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## Verbal and Nonverbal Violence in Algerian Schools: A Sociological and Communicational Approach

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*To my parents.*

# ABSTRACT

A universal issue, a worldwide pandemic, a health issue, a social epidemic, a dangerous threat, an alarming problem. These are the words used to introduce school violence around the world. Researchers, experts, from their respective perspectives tried to define school violence but in vein. The Algerian schools with their different specificities could not find the responses in de-contextualized researches. Most of the attention was unfortunately directed to the consequence, i.e., physical violence, and not the hidden roots: verbal and nonverbal violence. In order to reach that admittedly titanic objective, the present study is based on a mix method approach. The complexity of the phenomenon urged us to opt for several research tools like the observational research, survey, and content analysis. Relying on the methodological chapter would not be sufficient. Therefore exploring the answers provided by the literature has been exploited as well. The results showed that almost all the physical incidents were preceded by either verbal or -mainly- nonverbal phases of violence. Therefore, revisiting the definitions, (re)training the stakeholders, reviewing the strategies and the programs should be the new priority. Promoting peace is the responsibility of all the stakeholders. The whole community can be endangered by school violence, not to say violences, if we are still focusing on the tip of the iceberg.

*Keywords:* School violence, verbal violence, nonverbal violence, physical violence, Algerian schools.

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# LIST OF ABBREVIATIONS

**APA**: American Psychology Association

**CA**: Content Analysis

**CBN**: Christian Broadcasting Network

**CCSD**: Communicational Chronemic Style Deficiency

**CDCP**: Centre for Disease Control and Prevention

**CLA**: Conseil des Lycées d'Algérie

**CMAJ**: Canadian Medical Association Journal

**CNAPES**: Conseil National Autonome du Personnel Enseignant Ternaire de l'Education

**CSU**: California State University

**EV**: Electronic violence

**GNL**: Government Newfoundland and Labrador

**NASP**: National Association of School Psychologists

**NAEYC**: National Association for the Education of Young Children

**NV**: Non Verbal

**NVC** : Non Verbal Communication

**NVV**: Nonverbal Violence

**ODD**: Oppositional Defiant Disorder

**ORV:** Object related violence

**OECD** : Organization for Economic Cooperation and Development

**SAD**: Separation Anxiety Syndrome

SRV : Surroundics based violence

**TD**: Travaux Dirigés (French phrase for « Tutorials »)

**VC** : Verbal Communication

**VV** : Verbal Violence

**WHO**: World Health Organisation

**ZTP** : Zero Tolerance Policy.

# General Introduction

This is a fact. Violence has increased alarmingly in Algerian schools. This threatening social phenomenon is becoming the nightmare of teachers, students, parents, and school officials. School violence has long been concealed as a secret by officials who prefer to let students and teachers suffer behind closed doors. Modern media like the internet and smart phones have dramatically contributed in the mediatisation of the problem creating a general feeling of insecurity and helplessness in both of the academic and popular spheres.

Over one million of documents encompassing books, reports, theses, scientific articles, and newspaper articles, have been issued, not to mention TV and web documents, but in vein. The problem persists and is even becoming a sour reality stakeholders have to survive. The following words will hurt. There will be violence. There will be more physical violence, more verbal violence, and more nonverbal -institutional or not- violence. There will be violence in Algerian schools and elsewhere as long as we do not comprehend the complexity and the dynamics of the issue. It seems that we need more than books and theses that nobody has read yet.

School violence is a real health issue. There are more than 40.000 nonfatal injuries each year in Algerian schools according to governmental sources and an incalculable number of victims of verbal and nonverbal violence among students, teaching staff, administrative staff, and even parents. The impacts of school violence go beyond the visible scars it leaves on bodies. Future violence perpetration, smoking toxic substances, domestic violence, obesity, PTSD, high-risk sexual behavior, academic difficulties, stress, depression, and suicidal thoughts is a short list of the effects of violence in all its forms. Identifying the roots of this pandemic is maybe a titanic enterprise, but a rewarding quest.

The repercussions of school violence on the different stakeholders can last forever. Doing research about that epidemic may significantly lessen its effects. Who hasn't been traumatized by a bully or a pseudo educator at school during his/her childhood? I guess the answer is nobody. School violence -whether verbal or nonverbal- can range from an apparently "not that serious" offensive remark to depression and /or suicidal thoughts. It has lasting effects on the psychological, mental and social health of almost all the communities mainly the young student

with low resilience capacity and low self esteem. Therefore, tackling such an issue can be of a great help for society and mainly the learning community in the academic sphere and even beyond.

The undefinability of the concept of school violence is one of the greatest challenges facing the scientific community today. Investigations about the hidden facets of violence like verbal and nonverbal violence are still in their infancy. The over mediatised subject of physical violence is just the tip of the iceberg. School violence encompasses various forms like bullying, cyber bullying, physical and verbal abuses, psychological and nonverbal violence. The latter is the most subtle form of violence.

The frequency of verbal abuse in our schools and administration is alarmingly on the rise. It has even been normalized as a "cool" educational disciplinary procedure. Verbal violence is seen as a benign, cute, clever and somehow tolerated since an immovable social communicational "competency". Whether, spoken, written, or alluded, verbal abuse should be defined, identified, and condemned the way physical abuse is. To be honest, a chapter will not suffice to diagnose the devastating effects of this threatening violence that became unfortunately a norm in our schools. All one can do is to write these lines to alert the educational authorities about the incredible health costs this kind of abuse can cause like depression and PTSD.

