the school...abusively coerces others repeatedly through humiliation and mockery. Bullying usually involves a stronger, more dominant personality coercing a weaker, more submissive personality..." (p. 377). Twemlow has emphasised the role of all school members in escalating the violence and particularly school staff. In the U.S, school staff may bully their students since the culture of bullying has been grown up with them since they were students in the school. As psychiatrist consultant at Harvard high school Rappaport (2001) reported that after 8 years of working in a high school as a psychiatric consultant and designing an advising program, the most overlooked dynamic issue in bullying is that the role staff members may have a hand in escalating conflict.

It can be noted that school administrators lack proper discipline for minimising school conflicts. School discipline in the U.S fascinates the use of punitive system which enforces the aggressive actions among students and school staff. If teachers or other staff regulate student's behaviours through strict punishment, it can reflect negatively in their social relationship in the school as students get frustrated from being subject to power and low frustration tolerance, and also it can increase their sense of being violent students who can never be regulated by any discipline. When students are isolated from all members of school including teachers, administrators, and students, they are likely to create an image that the school is unfriendly, unfair and unsupportive (Gendron, Williams & Guerra, 2011).

1.3.4. Social Causes

The American students are characterised by violence and moral corruption as result of some social factors that impact the atmosphere of the families and communities in where the students live in.

1.3.4.1. Family environment

Different researches have demonstrated that the American home has been associated with violent acts due to several factors which are reflected on the children's behaviours. Strauss, Gelles and Steinmetz (1988) stated that:

The American family and the American home are perhaps as or more violent than any other single American institution or setting (with the exception of the military, and only in time of war). [Adding, based on official statistics:] Americans run the greatest risk of physical injury in their own homes and by members of their own families. (p. 04)

Parents are regarded as the first instructors for children before the schoolteacher as their behaviours are reflected on their children during their very early age which can grow with them to adolescence and adulthood. The violent behaviours of students in the American public school resulted from their aggressive experience in their homes. According to certain studies many children are exposed to abusive, hostile family environments in the U.S. Chasemi (2007) conducted a study on 204 children which shows that behavioural problems and aggression are more significantly associated with children who have been punished by their parents than others (as cited in Mehdinezhad & Rashki, 2018).

Aggressive parents usually use force and physical punishment to regulate their children's behaviours instead of teaching them nonviolent and social behaviours for successful interactions with their peers and society. Physical punishment behaviours may contribute to obedience during childhood; however, it changes to aggressive behaviours in adolescence and adulthood. In an attempt to investigate the violent behaviours of the young teens, researchers carried out a study which included 9,000 middle school students from eight schools in Houston in 1994. The findings showed that the aggression rate decreased among students who lived with both parents, and students who spent more time with their parents were less likely to show violent behaviours (Fillon, 1999). It can be understood that absence of parents in the family environment is one of

the factors of school violence. There was a study which was conducted to spotlight on the relationship between parents and children in the U.S. The finding showed that the rate of parents who did not know how was their children's days in schools was estimated 30% and one-third of parents did not have any idea about how their children spent their spare time and one fourth of the participant said that their families had never shared fun time together (Steinberg, 2000). The latter pointed out that parental disengagement contributes to antisocial behaviours and psychological immaturity. It can be concluded that parental engagement in children's lives is needed for reducing children misconduct.

Another contributor of school-based violence when parents are addicted to alcohol or drug abuse. As the case of Reyes. According to Estrada et al. (2018), Reyes is a 13 years old boy from Latino community, whose father is addicted to alcohol that led him to become a gang member in his school in order to create life in his own. Father Grey Bogle (2015) stated that: "no kid is seeking anything when he joins a gang, he's always feeling something" (p. 191) (as cited in Estrada et al, 2018). Lavoie (2002) conducted a study in violence and aggression of 717 boys in schools and found that those who lack parent's supervision are likely to have more violent behaviours than others (as cited in Mehdinezhad & Rashki, 2018).

1.3.4.2. Community Environment

American society is regarded as one of the leading factors of school violence because the school is affected by the context in which it is located and violence in communities and schools has been growing simultaneously day after day in the U.S., particularly among communities of minorities. This claim is supported by the U.N. Office of the Special Representative of the Secretary General on Violence Against Children (2012) which stated that "Violence in the education setting both feeds into and is fed by violence in society as a whole" (p. 02). In this vein, UN Study on Violence against Children (2012) observed that "[w]here the social and physical environment of the community is hostile, the school environment is unlikely to be

spared” (p. 02). In other words, the school cannot escape violence when it is surrounded by violent context.

In the U.S., the level of violence in schools is different from community to another. Social conditions of certain American communities encourage violence among school students, particularly among communities of minorities including, African American, Latino American, Hispanics, and many others. Wang, Innotti and Luk (2012) found that students of minorities are more likely than their white peers to be engaged in violent activities (as cited in Xu, Mcrynika, Waseem, & Miranda, 2021). A 2013 study found that African American students are more likely to be engaged in violent acts in schools including bully groups and gang involvement because they are living in community where violence is accepted and supported (as cited in Xu, Mcrynika, Waseem, & Miranda, 2021).

Farrell et al. (2012) asserted that African American youth has been more exposed to environment where beliefs of fighting and aggression is supported than the white youth (as cited in Xu, Mcrynika, Waseem, & Miranda, 2021). It can be noted that there is an acceptability of violence in black African American communities which contributes to school violence despite the fact that it is legally prohibited. The culture of violence has affected other minorities including Latinos or Hispanics. Estrada et al (2018) has shown an example of 13 years old named Reyes who has become a gang member in his school as he lived in Latino community which is considered as a proper place for gang violence and drug abuse. However, belonging to gang is not safe for children at all since gang violence is often associated with alcohol and drug abuse which is very dangerous for the genesis of child. According to the U.N. Office of the SRSG on Violence against Children (2012), gang violence in school seems to be most prevalent in violent places where there is accessibility to arms, gangs and drugs.

A significant survey entitled “2000 Schools Survey on Crime and Safety” conducted by National Centre for Education Statistics (2003) to study students and school characteristics of 50

states of USA, the school locations was taken into account, the finding showed that the urban school had less incidences of violence in comparison with city schools and there was a similarity in reports of violent incidents between schools in city, town and rural areas. It can be understood that the environment and context where the school is located has a significant role in student risk behaviour.

With great migration of rural and southern African Americans to the northeastern communities, the social standards have changed. Northeast cities started to exploit African American citizens and there was denial of social injustice which caused inequality of opportunities and social classes differences, and the lack of social justice (Rawles, 2010). This image demonstrates that even though the United States is considered as one of social highest standard countries, it lacks social balance and justice which contributes to social disorder such as school violence as students are affected by the context in which they live in. Carpenter and Nevin (2010), Redwood et al. (2010), Okundaye (2004), Paxton (2004), Evans and English (2002), Pastore, Fisher and Friedman (1996), and Duncan (1996) suggest that social conditions that dominated communities that their children and students experienced violence are characterised with ruinous structures, substandard housing, chaotic and crowded households, which open the door for violent acts such as shooting ,drug abuse, theft, assaults, murders and school violence (as cited in Rawles, 2010).

1.3.5. Economic Causes

The economic conditions have a significant impact on student's behaviours. American society belongs to different socio-economic classes which increases the intensity of the difference in the standard living among students and families. According to American Psychological Association Commission on Violence and Youth (1991-1993), The major economic problems that lead to children misbehaviour are unemployment and poverty because the miserable conditions damage the family stability.

1.3.5.1. Poverty

The issue of poverty has been a significant cause of violent activities in the U.S., especially school violence. The rate of poverty is high among children who are belonging to ethnic minority groups including 38% of Hispanic, 44% of Asian and pacific island American, 45% of African American and the 90% percent of Native American children are living in poverty (American Psychological Association Commission on Violence and Youth, 1991-1993). Poverty is considered a significant factor of high-risk violence in the U.S. public schools. Howell and Lynch's (2000) report assesses the characteristics of gangs in the school. Findings, as it is shown in the table 1.2, indicate that students with the lowest low-income level (less than \$7,500), report high rate of violence (47%).

Table.1.2

Percentage of Students Reporting Gang Presence in School by Household Income

Gang presence *		
House Hold Income	Yes	No
Less than \$7,500 (n=573)	47%	53%
\$7,500 to \$12.499 (n=655)	42	58
\$12.500 to \$49,999 (n=5,912)	37	63
\$50,000 or more (n=2,814)	36	64
Total (n=9,954)	37	63

Note. n =number of respondents. Adapted from Howell and Lynch (2000).

Poverty may not lead directly to school violence. However, it can influence other factors of deviant behaviours. According to Jelenik (2014), Roger Senserrich, Policy Coordinator for The Connecticut Association for Human Services, said that “what happens is that poverty affects education, family structure, opportunities, quality of schools and the social context where many

teenagers live, and those factors are what change behaviours” (p.07). His claim is effective evidence that all other factors which contribute to school violence can be influenced by poverty.

Poor students are often victims of gang violence, drug abuse and sexual acts. The Office of the SRSG On Violence Against Children (2012) Stated that poverty is a significant factor that leads girls to engage in transactional sex with teachers, school staff or other boys to financially support themselves and their families. According to Rawles (2010), the negative consequences of poverty on the lives of urban children are the prevalent factors of domestic violence, physical and sexual abuse. In the same vein, Finkelhor, Ormrod, Turner, and Hampy (2005) suggest that experiences of low-income among African American adolescents are more likely to be the leading force of violent acts including rape, sexual harassment, and property victimisation (as cited in Cedeno, Elias. Kelly & Chu, 2010). It can be concluded that Poverty can generate different violent activities including theft, sexual, and drug abuse.

1.3.5.2. Unemployment

According to a study entitled "Economic Insecurity and The Rise in Gun Violence at U.S Schools," there was 400 school shooting incidents that invaded the country from 1990 to 2013 because of the increased number of unemployment (Masterson, 2017). According to the statistics reported by the American Psychological Association Commission on Violence and Youth (1991-1993), the rate of unemployment among African American students is 25%. It is twice higher than whites and as one third high as for Hispanics and 90 percent of native Americans are employed.

The high rate of violence in the school is likely to be linked to the children with unemployed parents. Unemployment can increase economic insecurity which leads to school violence. In the same context, Pah (2018) stated that economic insecurity triggers feelings of frustration, anger, fear, hopelessness and lack of safety and that there was relationship between economic insecurity and gang violence. Being employed is the risk factor for increasing hate

crime toward the school and all its aspect as students think that schools cannot achieve their purpose which is the wealth or money. And also increasing the number of youths who are without work can make students feel despair and hopeless that their destiny will be like others who are unemployed, and thus, they turn to be violent against the school and themselves. Besides, employment can lead to many negative outcomes which can indirectly influence children's behaviours. To clarify, the parents who are unemployed cannot provide their children with physical and moral needs. Hence, children will head to violent acts such as sexual and drug abuse. They may sell drugs and harmful substances to get money for their basic necessities.

1.3.6. Media Causes

Media produces a sample of negative behaviours through displaying violent movies, video games and songs that students adopted at home, in school, and on streets. The social networks have created a space for students to fascinate the act of bullying, threatening and suicide in multiple ways. This section highlights the phenomenon of social media violence among American students and impact of violence in the media on students' behaviour.

1.3.6.1. Social Media Violence

The modern technologies have created social platforms and spaces where many people all over the world can contact one another and share ideas and believes, including YouTube, Instagram, Facebook, Snapshot, and other social outlets. However, during recent years, social media networks have become a battleground for youth violence particularly among school students in the U.S. The phenomenon of social media violence, which has spread in schools, has been the concern of many American parents, citizens and educators. Facebook has become the most prevailing platform for cyberbullying violence in the U.S. According to Hinduja and Patchin (2009), students can cyberbully their peers in many ways like making a fake site of their peers' profiles in order to humiliate their information then identity and share it with other peers,

stealing their peers' passwords and accounts through the act of intimacy, sending threatening messages and posts to their victims (as cited in Weber & Palfrey, 2014).

In a qualitative survey conducted by Brown (2013) on school employees, one of the employees noted that cyber-bullying was more prevalent in noted today's society because of Facebook, Twitter, and other social media outlets. He adds that bullying gave students a false sense of security and superiority over students by being anonymous in sitting behind a computer screen. Students have become more motivated in the act of bullying through social media because they feel safe when they have social and physical distance between their peers. Some students hide their identity in order to be anonymous and violent in the same time. The findings of Suicide Prevention Resource Centre study indicate that the rate of students in 6 to 10 grades level who reported being cyber-bullied is estimated approximately 13 percent (as cited in Weber & Palfrey, 2014). The figure 1.1 shows the finding of the survey which was conducted by Pew Research Centre (2018) on teens in the U.S (as cited in Anderson, 2018).

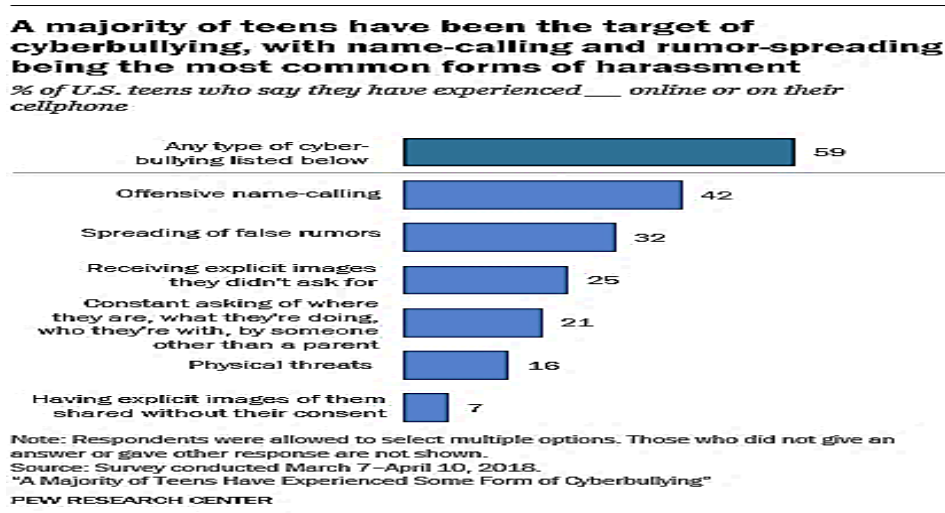


Figure 1.1. Types of cyberbullying that target teens (Pew Research Centre survey as cited in Anderson, 2018)

As clearly illustrated in the figure 1.1, 59% of the U.S young adults have been experienced some forms of cyberbullying from their peers. The biggest common forms of harassment are offensive name calling (42%) and spreading false rumours (32%). The evidences of some studies

reported high rate of cyberbullying among American students which sounds as new trend of violence during recent years.

1.3.6.2. The Influence of Media Violence on Students' Behaviour

U.S Secret Service and U.S Department of Education reported 37 incidents of school shootings and attacks from 1974 to 2000 in American public schools (Kaplan, 2012). They found that attackers are often interested in media violence, for example, movies, video games and other media forms. Video games play an integral part in the lives of young teenagers around the world. However, American teens are at the top of the people who are addicted to play violent games. Kahne et al. (2008) found that around 97% of American teens play video games (as cited in Greitemeyer & Mügge, 2014). This can be great evidence that students' behaviours in American schools are the products of violent media. The worst tragedy of school shooting in American history is called 1999 columbine, when 18- and 17-years old students Eric Harris and Dylan Klebold opened fire on their classmates killing 12 students and one teacher and causing injuries to more than 20 other people, before killing themselves (Dylan, Eric, & Murder Journals, 2019).

According to their reports Harris and Klebold had planned to kill as many as 500 students. The Federal Bureau of Investigation (FBI) and its team of psychologists found that their exposure to video games and movies led them to lose humanity. Harris' favourite music groups included bands like " Rammstein " and "KMFDM" and his favourite games were the "First Person Shooter" and "Doom" (Dylan, Eric & murder journals, 2019). It can be interpreted that Harris' behaviour is formulated by media violence: particularly video games. Johnson et al. (2002) stated that more than 1000 studies found that watching violence on television increases aggressive behaviours, especially among boys (as cited in Jahan & Khan, 2017). This great number of studies demonstrate that the violence in the media is one of the significant causes of violent behaviours among students.