Schools -like any microcosm- is the avenue where interpersonal conflicts occur. Sociologically speaking, the different communities belonging to totally different-often- conflicting- cultures are destined to live in a toxic environment where nonverbal violence is king. If physical violence is overtly condemned, this is not the case with verbal and mainly nonverbal violence. Those later are often seen as a rite of passage, a necessary evil, or a harmless tolerated communicational norm that leave no apparent scars. A wink might be more hurtful than a blow. A tone might be more threatening than a knife. Silence might be more prejudicial than a word. A pernicious gesture might be by far more injurious than a bullet. Violence is sometimes a response to misinterpreted nonverbal messages. The toxicity of the communicational environment is still in its infancy. The detrimental effects nonverbal violence is causing in Algerian schools are so frequent that they became invisible.

The Algerian school, even with its socio-cultural specificities, is not an isolated island. The similarities of our schools with western schools are strikingly close. Whether primary, secondary, or tertiary, our schools are not a safe haven for the learning and teaching communities. The administrative staff and parents suffer too. The Algerian educational system is

still grounded in the French fact-acquisition orientation. Teaching there is exclusively based on lecturing, rote learning, and content in lieu of problem-oriented acquisition and process-based learning. The Algerian educational authorities preferred to dedicate the whole day for content instead of leaving all the afternoon for exercise and recreation, which are, according to Jefferson, as necessary as reading. Again, another institutional violence. Whether in school, at school, or school violence, these phrases will not change the sour reality that violence is everywhere, in school, outside school, in the way to or from school and even at home. Revisiting the sociology of violence in our schools is now more than urgency.

Drawing on socio-communicational theories the present thesis tries to investigate different and complex issues like the undefinability of the concept of violence, verbal abuse as an accepted communicational norm, the teachers' training and awareness about communicational theories mainly nonverbal communication, peer pressure, masculinism, and the hidden curriculum. Opposing the theories and the sour realities of our schools was quite interesting in terms of diagnosing -the often complex- psycho-social situation our schools are facing. Exposing all the theories would be a titanic enterprise. Space and time would not allow us to opt for an encyclopedic approach.

As far as the methodology is concerned, the present study is based on a mix approach. The complexity of the phenomenon urged us to opt for a multitude of research tools like surveys and content analysis. Two surveys were conducted to assess the teachers and students beliefs, perceptions, and experiences about nonverbal communicative issues like proxemics, chronemics ,objectics, oculesics, haptics, and the list is not exhaustive. Exploring the answers provided by the literature has been exploited as well. The use of triangulation as a method provides more consistency to the findings of the present complex study.

We do not need to raise "new questions, but we need to regard the old issues of school violence from another angle. Raising questions about this pandemic does not need a creative imagination but contextualized realistic and feasible -sometimes simple- measures. Humans are probably DNA-wired to be violent everywhere even in secure spots like schools and administrations. However, we are not destined to live with school violence if we ask the right questions and find answers that might lessen the devastating effects of this health issue. Therefore, I thought that the following questions might address the stakeholders the real worries. So, how can we defuse physical violence? How can teachers be able to manage their classrooms more easily? Then, how

can we comprehend the complex dynamics that control violence? And finally, what is the relation between physical, verbal, and nonverbal violence(s)?

A hypothesis is, essentially, a thesis statement. A problem cannot be scientifically solved unless reduced to hypotheses form. Therefore, and in order to avoid losing the focus delimited by our thesis title, four hypotheses have been constructed as follows:

**1**. Nipping verbal and nonverbal violence in the bud, may defuse physical violence.

**2**. If teachers get training in nonverbal communication, they may be able to manage their classrooms more easily.

**3**. Understanding the sociology of violence in its context (Algerian schools) may permit a better perception of the complex dynamics that control violence.

**4**. Physical violence is usually a systematic result of either verbal or nonverbal violence or both of them combined.

The following overview unveils my thesis chapters' content from cover to cover. In chapter one I address the different issues that characterize the definitions of both violence and school violence. Chapter two is intended to shed light on the notion of verbal violence including the definitions and the impacts of that kind of social interactional abuse. The third chapter provides insight into nonverbal communication with a theoretical explanation of the relationship between the different channel of communication and nonverbal violence like chronemics, proxemics and objectics to mention only these. Chapter four underpins the reasoning that there are overlapping sociologies that promote the culture of violence in Algerian schools like the sociology of bullying. In order to clarify the adopted research design, a fifth chapter was needed. I have finally found it necessary to end up with a series of results, implications and recommendations -in a sixth chapter- to the different stakeholders who are concerned by the pandemic of violence in Algerian school.

A well defined problem is a half solved one. Despite the intimidating data produced and gathered about school violence, the Algerian schools have not yet found a satisfying response to the multitudes of questions asked by the different stakeholders. This might be explained by the decontextualized references that our decision makers rely on and that do not, unfortunately, fit our socio-communicational configuration ruled by ever-changing social economical patterns. It is probably high time to construct our own knowledge based on our own environmental

parameters. A creation of laboratories that would dedicate their time and efforts to study this nexus seems more than necessary. The present modest study could only explore the tip of the iceberg. One might think that this thesis is only another new contribution that will certainly be hidden in an "obscure" corner of a deserted library. However, its conversion into a book will undoubtedly prove its real value. What we can be sure of is that this work will not (un)fortunately be the last one. A world free of school violence, a utopia or a possible dream? Nobody really knows.