There are different levels of effects which can be predictor to violent behaviour, and they result from repeated exposure to violence in media. In order to get further information of how these effects can take place, the need to refer to General Learning Model which incorporates both short-term and long-term processes. General Learning Model (GLM) helps to identify how repeated exposure to violent video games can affect perceptual, cognitive and emotional constructs of an individual both for short-term and long-term effects (Greitemeyer & Mügge, 2014; Maier & Gentile, 2012). Watching violence in the media can be an effective contributor to violent behaviour, which can be reinforced with the repetition, until it reaches the level of imitation and performing the violent behaviour in real life.

Many studies have found that violence in media can affect children perception, emotion and cognition, which increases the likelihood of aggressive behaviour (Anderson, 1997; Greitemeyer & Mügge, 2014; Maier & Gentile, 2012). For instance, Anderson (1997) have examined two experiments about the short-term effects of violent materials and trait hostility on individual state hostility, the finding indicates that both experiments show that watching a violent movie can increase a feeling of hostility and aggression regardless of the level of trait hostility. In other words, the emotional, cognitive, and perceptual state of individual can be influenced by the violence of media regardless of the level of the evil and innate aggression inside an individual. According to Huesmann (n.d), about 94 % of violent video games viewed by children in the U.S. have an enormous impact on their values, beliefs, and behaviours. Violence in the media can be seen as a kind of toxic substance that destroys special students' conduct.

Conclusion

School violence seems to have multiple faces and causes. The racial, ethnic and religious differences can be regarded as one of the historical roots of violence among children, parents,

teachers, and school staff. There are other causes which are related to U.S. legal and political laws. The individual characteristics of the students are considered a cornerstone for increasing violence, including mental and psychological disorders, lack of empathy and self-esteem, the gender differences and high level of depression, anxiety and anger. The school itself is one of the leading causes of violence in the U.S. as it is based on the role of the school staff in creating a school discipline that disrupts students' behaviour without forgetting the central role of the teacher in generating the atmosphere of violence and aggression. The social causes, which are the home and community environment, are the key element in influencing the behaviour of students. School violence has increased during current years due to the media violence that shaped students' behaviours in the U.S. and as well as social platforms which create the space for electronic violence. Last but not least, the economic conditions are also one of significant factors of school violence in the U.S which lies in the high rates of poverty and unemployment. School violence is considered as a multiple-cause phenomenon. The next chapter is devoted to discussing the effects of school violence on its perpetrators, the victims and the bystanders.

CHAPTER TWO

EFFECTS OF SCHOOL VIOLENCE IN THE U.S.

Chapter Two: Effects of School Violence in the U.S.

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Introduction

The United States of America is one of the most developed countries where school violence is very striking and students are affected by school violence whether perpetrators, victims or bystanders. Most students face difficulties to accommodate with school environment due to the increase of different patterns of violence, this violence can impact on them physically and psychologically. Students grow up inevitably in harmful environment where the possibility of surviving has been decreased day after day.

A lot of students lost the potential to continue learning in such environment which has a serious impact on their future and others are struggling to attend the school and they are mostly facing difficulties in their learning process. Their vision toward the school has been changed. Most of them consider the school as battleground for different violent activities as the school lacks the sense of safety. Not only students, teachers, and school staff are also victims of school violence as the effects of violence reflect on their performance and productivity. Parents and families face difficulties to handle this problem, and they are likely to be affected by violence as the tragedy of violence in the schools threatens the whole society. This chapter underlines the impact of violence on the school members including students, teachers, and staff. It also sheds light on the effects of violence on the communities and society. School violence as every problem requires solution and strategies to set limits for it. This chapter tries to outline some of the strategies that can reduce violence in the public school.

2.1. Impact of Violence on U.S. Public School

Violence in the U.S. public school creates a hotspot of tension among all members of the school since it impedes the educational process by affecting the academic achievement of the students and academic performance and productivity of teachers and school staff. School violence causes many problems including school dropout, the academic failure, and absence of educational efficiency.

2.1.1. Impact of Violence on Learners' Academic Achievement

Despite the limited number of studies which examined the impact of violence on student's performance, however some studies have proved that the serious effect of school violence on educational outcomes should not be neglected. Brown University sociologist Julia Burdick-Will has found in a study entitled "School Violent Crime and Academic Achievement in Chicago" that those violent crimes in the school have a negative effect on standardised test scores but not on grades (School Violence Lowers Test Scores, not Grades, 2013). It can be understood that the standardised test scores of the students are significantly to be affected by school violence as it reflects the aptitude and performance of the students across the time, hence, it can be said that violent events are more likely to have short term impacts on the educational progress of the educators.

Other surveys which were conducted by Consortium on Chicago schools from 2002 to 2010, have shown that violent crime in the school affects highly reading and math scores on standardised test and does not influence Grade Point Averages (GPAs) (as cited in Burdick-will, 2018). Burdick-Will has provided an interpretation of the result of these surveys and she suggests that violent crime rates have an effect on the number of materials and the amount of the content and information which are given per day and it does not influence the students' measure efforts and skills (School Violence Lowers Test Scores, not Grades, 2013). It is important to measure the students by standardised tests and the GPAs as the students cannot achieve educational progress unless they are perfect in both types of measures. Within this violent atmosphere, there is always low progress for learning.

According to several studies the school violence epidemic in the United States causes a large number of students to stay home from school each day (Brown, 2017; Ordway, 2021). The research of Ordway (2021) has investigated the relationship between different types of violence in the school and the issues which are related to educational outcomes including, academic

performance, absenteeism, graduation and dropout rates. The study found that the students who were physically violated were 20% less likely to graduate from the school than those who did not experienced physical violence and they were likely to earn low grades and test scores. Exposed to constant bullying, can have negative consequences on the psychological state of students; it decreases their confidence and self-esteem, and they become unmotivated to learn (Brown, 2017). Self-esteem and motivation are very important for successful learning as they push learners to worth their capacities and enjoy learning. Students who are bullied by their peers are likely to be inhabited and are less risk-taker, hence their learning process will not be improved.

Winston and Chicot (2016), suggest that students are significantly affected when they are exposed to violence in school. According to them, the victims of school violence cannot carry out their studies under such circumstances, in addition teachers and students who commonly use violence make learners feel afraid to attend classroom and if they attend, they cannot concentrate on the given lesson or material. They just seek safety and their attention turns toward those who bully them or cause pressure on them, they lose the capacity to participate in classroom activities which affect their production and outcomes including lower grades and high rate of missing classes. Their studies found consistent results that is the students are likely to be affected by violence in achieving the key subjects like mathematics and other studies which prevent them from getting future employments or life achievement (as cited in Ferrara, Franceschini, Villani & Corsello, 2019). The Office of Juvenile Justice and Delinquency Prevention outlines that bullying process can generate feeling of loneliness, humiliation, and insecurity which can cause students to fear going to school. This constant emotional harm makes it difficult for students to focus on their studies (Richardson, 2020).

Caroll (n.d.) stated that “I expect crime and violence to have an adverse effect on academic performance” (p. 08). According to Carroll’s point of view, increasing incidents of violence in the school leads to more destruction within education environment. It reduces the effectiveness of the classroom teaching period and disrupts the student’s attention from the

teacher. With the violent atmosphere students and parents will turn to be more worried about the situation and neglect the focus on the learning and achieving the academic purpose. Carroll (n.d.) conducted a study in North Carolina public school which aimed to show the factors that can affect the academic performance of 8th graders. There were many variables which were taken into account, including school violence. The results showed that the incidences of violence were the most extreme factor of classroom disruption which has a negative effect on the academic performance of the students.

As we are talking about the effects of violence on students, it is necessary to talk as well about the effect of drug-and-alcohol-related school violence on students' academic achievement. Therefore, we must be aware of the effects of the drugs on the young teenagers as during the adolescence stage, the brain is still developing. There are some brain changes that can occur in the adolescence. Function of the brain is negatively affected by any misuse of harmful substances like drugs and alcohol.

According to National Institute on Drug Abuse (NIDA), use of drugs disrupts the normal traffic of the neurotransmitters which is the integral part of brain functions including thinking, learning, remembering and concentrating (How Does Drug Use Affect your High School Grades, n.d.). Students in the United States have high rate of violence related to drug and alcohol abuse which leads them to achieve low grades. According to some statistics there were high rates of students who drop out of the school due to the use of drugs, such as illicit drug (31.4%) and even those in the school, they still use other kinds of drugs such as, marijuana (27.3%) (How Does Drug Use Affect Your High School Grades, n.d.). Drug abuse can lead to declining grades, absenteeism and dropping out of school.

In an attempt to know the effect of drug abuse on students' academic achievement, a questionnaire which was administrated by Pride Surveys (2005) on students from grades 6 to 12 in West Virginia State-wide during 2004-2005 school year, the finding of the survey is shown in

the figure 2.1. Students who achieved a lot/often good marks those who have lower rate of illicit drug use with percentages 15.1% and 24.1%, while the students who never or seldom get good marks they have high rate of drug use (49.1%) and (68.1).

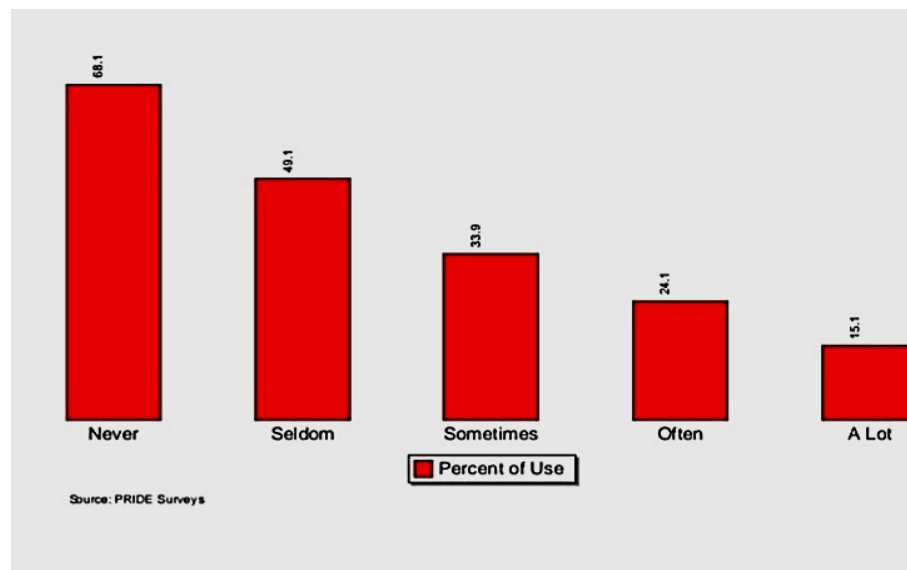


Figure 2.1. Rate of Students' use of illicit drugs and equivalent grades (Pride Surveys, 2005)

2.1.2. Impact of School Violence on Teachers' Performance

The impact of violence on students had received a great deal of attention, however there was a limited number of studies which emphasised the impact of violence on teachers' academic performance. The present study underlines this issue in order to spotlight on the negative consequences of the school violence on teachers' performance as there is great number of statistics and incidents where teachers were the victims of school shooting, bullying and other minor misconducts which were committed by students and parents.

Leonce and Crump's (2009) study which involved teachers from five high school of the U.S. reveals that 84% of respondents stated that students today are more violent than the past, and 89% of them believe that the school violence is a problem in the U.S. In contrast, less than 50 percent of respondents indicate that teachers feel afraid of victimisation, 29% of respondents believe that school violence has been exaggerated and 76% of them responded that incidents of

school violence is very high in the U.S. The U.S. Department of Education, National Centre for Educational Statistics (NCES, 1991) made a national sample of 1350 public school teachers to report on victimisation by students. The findings indicate that 51% of respondents reported that they have received verbal abuse, 16 % said that are exposed to injury, and seven percent said they had suffered from physical attacks (as cited in Leonce & Crump, 2009).

According to some studies, school violence is assumed to have great impact on teacher self-efficacy. Rosenholtz (1989) suggests that there is positive relationship between inability to control and manage student's behaviour and low self-efficiency; therefore, this positive relationship can lead to many problems like disengagement and the desire to leave the profession (as cited in Yang, Qin, & Ning 2021). Figure 2.2 demonstrates the detailed impact of school teacher professional engagement; this effect is presented through structural equation model (SEM) which can demonstrate the common source of school violence that teacher can experience such as the participation among stakeholders and teacher-student relationship. It also indicates that school violence impacts teacher self-efficiency which is the central element in this model. Self-efficiency indicates the ability of a teacher to manage the classroom, give instructions and manage students' behaviours. If the teacher is exposed to violence, he will face difficulties in doing all these tasks. Hence, it contributes to work disengagement and poor performance.

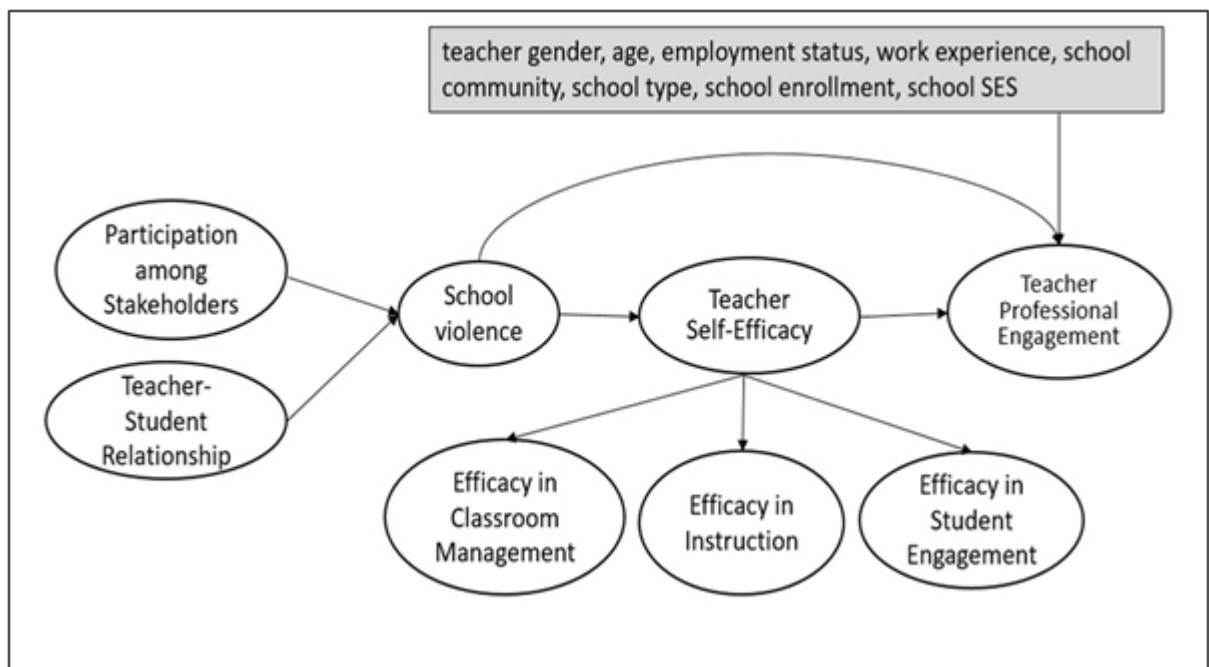


Figure 2.2. Structural equation modelling (SEM) on school violence and teacher professional engagement (Yang, Qin & Ning, 2021).

Many researchers have agreed up on the notion that school violence has a negative impact on teacher as it increases stress, physical and mental collapse. Borg, Riding and Falzon (1991) states that student's misbehaviour is the leading factor of teacher stress in addition to and burnout (as cited in Galand, Lecocq & Philippot, 2007). The concept of "burnout" has been defined by Maslach and Leiter (1997) as “a state of emotional exhaustion, depersonalization and reduced personal accomplishment, resulting from repeated and long-lasting stress” (p. 466) (as cited in Galand, Lecocq, & Philippot, 2007). When teachers experience emotional and psychological stress, they are less likely to produce good performance concerning managing classroom, giving instruction or being engaged within the students.

2.1.3. Impact of School Violence on School Staff

Many studies highlighted the impact of school violence on children or school students, while there was limited concern about the effects of violence on school staff. Due to increasing violence in schools, teachers and other school staff face great challenges and

jeopardy for their safety. This violence can affect them physically and psychologically which leads to decrease their productivity. During the recent years, the American schools have witnessed a wave of violence against school staff. The American Psychological Association on youth and violence (1991-1993) conducted a survey on 15,000 teachers, administrators and other school staff across the U.S. The findings revealed that 40% of school administrators experienced verbal and threatening violence from parents during the school year 2020-2021 (Silva, 2022). Another survey, from the American Psychological Association Classroom Violence Directed Teachers Task Force indicated that 44% of teachers who experienced physical assault by students and more than half of them suffered from destruction of personal property including computer, car, phone and home, and 75% of them are verbally harassed and bullied (as cited in Moshman, n.d.). Damage of personal property can cost teachers and other school staff a lot of budget and constant exposure to harassment may lead to frustration. According to Moshman (n.d.), teachers in the U.S. are attacked physically through hitting, kicking, punching, biting, shoving and hair pulling, throwing items at them, and, any other forms of violence.