# CHAPTER ONE: THE DEFINITIONAL ISSUE(S)

## CHAPTER ONE: CHAPTER ONE: THE DEFINITIONAL ISSUE(S)

## Introduction

As mentioned by Kettering, « a problem well stated is a problem half solved » (Kettering as cited in Cierpka et al, 2005). Researchers around the world seem helpless when facing the problematic of defining violence and school violence specifically. The origin of that confusion may stem from the difference of contexts in terms of time and place where those definitions have been adopted. Different and sometimes opposing semantic, epistemological strategies were used to state and define concepts in human, social sciences.

Dealing with the human has always been synonymous of approximation, frustration, incertitude, confusion and even inexactitude as opposed to "exact" sciences, however inexact they would become in future researches when requestioned. The pervasiveness of violence and its omnipresence around the globe is simply a proof of the quasi failure of experts who can generate brilliant over mediatised theories, and can endlessly analyse phenomena on popular TV channels and yet cannot even tell their audience how to reduce school violence. A theory that cannot be reflected on real life situation is simply a useless theory that asks to be revisited. This situation is symptomatic of the complex multifacetedness of concepts that address human issues.

It seems *prima vera*, that there is a missing block in the different local, national or even international theoretical construction of definitions that the WHO tries helplessly to internationalise through its debatable and thus unsatisfactory definition.

The following chapter will try to investigate the different causes and factors that block and still blocking the scientific progress towards establishing a consensual expansive definition that can serve humans and beyond, here and there, now and tomorrow.

## 1.1 Redefining the concepts

Defining a concept is one of the most daunting and complex and yet rewarding academic enterprise. Concepts like "violence" or "aggressiveness" are causing a semantic haziness and a perennial debate among philosophers, educationists, psychologists, sociologists, criminologists and neurologists.

Two different strategies have been adopted by researchers around the world to define complex concepts like violence. The first strategy was adopting a tentative definition to eschew that semantic *cul-de-sac* and lexical problematic for tactical ends since defining a concept is to a certain extent a step to understand the dynamics governing it. This group's conception is dynamic and intellectually reasonable as far as research requirement is concerned.

The second group's strategy is intellectually acceptable and based on a relative academic helplessness since defining humanities concepts are "almost indefinable". Even if characterized by doubt and relativism, this second vision of the world is rather static and self-defeating as far as solving problematics is concerned.

One of the biggest challenges for researchers in humanities is to provide clear, simple, scientifically valid, bias free, consensual definitions. This is not always the case unfortunately. In order to understand "violence", attention should be paid to the multifacetedness of concepts that include the philosophical, the political, the religious, the social, the psychological and the list is not exhaustive.

Each field tried to define the concept of violence from a unilateral perspective. That uni-facetedness is probably one of the hampers that caused that semantic haziness and thus the researchers and readers helplessness to understand and comprehend the dynamics of such an intricate issue. The complexity of violence - as a human phenomenon - and the difficulty to conceptualise such nexuses is a truth no scientist can deny.

Violence as a human act cannot be described or defined in isolation as it operates within larger systems. We are confronted with a real issue that nourishes a certain scientific skepticism not to say an academic helplessness. Too often we focus on one facet so intently that it obscures all other possibilities. Too often facts eclipse theories and vice versa. In a more optimistic vein, all researchers agreed on the "evilness" of violence for being a "hurt", "aggression" and "harm" and even a "crime" against the other(s).

Ferocity, fierceness, furiousness, fury, vehemence, turbulent state, impetuosity, unjust action, profanation, infringement, outrage, assault, ravishment, rape, cruelty, rudeness, all these terms can be considered as synonyms of violence. If scarceness of data was a daunting prospect, "big data"- i.e., the over-availability of data is a more discouraging fact researchers have to face.

Most researchers, criminologists, and lexicographers insist on the "physicalness" of violence. Some of them even include the "verbalness" of the act -intentionally or not- obscure the

"nonverbalness" of that same phenomenon. They simply -for tactical academic ends- describe violence as "the expression of physical or verbal force intended to hurt, damage, or kill the self or other…" ("Violence", 2009)

"Nonverbalness" is under-addressed in scientific literature treating violence. The study of such an issue is largely uncovered and the related literature is still in its infancy. Even the World Health Organization (WHO) defines violence as "the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group or community…". Does this betray a certain scientific inaccuracy that may bias research based on the WHO reports? A political/gendered selectiveness? Or simply a scientific helplessness?

The analysis of the twenty definitions (see appendix n° 04) that we have found in the literature demonstrates this appealing and striking need for an urgent redefinition of the concept of "Violence". A revisited and expansive definition is probably a solution to those restricted, biased, vague, generalized, contextualized, and euphemized definitions.

## 1.3 Violence, a public health issue

Violence as a public health issue went unheeded until the 90s (1994-1995). Before that period, school violence could not be seen as a threat. Now, things have changed and nobody can deny that we are facing an "Unrelenting epidemic of violence" (Crossby, n.d.), "a pandemic" (Gerler.Jr, , 2013; Hoffman, 1996) all over the world and namely in public schools. School violence is no longer seen as just a social phenomenon, but a public health emergency as well (Koop, 1992).

Crosby has defined violence as "any force that inflicts injury". The term "any force" can be considered as generic, yet operational. The author's definition implies that that "force" can be: a person, or a group of persons. However, it is not clear whether objects or nature can be included in the definition. Including objects would seem nonsensical. Objects cannot be violent if we take into consideration the exclusive nature of the definition. Crosby's definition is not enough explicit when defining that umbrella phrase, i.e., "any force" leading to a myriad of implicit and often potentially irrelevant implications and interpretations. Crosby's definition does not precise whether the interpersonal violence (self-injury: cutting, burning, branding, and bone-breaking, etc) (Adler, & Adler, 2006) can be included and perceived as a form of violence directed to the self.

Crosby insisted on another dimension in this definition, i.e., the assumption that that injury it inflicts is "Invasive and unwanted". The third and last dimension is related to the fact that "force" or "injury" can be "physical or mental, individual or corporate, psychological, concrete or ideological, religious or spiritual, etc.

If violence represents a force, Crosby added, it cannot be dissociated from the notion of power and thus the "use and abuse" of power (Crosby, n.d.). There are two possible expressions of power, a positive and a negative one. The presence of exploitation, control, manipulation, coercion and domination implies that there is an abuse of force or power accordingly. Power itself is neutral unless used positively or negatively, constructively or destructively (Crosby, n.d.).

## 1.3 The multi-facetedness of violence

It will be noteworthy to mention the multi-facetedness of violence when dealing with forces and power. When power is used /abused in a way that "inflicts" something on someone or on something, the power is imposed in some way, noted Crosby. "Inflicting" pain or punishment on something or someone according to the same author is violence. That violence creates a burden on the recipient be it a person, or persons. Inflicting pain and burden on things affect people as individuals or corporation, group, or community. Destroying a tree can be very painful for a person not to mention the community. The destruction of nature means the destruction of one of the most vital necessities of humans. So, being violent against nature or things like properties in the case of vandalism can directly or indirectly punish, affect and inflict humans in a significant unimaginable painful way.

Neglecting something like a building or a facility, say a school, can be very detrimental to the students as users and would reflect the seriousness/ unseriousness of that school managers/ officials. This dimension in the definition that takes into consideration the destruction of things is significantly constructive theoretically speaking and must be included in a revisited and updated definition of school violence. Surprisingly, the WHO and Olweus definitions did not mention that impersonal dimension.

Crosby has also drawn our attention to some unheeded and unexplored dimensions in the dynamics of violence. He insisted on the fact that inflicting injury on one person or thing "often becomes the force that inflicts violence on others. If something is damaged, this might according to him, harm, hurt and inflict pain on somebody .That injured/hurt person's pain -physical or

emotional-will in its turn inflict pain -usually emotional- to another person or a group of people -say family- or even the whole community. A typical example would be the attitude of a person or a group of persons through their hatred or denial of somebody's perceived

"imperfectness". A bully in a school -girls or boys, individual or a group- would bully a person or a group of persons who do (es) not fit the social, psychological, ethnic, cultural, physical, gender-based, or linguistic norms of the bully. So the denial of people's diversity and difference can be very detrimental emotionally and even physically.

If we take the case of bullying for instance, the repercussions of such a harmful behavior can "frequently be felt by others, including friends and families, and can hurt the overall health and safety of schools, neighborhoods, and society" (Bullying Research, 2018). The denial of something in a person by considering it as abnormalness can significantly affect self-esteem, self-worth and then lead to self-blaming attitude with all the psycho-social, memorial and physical consequences that we know. This case of bullying can escalate into an extreme form of intrapersonal self-destructive behavior like suicide known today as bullycide. It can also generate an irreversible interpersonal extreme violence like rampages.

Suicide can in its turn inflict pain to the family, relatives and even the whole community including the victimizers themselves as a form of revengeful attitude. Suffering, thendisappearing, and making the other suffer, is usually a very intense and harmful strategy.

This unexplored dimension has many valuable implications. Many researchers have tried to demystify the dynamics of bullying (Sanders, & Gary, 2004; Kuykendall, 2004) but did not explicitly qualify bullying as violence. They preferred to use the term "bullying" which is according to them a low level of violence trying to soften or de-dramatize the issue saying that children should experience low level of aggressions, incivility and "micro violences" that do not hurt them physically. Labeling a student as an "idiot" has never made the news and will probably never make the news because it has become an accepted norm in schools and homes. Therefore, de-dramatizing certain forms of violence using vague terms and saying that all harmless forms of violence are a part of the socializing process is an issue to debate and revisit.

When we analyze closer the definition of bullying we can determine the sociological profile of the perpetrators and the victims. Typically it is "youth violence". The Centers for Disease Control and Prevention defined bullying as "one type of youth violence that threatens young

people's well-being. Bullying can result in physical injuries, social and emotional difficulties, and academic problems" (Bullying Research, 2018).

Such definitions can be somehow misleading since characterizing only one segment of the school population, i.e. youth. The definition above does not include adults- staff, teachers, janitors, and parents who can themselves be either bullies or victims and even both "bully-victims".

There is a debate on whether we should take non-lethal non- fatal and low levels of aggressions and micro-violences into consideration and give them the same mediatic attention as school rampages, shootings and physical injuries caused by devices like chairs, pens, and teachers rods in Algerian schools. Does this attention stem from the visible nature of the harm or simply because it is more sellable and more dramatic since bloody? Is it all about sticks and stone that break bones? The problem is that students or teachers –to mention only those- are not just flesh and bones.