Silva (2022) added that just this year in march 2022, a female teacher from South Florida was attacked by a 5-year-old boy and was taken to hospital. according to Smith's (2006), study which examined the perceptions of teachers who left urban schools, most of the teachers left the school just after completing five years because of fear of victimisation and increasing stress and frustration which discourage them to function properly despite the fact that some of them reported that media exaggerated displaying school violence (as cited in Leonce & Crump, 2009). School staff who are victims of bullying may suffer from different physical and psychological health problems including higher blood pressure, headaches, muscle tension, panic attacks stress and changes in appetite (Gordon, 2022).

School violence can decrease teachers' mental and physical potential which reflect in their productivity and creativity. Researchers stressed the effects of bullying on workers. According to Gordon (2022), bullied works (school staff) cannot perform good job due to their inability to work or concentrate, loss of self-esteem and facing difficulty making decision. Innovation and productivity require high self-esteem workers with good mental and emotional state and their decisions should be effective and steadfast. Hence, bullying in the school can be a great obstacle for school staff work process. The figure 2.3 shows the detailed effect of school violence on school employees.

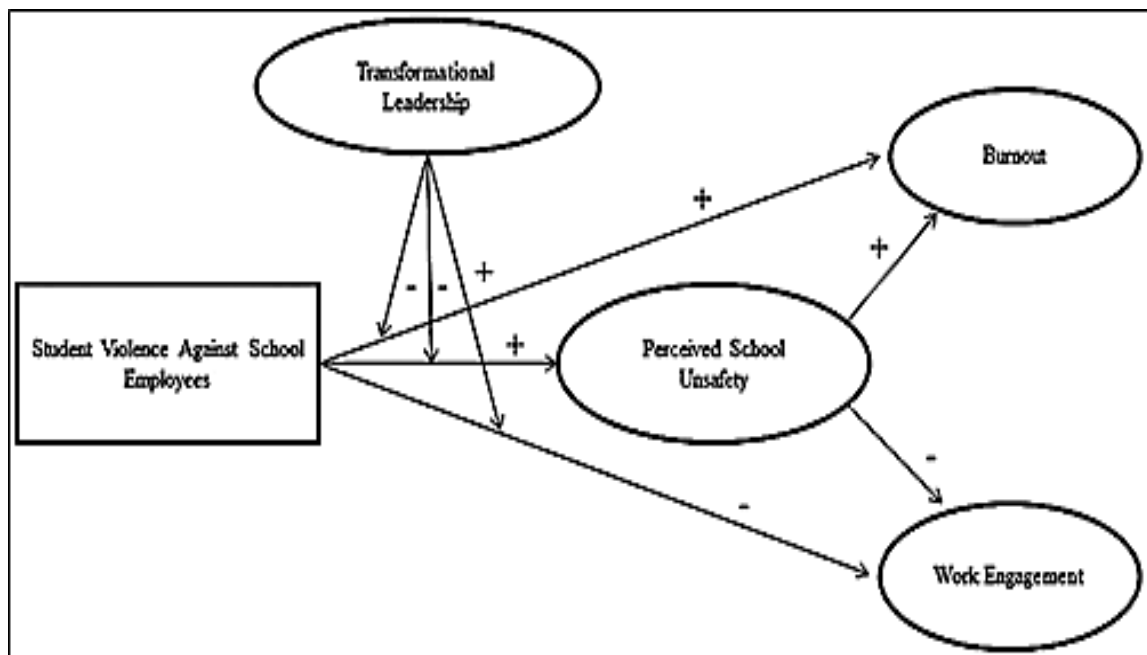


Figure 2.3. Conceptual model of the effects of student violence school employee burnout and engagement (Bass, Cigularov, Chen, Henry, Tomazic, & Li, 2016)

Bass, Cigularov, Chen, Henry, Tomazic and Li (2016) stress that school violence leads to transformational leadership of school employees as the victimisation affects both burnout and work engagement. As it is mentioned earlier about the effects of violence on teachers,

school staff face difficulties in managing the school and disciplining students in violent atmosphere.

2.2. Impact of School Violence on American Society

It is worth to consider that the society is built up of younger generation or school teenagers. However, if they are featured by violence, the whole society will be effectively damaged. This section sheds light on the effect of the school shooting and gang-related violence on adolescents, and the impact of the drug abuse on families and neighbourhoods. American experts and psychotherapists have warned the society about the serious effects of school violence particularly school shooting on the life of students, families and society in general. Kellner (2018) stated that “school shooting and gun violence are a plague on our schools and society in the USA today. I have been writing about school shootings and an out-of-control gun culture since the Virginia Tech shootings on April 16, 2007 which was inspired by the Columbine High shootings of April 20, 1999” (p. 53). There is a growing concern about school shooting phenomenon in the U.S due to its negative impact on the society.

The rise of social anxiety concerning the problem of school violence has led many Americans to lose peace and comfort. They are not freed from the threat and harm as this social fear and discomfort contributes to many psychological problems such as depression, anxiety and stress. Elsherief et al. (2021) provided empirical social media study to examine the impact of school shooter drills on the psychological well-being of American K-12 school communities in a 90-day period before and after school shooter drills. The most common psychological problems that are identified in this study are stress or anxiety and depression.

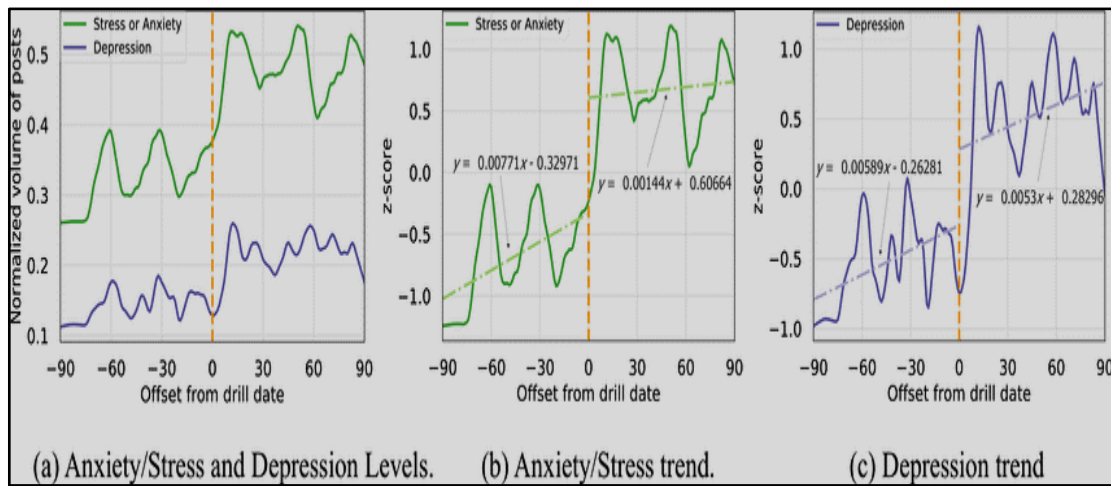


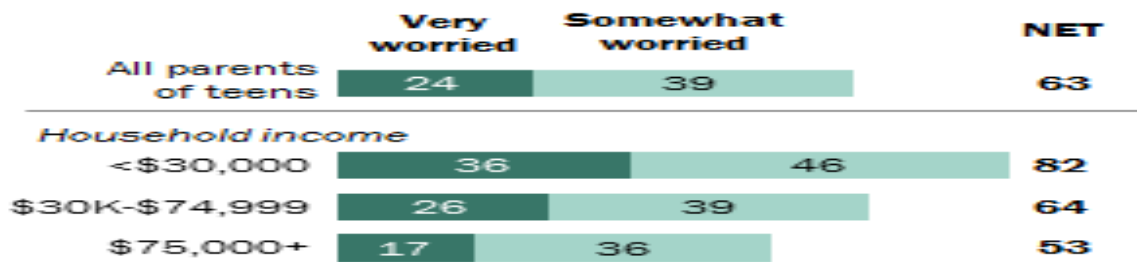
Figure 2.4. Aggregated temporal variation of mental health symptomatic expressions (Elsherief et al., 2021)

The figure 2.4 illustrates that the level of anxiety and depression has increased among American communities after exposing to the school shooter drills. Many American schools perform shooter drills to make the people ready for the real school shooting and to get knowledge about how they can survive in such situation.