Let us explain the dynamics with the over mediatised example of the picture of the US presidential couple where we can see President Barack Obama and his wife looking at a photoshoped banana. "The photoshoped picture, which Rodnina an MP from the United Russia Party tweeted, showed the prototypical racist reference that black people are supposedly closer to apes than others"( Walker, 2013). Mediatising and condemning such a racist and politicized event would seem normal in terms of good journalism at the first sight. The whole black community and even the whole US nation has felt the emotional harm inflicted to the presidential couple and thus to the whole citizens of the United States.

However, things would be totally different if the photo concerned a black girl or boy pictured in the same racist manner somewhere around the world in a school. Nobody would name the victims, condemn or mediatize such an event because it does not concern VIPs. Any silence over such a racist incident -whether school-based or cyber based- should be condemned with the same mediatic intensity.

## 1.4 Violence in the French literature

In the French literature related to defining violence there is a quasi consensus in major studies over the undefinability of the concept. According to the same researchers it is often easier to identify violence than to define it (Nayak, 2000, Chauvaud, 2010). Violence is thus for them almost indefinable ( Hofner , Python, 2014). It implies the idea of violation of the norms and the

laws defining situations as natural, normal and /or legal. It is not always easy to define what escapes from the norms and legislation. So, talking about violence is definitely talking about the transgression or destruction of a settled order or being iconoclast and original to a certain extend.

The apprehension of violence depends largely on the established criteria that can vary from a group to another, sometimes from a school to another, from a classroom to another, and even from a teacher to another. Rules depend on the philosophy and culture of people. The universality of norms as far as transgressions and violations are concerned is a myth.

The French literature related to violence has shown a certain theoretical skepticism. The Robert dictionary talked about "brutal force" ("Violence", n.d.). Violence according to this dictionary is about brutality, intimidation of someone against his/her will. The same dictionary has even mentioned the violence of feelings, of passion, which implies that there is a "peaceful" face to violence. Violence and love can be interrelated in the French lexicographers' conception of the term violence. Do they mean aggressiveness? We do not know. This definition shows confusion between violence and aggressiveness. This seems to be incomplete and even paradoxical. Violence is not always brutal. It is not always about force. It might be about power.

Jean Claude Chesnais in his article (1981) about violence insisted on the fact that we do not have ONE violence, but "violences" which is not the case in the Anglo-Saxon literature where the concept violence is usually singularised. Chesnais has used the terms "multiple violences". According to the same author, violence is "unseasable", moving, ever-changing according to the contexts. It describes very different realities related to places, times, and circumstances. Chesnais is among those researchers who associate violence and physicalness, i.e., the use of the physical force and superiority against the other(s).

That association did not prevent Chesnais to revisit his definition and added two more dimensions, the economical and the moral dimensions. So for him there are three forms of violence: The physical, the economical, and finally the moral violence. When physical violence occurs, there is a direct effect, corporal mainly against persons, whose life, health and corporal integrity are threatened. In the case of economic violence, belongings, property, and resources are threatened. However, when talking about moral violence this implies abuse and authority which is a "notion a la mode" according to Chesnais.

When analyzing the definitions given by the "Encyclopedie Universalis" the recurrent terms functioning as key words were these: chaos, disorder, infraction, perturbation, transgression,

violation and destruction of order. The quasi indefinability of violence stems from the difficulty to define and delimit the big margins characterizing the criteria. Who has the right to delimit those margins in a microcosm like school? The relativeness of those same margins often create debates, incertitude, skepticism and approximations and thus hamper the theorists' quest to define the concept without ambiguity.

The Larousse Dictionary has summarized violence in those limited terms: extreme force, brutality, aggressiveness, extreme vehemence, coercion, and forced interpretation by denaturalizing the meaning of something ("violence, n.d.). Dictionaries are only books that give ready to use definitions; they do not offer tools to critise. However, it does not prevent researchers to analyse the pedagogical and didactical function of those types of sources even if not written for specialists and researchers.

Definitions might be misleading if misinterpreted by non specialists like teachers in primary, Middle or Secondary Schools not familiar with critical thinking. For the majority of them, dictionaries are ex-cathedra reliable sources, which is not always the case. The *Larousse* definition seems to show shallowness, incompleteness, and is unidimentional for basing its definition on the "extreme force" and "brutality".

Defining the concept of violence is characterisized by disagreement among lexicographers and researchers. Differences can be spotted in dictionaries, encyclopedia, books and articles. Five areas of disagreement can be identified. A series of debatable questions have been posed by researchers. The first concerns physicalness vs. non physicalness. The second concerned the target ,i.e. person vs. thing or animal. The third investigates the criminalization of the act vs. the criminalization of the intention as a threat. The fourth questioned the legal dimension of violence. And the last one concerns the responsible of violence being a person vs. being an institution.

The five questions were the following. (1) "Is violence necessarily physical?" (2), "Is violence necessarily against a person?" (3) "Should violence be real or threatened to be considered as such?", (4) " Is violence called violence  if illegal?", (5) " Does violence have to be done by somebody (Olweus, 2013), or can it be done more impersonally by a social group or an institution?".

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## 1.5 The issue of the threshold

The issue we will be discussing here is very crucial to comprehend and decide "at what level something becomes violence or bullying". The seriousness of the hurt, injury, whether minor, non fatal, and their intensity can determine the condemnability or criminalisability of actions and behaviors, verbal or /and non verbal. However, the first question which is frequently asked is "was it or not intentional?" Should we focus on the "quite serious?" These questions have been raised by Wilfield, (2012), who insisted on the urgency to ask about "How serious does the harm have to be? Everyday most of us experience minor hurts. Should violence be limited to describing quite serious blows, or insults or social provocations?"

In this case it would probably be too laborious to "measure" a blow, a smack, a pinch, a punch or a kick. In terms of intensity, seriousness, and reprimandability, things are by far technically less ambiguous on a football pitch than in schools, which is - according to me- a non sense.

Can definitions include what French researchers like Bourdieux , Blaya, Vidal and Pestana call "micro-violence", "micro victimizations" or "incivilities" that are " relatively minor impoliteness" like spitting and "infringement of rules" like littering or eating in places we are not supposed to eat in like classrooms? (Debardieux, Blaya 2001; Vidal, 2003; Pestana, 2013). "These might not count as violence by most definitions, but they may still be vital in understanding the origins of more serious school violence and tackling it" remarked Zollo, (2014).

The challenges left to researchers are tremendously big. One cannot blame a student if he/she cannot him/herself determine how injurious and hurtful is his/her action, behavior, or words are. Rules, laws and codes should be clearly and explicitly displayed, written, given to every stakeholder including parents and students themselves, reinforced, updated, and revisited when necessary. The absence of rules, their ambiguity, or the presence of a hidden curriculum is the worst scenario schools, teachers, parents and even students can face.

Algerian schools, decision makers, and school officials should be informed about the impacts of the absence/ the ambiguity of rules, or the presence of a hidden curriculum as far as dress codes in schools are concerned. Three tendencies have been observed in Algerian schools, the presence of school dress code in girls' secondary schools, the ambiguity of dress codes in mix schools, and the absence of any kind of dress code in tertiary schools, which is revealing of a certain disagreement in terms of approaches, policies and philosophies. This inconsistency with the

theories should alert and concern decision makers for it might create potential micro violence and even worse.

The other challenges left for researchers could be the systematic reviewing of those rules, especially when it comes to deciding what word is highly offensive, moderately offensive, and non offensive or has become inoffensive and vice versa. What seems to be violent is not always violent because "What is offensive as apart from defensive or neutral behavior is culturally or situationally defined. Placing a man on a table and cutting him open with a knife may be surgery, religious sacrifice, a warrior rite, or torture" (Dennen, 1980)

The definition of what constitute school violence continues to evolve. Until very recently, the definition of school violence was considered in terms of physical aggressive acts only such as homicide and weapon-related threats including blows and kicks causing quite serious injuries. This narrow, yet widely used definition stems from the considerable attention that media has paid to school incidents that result in death and other fatal and non fatal incidents causing serious injuries in Algerian schools.

Although fatal and non fatal incidents in schools are noteworthy, recent researches suggest that their occurrences are relatively rare (Fisher, Lab, 2010). "Bullying, harassment, and verbal threats are often referred to as "every school violence" (Bax, 2017) that occurs far more frequently than physical and weapon-based violence. The omission of these broader dimensions - verbal and non verbal- of school violence caused researchers to miss much of the content and many causes of more visible forms of physical violence.

## 1.6 Towards an expansive definition

The expansive definition of school violence allows for the inclusion of both overt form of violence like aggravated and simple assault, and covert subtle forms of violence for instance teasing , threatening, harassment, intimidation and the list is not exhaustive . This permits schools to have a wider view and a better insight about how to make schools safer places taking in consideration both apparent hyper-mediatised forms of violence as well as the under-mediatised subtle ones.

Concerns about overt violent and aggressive behavior in schools should not be ignored. However, individuals are often fearful and intimidated by other less serious types of violence. Although there may be no visible wounds, one cannot discount the powerfully negative

emotional and psychological costs associated with these forms of behaviors remarked Fisher and Lab (2010).

Victims of violence often report feelings of revengefulness, anger, self-pity, and fear. Left untreated, such reactions can evolve into depression, absenteeism, poor academic performance, physical illness and suicide added Fisher and Lab, (2010)

In 2002, the NASP has already taken a more  expansive - but not a sufficiently - definition into account by defining school violence as "an alarming issue involving a range of negative behaviors that threaten the physical, psychological, and emotional well-being of all individuals on school campuses" (Watson,  Skinner, 2012). The NASP is one of the pioneer associations that pulled the alarm and championed the necessity to expand the definition beyond its restricted physical boundary calling for making schools safe from any form of violence.

Every well defined issue is half solved. The undefinability of concepts often entails misleading solutions. The persistence of a problem can be symptomatic of a certain perennial intellectual helplessness. This situation is sometimes defined as scientific skepticism that contributes to a generalized embarrassment, confusion and unconfidence among teachers, parents, students and decision makers.

Theoretically, definitions have a communicational function when using a clear cut and unambiguous language. The intentional or unintentional presence of ambiguity in definitions will reinforce endless biases. Definitions are contextual and respond a communicational epistemological purpose. They are supposed to respond to the different stakeholders needs. Whether research is bound to follow and conform to lexicographers and theoreticians in an ex-cathedra manner is a debatable issue. Humanities are the most dynamic fields of research and maybe the most prolific. No wonder if theories in psychology or sociology are ever-changing according to the human species.