Due to increasing incidences of violence in the U.S. public schools, families and communities experience economic and financial losses since the children who are abused in schools require medical care and treatment to recover their mental and physical health. Perezniето, Harper, Clench and Coarasa (2010) stated that the annual cost of child abuses and victims of violence in the U.S public school was estimated at \$103.8 billion in 2007. The Pew Research Center Surveys (2018) conducted a survey on parents of teens ages 13 to 17 at Marjory Stoneman Douglas high school which witnessed one of the deadliest school shootings in the U.S history (as cited in Nikki, 2018). The aim of the survey was to examine the level of the worry among lower-income parents of teens about the school shooting. The findings in the figure 2.5 indicate that the lower-income parents (<\$ 30,000), are the more worried about their teens (82%) when they are exposed to school shooting.

Lower-income parents are especially worried about school shootings

% of parents of teens saying they are _____ about the possibility of a shooting happening at their teen's school



Note: Figures may not add to net total due to rounding.

Source: Survey of U.S. parents of teens ages 13 to 17 conducted March 7-April 10, 2018.

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Figure.2.5. Lower-income parents' worries about school shootings (Pew Research Surveys as cited in Nikki, 2018)

School shootings have a crucial effect on the poor families in the U.S. as they are unable to provide medical treatment for their children. School shootings also affect parents and families psychologically. According to Sharf (2013), parents whose children are surviving after the school shooting face host of feelings including: shock, rage, unhappiness and posttraumatic stress disorder (PTSD) (as cited in Rousseau, n.d.).

Youth gangs have been considered as a significant problem in the U.S public school. child or adolescent who is a member of gang violence in the school may encounter serious difficulties in his life. Gangs tend to push students into a crime life which is associated with arrest, convictions and periods of incarceration (Howell, 2006). The Increasing number of students who are involved in gang violence can lead to catastrophic results. After completing the school gang membership are likely to join streets for committing different acts of crimes and deviant behaviours which reflect on the safety and progress of the society.

2.3. Impact of School Violence on Children and Students' Health

Researchers have drawn common health problems that can be observed among American students and children who encounter violence in the school. They can be classified into physical, mental, and psychological health.

2.3.1. Physical Health

Violence in schools is a significant cause of physical problems and casualties. Certain studies suggest that extreme violence can lead to death through homicide or suicide. According to the Centre for Disease Control (CDC), African American males between 10-35 years old die due to the homicide as the first leading way of death and the second manner of death for the Hispanic males of the same age (as cited Eva Frazer et al, 2018). Violence in the U.S public schools leads its victims to end their lives through the act of homicide particularly in the school when there were severe incidences of violence like the ethnic group schools. A National Violent Death Reporting System found that the school settings are a common place for three out of 3409 homicides in the U.S. (Perezneito, Harber, Clench; & Coarasa, 2010).

Host of physical health problem can be caused by exposure to physical abuses in the school: including permanent physical disability, long-term physical or mental ill-health, mild or severe wounds, bruises and fractures (Ferrara, Franceschini, Villain, Corsello, 2019).

2.3.2. Mental and Psychological Health

According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP), children who saw violence behaviours may harm themselves and others physically, mentally and emotionally (as cite in Jahan & Khan, 2017). Several mental and psychological problems can result from the phenomenon of school violence. Many studies suggest that the most common negative consequences of school violence are trauma symptoms such as posttraumatic stress

disorder (PTSD). This latter is a psychiatric disorder that may affect people, particularly young adolescents who experienced or witnessed a traumatic incident that are likely to be relived.

According to Alexander (n.d.), the effects of trauma which result from school shooting can include post-traumatic stress disorder (PTSD), depression, anxiety, and mood disorders. Those disorders can be displayed in the form of mental intrusions, flashbacks, sleep problems, nightmares and hypervigilance. National Association of School Nurses (n.d.) stated that the teens who are victims of violence may suffer of depression, eating disorders and engaging in other unhealthy behaviours such as drug and alcohol use.

Russell, Ryan, Toomey, Diaz and Sanchez (2011) asserted that students who are subjected to high level of school violence in middle and high schools are likely to be victims of physical and mental health impairments in young adulthood, including the extreme depression, serious suicide attempts, sexually transmitted diseases (STDs) and high risk of human immunodeficiency virus (HIV) (as cited in National Association of School Nurses, n.d.). Singer et al. (1999) investigated the relationship between violence exposure and symptoms of psychological trauma among children in grades 3-8 and 9-12 in eleven public schools in Ohio (as cited in Flannery, Wester, & Singer 2004). Table 2.1. indicates the percentage of students who reported significant levels of psychological trauma symptoms, including anxiety, anger, depression, dissociation, and posttraumatic stress for both males and females.

Table. 2.1.

Rate of students experiencing high and low levels of school violence in relation to trauma symptoms

Table 5. χ^2 Examining the Percentage of Youth Experiencing High and Low Levels of School Violence in Relation to Trauma Symptoms

<i>PTSD Symptoms</i>	<i>Grades 3–8</i>			
	<i>Females (n = 673)</i>		<i>Males (n = 659)</i>	
	<i>Low School Violence Exposure</i>	<i>High School Violence Exposure</i>	<i>Low School Violence Exposure</i>	<i>High School Violence Exposure</i>
Anger	3%	14%*	1%	14%*
Anxiety	2%	12%*	2%	12%*
Depression	3%	17%*	2%	13%*
Dissociation	3%	16%*	1%	14%*
PTS	3%	16%*	1%	9%*
<i>PTSD Symptoms</i>	<i>Grades 9–12</i>			
	<i>Females (n = 1116)</i>		<i>Males (n = 990)</i>	
	<i>Low School Violence Exposure</i>	<i>High School Violence Exposure</i>	<i>Low School Violence Exposure</i>	<i>High School Violence Exposure</i>
Anger	1%	11%*	2%	11%*
Anxiety	2%	11%*	1%	11%*
Depression	2%	11%*	2%	11%*
Dissociation	2%	10%*	0.3%	10%*
PTS	2%	10%*	0.7%	10%*

Note. * $p < .0001$; controlled for urban/non-urban geographic location within grades 3–8 and 9–12 samples.

Note. Adapted from Flannery, Wester and Singer (2004)

The figure shows that exposure to high level of school violence may lead to an increasing level of trauma symptoms both for males and females. It can be noticed that females in elementary schools are more affected by school violence than males in terms of the level of depression (17%), disassociation (16%) and Posttraumatic symptoms (PTS) (16%). Similar results can be seen in the level of trauma symptoms among males and females in high schools. it can be concluded that exposure to violence at school remains a significant problem for students in America. There is a positive relationship between exposure to violence at school and child reports of psychological trauma symptoms and violent behaviour including anger, depression, anxiety, disassociation and posttraumatic stress.

2.4. Reducing School Violence

Host of attempts managed to produce programs that are applied to reduce school violence in the U.S. For an example, the American Psychological Association Commission on Violence and Youth (1991-1993) suggested different types of programs that aimed to reduce factors that increase risk for antisocial behaviour of children and adolescences including primary prevention programs, secondary prevention programs, and treatment programs. To achieve the same objective, researchers and educators thought of different solutions to eliminate significantly the favourable conditions of violence. Even though opinions differ about the solution for such a serious phenomenon, great number of researches have agreed upon the role of parents, the school discipline, and the society to reduce violence in the schools. For example, Mbete (1997), Warner (1997), Stacey (1991) and U.S. Department of Education (1999) have a consistent view toward the role of parents and the school in supplying children with better discipline as they are the primary educators for children (as cited in Moloi, 2002).

2.4.1. Parental Involvement and Support

Involvement of parents in children's life is considered one of the best habits for reducing violent behaviour. Students in elementary and middle schools have to be supervised and guided by their parents. Obaki (2017) contends that parents can empower social behaviours among their children by focusing on the activities of good behaviour. Garey (n.d.) emphasises the importance of the parent-child relationship as a tip for regulating children's behaviours. He adds that through shared time with parents, children can learn interpersonal skills which help them develop social behaviours.