Studying the human and the phenomena belonging to social sciences is a nexus.  There are endless facets interacting and interrelating with him and shaping his personality, character, identity and culture. Therefore, and as far as defining concepts is concerned, the multi/cross disciplinary approach is a necessity to counter-defeat that scientific skepticism characterizing research about school violence.

Revisiting and redefining seemingly stable theories and definitions is more than a necessity, it is urgency. One should bear in mind that research is going to be questioned and requestioned

endlessly when new knowledge and data will surface responding to the dynamism of societies. Definitions staticism can never respond the quest for the "truth". The only truth is the one that claims that there is no absolute truth however expert it would seem to be. The dynamism of societies is a necessary challenge to the staticism of research. Staticism is ideological since it preserves the pseudo-stability of ex-cathedra theories. Research is a perishable product like any other consumable product, and so should be considered any theory or definition in social and human sciences.

One of the issues concerning the definition of violence, and school violence precisely, is the importance of reaching a consensus. However, no consensus has been reached since each country and each expert thought that the right definition is his. We could feel the presence of a covert intellectual definitional war in international meetings in Europe and elsewhere. Olweus (1999), one of the experts in school bullying, made no difference between violent behavior and aggressive behavior. However, he insisted on the necessity to differ between violence and aggression.

Oleweus (1999) definition does not include verbal aggression or relational indirect aggression, such as rumour spreading or social exclusion (Underwood, 2002) as remarked Smith, (2004). Surprisingly enough, Germany and Denmark were "satisfied with the definition of Oleweus, i.e.: violence being purely physical and the existence of physical bullying.

The WHO definition of school violence appears to be broader than Oleweus', (1999) one. The WHO has included:

1. Intentionality,
2. Psychological force or power,
3. Threat (threatened or actual violence),
4. Against the self, the others, community,
5. The potential of harm (likelihood),

We can summarise the difference between Olweus and the WHO definitions of violence within this table:

|  | Oleweus | WHO |
| --- | --- | --- |
| **Intentionality** | Not specified | Violence being intentional |
| **Physicalness** | Physical only | Physical and psychological |
| **Nature** | Actual | Actual or threatened |
| **Target** | Against the others | Against self, others, and community. |

The debate is still raging between experts about the notion of mal development or deprivation being considered as violence or not. The French experts have decided, however, to include the concept of "feeling of insecurity" as being a form of violence. Another debate concerned the necessity to include the "institutional violence" and "violence due to inequalities" as covert forms of violence remarked Smith, (2004).

So violence can be directed by a person towards him/herself, another person, or community according to the WHO. Violence can be caused or directed by a group of persons (institution) towards the others, an individual, or individuals according to Badea, and Suditu (2017).

## Conclusion

The perennial debate about the right definition is still raging. Specialists from different perspectives tried to find a common ground of consensus keeping at the same time their contextual specificities. One of the hugest challenges for researchers is to provide clear, valid, consistent, workable, simple, and bias free definitions. Defining a concept from a unilateral point of view could be a failure.

One can agree, tentative definitions do play a functional and tactical role in the quest of finding the truth. However, the risk of misleading researchers from different horizons can be a big one. Therefore, and instead of insisting on the physicalness of school violence, more efforts should be made to combine the physical, verbal, and nonverbal characteristics to insure a multi-facetedness of the definition of school violence with less vague or ambiguous terms.

# CHAPTER TWO: VERBAL VIOLENCE

## Introduction

It would be saddening to say this, but this is a fact. Our schools are no longer that oasis of oblivion. Defacto, verbal violence has become a communicational norm (Mehaffie, 2005; Stirling, 2004; Sunal, Mutua, 2007), a controversial norm (Beckett and Kartman , 2012). Abusive teasing among peers seems to be the *norm*, pointed Kalsha, 2007. The frequency and intensity of verbal abuse is alarmingly "on the rise" (Evans,nd).

What is more surprising is that this form of violence is seen as benign, cute, clever (Voors, 2000; Valerie, 2006), not serious, somehow tolerated as being a normal immature form of communication between peers and thus a tolerated one. Verbal "indirect aggression reported in the literature is prevalent in school hallways and byways, where it is tolerated by some as an immovable *norm"* suggested Stirling(2004). Furthermore, 82% of teachers think that verbal and emotional abuse is a good disciplinary procedure. It is according to the same teachers better than physical abuse and corporal punishment (Braveman, 2013).

The missing block in the issue of verbal abuse is the fact that neither the students - including their parents- nor the school staff have been trained or informed about the way the different stakeholders can face and manage this destructive form of abuse. No reference can be found in schools libraries talking about verbal and nonverbal communication or the potential irreversible neurological harm that verbal abuse can cause. Nothing has been written about anger management in Algerian schools to mention only these. Verbal violence seems to be a sensitive tabooed deserted subject.

The following chapter is initiated to fill in that theoretical void. It is a rigorous revisiting of the concepts through a series of similar and often contradicting definitions. It is an explanation of the myriad of types, an exploration of the complex dynamic followed by a concise listing of the implications as well. The chapter might be a valuable source for researchers, parents, staff and pre-service students studying pedagogy, or the sociology of the classroom. It might serve as an up-dated source for school staff and legislators in revisiting school policies in terms of disciplinary procedures and decision making.