According to Garey (n.d.), parents should not ask direct questions like how was the school today? or how was the test? Such questions can make children feel stressed. Parents should provide the space for children to talk freely and comfortably and should listen to them in order to be aware of their problems and experiences in school. When children feel that their parents are

looking after them, they will start to talk and express their problems without fear. Besides that, parents also have to accept that their children have an independent life with their friends, but under the control of parents. In other words, they should not exclude their kids from the social environment which is suitable for them. Furthermore, parents should not over judge their children or address harsh comments which can minimize their children self-confidence and self-esteem. Instead, constructive criticism is needed in such situations, when children receive bad judgement all the time, their personality will be damaged.

A growing number of kids who are exposed to TV and video games and have access to guns, which and can be considered as a serious problem. Many researchers focused on the role of parents in guiding children to adequate TV programs and video games. Fink, Hoffman and Hoffman (2001), have provided parents with significant pieces of advice. They stressed that parents should pay attention and listen to their children in order to understand their pain and complaint, in addition they have to know what their kids are doing or going, including controlling what their children are watching on the TV or video games. The very essential element is parents' supervision of their children. This claim is supported by Jahan and Khan (2017) who suggest that parents should be involved in the issues related to types of TV programs that their children are watching and they have to discuss the effects of media violence with their children in order to take the apprehension of watching inappropriate and harmful programs into account.

In order to minimise the intensity of violence among young adolescents, Fink, Hoffman and Hoffman (2001) have also emphasised the importance of listening to the kids. They stated that parents need to be always involved in their children's life to minimise their emotional and internal pain, since when they get older, it will be much harder to engage in their life.

2.4.2. Code of Conduct

Many researches and reports have agreed that the only way for schools to help reducing violence is through developing student code of conduct. The School District of Palm Beach County (2022) defines students code of conduct as set of rules and laws that are established to provide the general welfare. It is intended to ensure school safety and better environment of learning. However, code of conduct should not only be established, it must be shared with all members including students, teachers, parents, school, staff and administrators.

In an attempt to reduce school violence, Calgary Board of Education (2018) outlined key purposes of code of conduct. The school regulations provide the framework of student's roles and expectations. It promotes the learning environments and help learners to become good citizens with high level of empathy both inside and outside the school. The diversity of school members can be a big challenge for the students in the U.S. Therefore, the rules and regulations are very significant for encouraging students and school staff to take responsibilities for their actions which are a necessary element to set welcoming, respectful and, safe learning environment.

The code of conduct can explain the consequences of students' misbehaviours and their effects on school environment. Huntington Union Free School District (2017) emphasised the importance of the code of conduct in maintaining school safety. It sheds light on the purpose of students' code of conduct as it contributes to regulate student's behaviour without neglecting the school mission and objectives. The Chicago Public School Policy Manual (2021) suggests that students' code of conduct promotes safe productive learning environment as it maximises learning time and enhances positive behaviours. It can teach all school members to encourage social emotional competencies and empower the good relationship among all members of the school community.

According to Smit (2010), parental involvement in the drafting of a code of conduct could, in fact, play a crucial role in maintaining school safety. It ensures their acceptability of school rules and care for their children's behaviours. The Provincial Code Of Conduct And School Board Codes Of Conduct (2019) stated that "the code of conduct applies not only to students, but to everyone involved in the publicly funded school system, including, students' parents, volunteers, teachers, early childhood educators and other staff members..." (p. 01). It seems that a large number of policies in the school have a big concern about the student's code of conduct which aims only to regulate students' behaviour.

A number of studies have emphasised the responsibilities of students, teachers, school staff in making the school rules effective as each member has rights and duties toward school educational process. The framework of the school policies can be different from a school to another, however many researches on code of conduct established common responsibilities for each number of schools. In an effort to minimise violence in the school, one of the basic elements that school code of conduct should take into account is to give the students responsibility to follow the school rules and respect all school members starting from their peers to the school administrators. They should inform school staff and parents about any dangerous behaviours and school related issues (The School District of Palm Beach County, 2022).

2.4.3. Disciplinary Committee

Public school in the U.S has witnessed a great wave of violence across the time. There should be a discipline to set limit for such a phenomenon. Even though there were different disciplinary committees in American schools, violence still continues to happen. Researchers have worked to establish an appropriate discipline that can be effective for reducing violence in the school. Understanding the definition of disciplinary committees and its aspects is one of the priorities of the process. Oyetunde (2009) defines disciplinary committee as "a committee set up for the maintenance of discipline in school. The committee ensures that children in school are

law abiding, orderly, and peaceful in the pursuit of educational objectives/goals in the school” (p. 66). From its definition, the disciplinary committee stands for protecting students' rights and duties to achieve their purpose which is learning in a safe environment. Through this committee, children's behaviours can be regulated in a uniform way, there are not deviant students who can slow the process of education.

According to Oyetunde (2009), there are multiple functions of a disciplinary committee. It can serve as a model for training the student to be good of character. With the existence of a disciplinary committee, students can obey the rules and regulations as it develops students' self-discipline. It provides the punishment that suits the type of offences that the students commit. A disciplinary committee encourages the good relationship between the students and the teacher and it creates peaceful coexistence between all members of the school. However, not every discipline can lead to good outcomes. There must be some features which distinguish between positive and negative discipline.

The Office of the SRSG on Violence Against Children (2012) introduced seven key characteristics of positive Discipline which are produced by Save the Children Sweden, South East Asia and Pacific. It is non-violent and based on respect of the learner. It encourages students to develop their own self-discipline. It takes into consideration parents' involvement with certain rules and limits. It promotes good and respectful relationship between parents and children. It teaches children life skills. It develops children's competence and confidence which can help them to face challenging situations; and it implants non-violent values, empathy, human rights, self-respect and respect for others. The discipline which lacks these characteristics can lead to unwanted results such as increased students' misbehaviours, neglectful parents and careless teachers.

Some researchers emphasized the role of a disciplinary committee in training and guiding teachers who lack the capacity of regulating students' behaviours. UNESCO and Stopping

Violence in Schools: A Guide for Teachers (n. d.) claimed that teachers in schools should be trained on adequate disciplines that maintain skills which are needed to communicate with the learners. The professional teacher has the capacity to implant pro-social behaviours and good attitudes that help learners to face life challenges (as cited in the Office of the SRSG on Violence Against Children in, 2012). Teachers who lack social and psychological competence, they should be fuelled with counselling training. the UN Study on Violence against Children underlines, “teachers cannot carry the whole burden” (as cited in Office of the SRSG on Violence against Children in, 2012). UN Study focuses on the importance of supporting teacher in the task and the mission of counselling since school violence is multidimensional phenomenon. It cannot be controlled from one side. Counselling committee can facilitate to deal with all the factors which contribute to deviant behaviours.

2.4.4. Positive Behaviour Support

Different researches have shown that positive behaviour support is likely to be effective in preventing violent behaviours in the school. Positive behaviour support PBS is defined as individualised and comprehensive approach that encourages parents and teachers to promote positive behaviour among children in order to behave in appropriate ways (Positive Behaviour Support, n.d.). Sugai and Horner (2006) stated that PBS is applied to improve individual quality of life while in the same time reducing the performance of problem behaviours (as cited in Scott, Gagnon & Nelson, 2008).

Positive behaviour support supplies students and families in order to solve their life problems. It takes into consideration the life circumstances of the children including physical health and emotional needs (The Key Messages About Positive Behaviour Support, n.d.). As it is demonstrated earlier in the research, children who lack moral and physical needs are likely to commit crimes. Young teenagers need emotional and physical care more than at any other stage of life. Subban, Sharma, Leif and Patnaik (2020) have developed cyclical process of how the

teacher can implement positive behaviour support in the classroom and it is not only just for students.

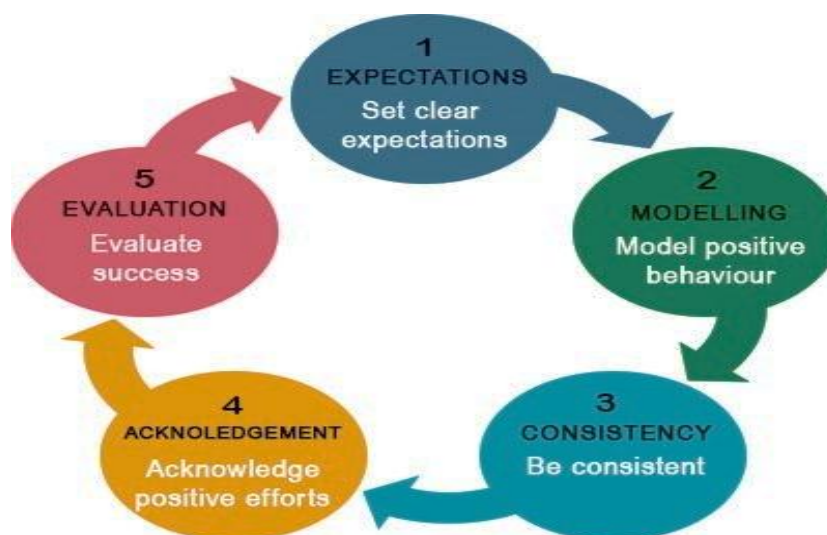


Figure 2.6. Five ways for implementing positive behaviour support (Subban, Sharma, Leif, & Patnaik, 2020).

This process involves five main elements: (a) expectations: establishing clear expectations and goals that can eliminate all forms of ambiguity; (b) modelling: educators should develop a model that illustrates the characteristics of positive behaviour; (c) consistency: both students and teachers should be consistent in order to maintain what behaviours are expected, (d) acknowledgement: teachers should positively express their acknowledgement toward students who make attempts to control their target behaviour, (e) evaluation: make a kind of assessment of each strategy that can ensure that it helps achieve the wanted outcome. Positive behaviour support seems to be a helpful approach that can help parents, students and teachers to work together to minimise the risk factors of violent behaviours.

Conclusion

The phenomenon of school violence has been viewed as one of the most serious problems among Americans because of its negative consequences on the educational process and social progress. It has also a serious effect on the health of students, staff and society as a whole.

School violence affects the grades and rates of the students who join school because it contributes to causing problems in the learning process. It also weakens teachers' performance which poses threat to them in the career path. Staff in the U.S. public school faces a major challenge in running the school system due to the increase in the incidents of violence that absorbs their physical and mental potential which eventually leads them to change and leave their positions. The American society is one of the societies in the world that suffers from the epidemic of school violence and its dire consequences that impede social life in various fields. Most of the students in the U.S. experience mental, physical and psychological health damage as a result of their exposure to constant violent acts in the schools or through social networking sites.

The efforts of the United States to reduce school violence have exacerbated, but unfortunately this phenomenon still continues. Some consultants and researchers in the field of education have worked hard to find solutions that could be sufficient to regulate student behaviour and reduce violence in the school. Parents' involvement and support for their children is deemed to be effective to help children control their behaviour. Also, the role of code of conduct and disciplinary committee should be taken into account in order to stabilise children's behaviours and minimise the amount of harm that may encounter them. Positive behaviour support is another way to reinforce the good behaviour within the students in their daily life.

General Conclusion

The American history has marked many violent events which made it unsurprising for many people to see violence in the school. Moreover, Numerous statistics and incidents in the media have proved that this phenomenon has been escalating during the recent years, which made it a public concern. This study aimed to shed light on the causes and effects of violence in U.S public schools aiming to uncover its factors and set appropriate strategies to eliminating it. To achieve that purpose, the current study adopted a qualitative approach based on analysis of documents including, books, journal papers, and reliable websites. Despite the fact that school violence in the U.S. has received great attention worldwide, there are few studies which outline its causes and effects in a complete image. Tackling the roots and diving in the depth of violence in the schools needs intensive investigation of the background of the U.S history, politics and society.

American history witnessed many violent incidences that resulted from discrimination on the basis of race, ethnicity, religion. socio-economic status and gender. These different forms of discrimination have been applied in the context of public school in the U.S. Most students face discrimination because of their social cultural background. American schools are familiar with the issue of racial and ethnic disparities which can be first expectation of school violence phenomenon. During the recent years, American school has witnessed a wave of teachers and students who entered the same school with different thoughts, which made a high risk of violence.

This study highlighted the current condition of the U.S policy which has a significant influence on different American institutions, particularly public schools. Schools are supposed to prepare students to become better citizens embedded with the sense of liberal and democratic acts. The founding fathers such as "Thomas Jefferson" emphasised the role of public education in maintaining the values of democracy. However, the issue of authoritarianism dominates the

American public school nowadays. Authoritarian policies are empowered by the republican elites who support the tendency of violence through permitting holding guns in public places. Zero tolerance policies were introduced in the school to implement strict punitive system; however, different studies demonstrated that it rises deviant behaviours.

The current study demonstrates the role of students' characteristics, classroom environment, and school discipline in predicting violence in the school. Students who are highly characterised by mental, psychological disorders, high level of depression, anxiety and anger, lack of empathy, and low-self-esteem are likely to be associated with violent behaviours. The classroom in the U.S. has become a battleground of different violent acts including bullying, fighting whether among students or between students and teachers. The school staff and discipline play a significant factor of school violence due to its relevance on the corporal punishment which enhances antisocial behaviours.

The findings support the hypothesis of the study which claimed that the causes of violence in the U.S. school are deeply rooted in the family environment and socio-economic background. Many American families promote violent acts which reflects in children's behaviours. American communities lack social justice and manifest exploitation of minorities. The racial and ethnic minorities including African Americans, Hispanics, Latinos live in miserable conditions such as overcrowded houses. Poverty and unemployment play a crucial role in rising fuelling violence among students of ethnic groups.

Media is deemed to be a cornerstone factor in promoting violence within students America. The research has focused on the role of media in shaping students' behaviour, including songs, films, and video games. Violence in the media affects students cognitive, emotional, and perceptual abilities for short and long-term processes. Social media violence has been reported to trigger violence among students in the U.S. public schools.

This work drew on the qualitative studies which focused on the effects of school violence in the U.S., which included the academic achievement of the students and teachers' academic performance. Due to increasing incidences of violence in the American public school, students face the problem of absenteeism, lack of concentration, and academic failure. Teachers' performance has become catastrophic because of their inability to handle violent situations. The school staff are also affected by violence when they experience physical and verbal harassment which can cause them long term effects. All of the school members can be victims of violence which affects them physically and physiologically.

The study also highlighted the impact of violence in the school on American society, particularly school shooting and gang involvement. People started to be very worried and anxious about their children in the school.

In an effort to minimise violence in the American school, the current study suggests different strategies which emphasised the importance of parents' involvement and support, school code of conduct, disciplinary committee, and positive behaviour support. Each of these strategies have proved to be a stepping stone for reducing violence in the school.

Even though this study managed to get deeper insights into the causes and effects of school violence, it has some limitations due to the lack of data concerning the effects of violence on the society and some concrete evidence about the impact of violence on the school staff. For that reason, the current study recommends further investigations about the effects of school violence on the American society and its negative consequences on the school staff.

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ملخص

العنف المدرسي ظاهرة خطيرة اجتاحت الولايات المتحدة الأمريكية خلال السنوات الأخيرة. تهدف هذه الأطروحة إلى التعرف على أسباب وأثار هذه الظاهرة. يستند منهج البحث الكيفي المعتمد في هذه الدراسة على تحليل المستندات المتوفرة من أجل الحصول على فهم عميق لهذه المشكلة والكشف عن جذورها. تربط نتائج البحث أسباب العنف في المدارس الحكومية الأمريكية بالأوضاع التاريخية والسياسية والاجتماعية والاقتصادية للولايات المتحدة الأمريكية والتي تشمل الاختلاف العرقي والديني والاجحاف الاقتصادي والاجتماعي والاعلام والعنف السياسي. تتمثل أثار العنف المدرسي في انتشار الجريمة وإيذاء الطلاب والمدرسين والعاملين والتحصيل الدراسي المتدني للطلاب والأداء غير الفعال للمدرس. تختتم الدراسة ببعض من التوصيات العملية حول كيفية التقليل من معدل العنف المدرسي وتحسين وضع التعلم وحماية الأجيال القادمة.

الكلمات المفتاحية: العنف المدرسي في الولايات المتحدة الأمريكية، الأسباب، الأثار، طلاب، التحصيل الدراسي.