## 1.1 Definitions revisited

The term "verbal abuse" is difficult to define, there is no well-established operational definition remarked <u>Gelles,</u> (1979). The same author (Gelles), defines verbally abusive statement as "inflicted as a means to some end, (e.g. a parent or teacher) who attempts to end some objectional behavior such as exclaiming, 'stop it, you dummy' (Gelles1979 as cited in Lange, 2008).

 Defining concepts can be challenging and consensus is not always systematic since time consuming and requiring an over-demanding effort in a cross/multi-disciplinary approach. Researchers do not always agree when identifying the difference between disruptive, inappropriate, offensive behavior to mention only this problematic as a definitional issue (Dennen, 1980).

Defining the concept of verbal abuse is no exception. A myriad of definitions around the world tried to conceptualise verbal violence without being capable to reach a reasonable consensus. The following tentative to define verbal abuse is symptomatic of a certain intellectual helplessness and a chronic semantic haziness.

Verbal violence has been indentified under several and various terminologies: verbal abuse, reviling, verbal bullying, verbal violence, and verbal aggressiveness. The debate whether it is violence or aggressiveness, bullying or abuse, detrimental or not, condemnable or not, is still raging until nowadays.

In her book, The *Verbally Abusive Relationship*, Evans, (1992), has defined verbal abuse as "a negative defining statement to the victim or about the victim, or withholding any response, thereby defining the target as non-existent. If the abuser does not immediately apologize and retract the defining statement, the relationship maybe a verbally abusive one".

The definition above seems to be too generic since consensus over the term "negative might even create a multitude of interpretations. One may ask the following question: is the phrase "shut up" abusive in the context of classroom communication? To what extent can such a phrase -imperative sentence - be offensive? Evans definition does not really help the reader and thus gives the opportunity for a tremendous number of subjective appreciations. It does not help legislators as it does not provide a thorough and explicit listing of abusive terms with a clear taxonomy in terms of scaling. Such an umbrella

definition is a good theoretical initiative as tactical step to reach a future consensus. It is necessary to define concepts even if we come up with incomplete and tactically hazy boundaries semantically speaking.

It would be more explicit if one could for instance classify the non-offensive, the moderately offensive, the significantly offensive, and finally the highly offensive. Such a precision can serve the whole community in school and outside as far as accountability is concerned. Ignorance can lead to abuse or misunderstanding. A simple "I did not mean it" might be an easy excuse and a very confusing communicative strategy for abusers. Umbrella definitions -even if epistemically necessary- can be more confusing while it is supposed to solve communicational problems.

The second reproach concerns "apology". What is done can be undone. It is true. But the question is: can we undo, "unsay", "untell" verbal abuse? Is that apology sincere or just a tactical apology to escape embarrassing situations or legal punitive procedures? The answer can be a *yes* as it can be a *no*. The circumstances , the setting, the abuser's mood, his//her mental state, and the context are significant to understand, comprehend the situation and decide about the guiltiness or the innocence of any perpetrator as for the offensiveness or non-offensiveness of the verbal communication.

In another attempt to depict the phenomenon of verbal abuse, Parson (2005) defined verbal abuse as "the systematic, ongoing use of harmful words or sharp tone in an attempt to control or dominate another person. He insisted on the fact that verbal abuse is always destructive.

Parson (2005) has emphasized the inherent characteristics of verbal abuse when he included systematicity, continuousness, sharpness of tone as paralinguistic features, and the destructive nature of the intent to control or dominate the other (s). Parson implies that if verbal abuse is not systematic, non continuous or apprehended as sharp as far as tone is concerned it should not be qualified or considered as such, i.e. abuse (Parson, 2005).

The systematicity of verbal abuse and its repeatedness can be a strong non verbal message for interlocutors. It conveys powerful information to the victim which determines his/her status in a given communicational social context. A systematic abuse- whether verbal, non verbal or physical- means the existence of the potential threat as a social fatality that contributes in the reinforcement of low self esteem in the victim's emotional perception of

him/herself. The victim will even opt for a self blaming attitude avoiding by that any conflictual situation with the abuser knowing that he/has no power to resist that abuse.

The victim may suffer a lot due to that instable, insecure social and communicational situation leading to anxiety, depression, self-destructive attitude and in extreme cases suicidal thoughts. Things can become worse when the victim feels that he/she is going to be perpetually victimized, aggressed, belittled and bullied.

The repeatedness and systematicity of abuse can cause the same psycho-social dynamics leading to the same symptoms. Those symptoms can be low, moderate or high in terms of intensity. The intensity of reaction is determined by sex, age, race, culture, character and disability noted Newell, (2008). Young children exposed to systematic repeated verbal abuse can suffer from neuronal /cognitive impairments.

Other theories went even further when they asserted that children victim of verbal abuse are going to learn that behavior as being a norm. It might become an acceptable social communicational "competency" as a solution to solve problems instead of constructive communicational strategies. Violence is a learnt behavior say researchers at Wake Forest University (2000). Many researchers around the world have tried to prove the same thesis among them (Heitmeyer, &Hagan, 2003; Masiba, 2016; Ruff, 2001; Jacoby, 2007) to name a few.

It seems therefore that the age of the victim can be determinant especially among the under 09 or 06 in other theories. "There are various hypotheses about what age a child is more vulnerable to being struck or abused" (Murray, Straus, Gelles, & Steinmetz, 1982). This population is the most sensitive and vulnerable to systematic verbal abuse. "Children are vulnerable to various forms of violence" has shown a study conducted by the UNICEF, (2006). The psycho-social, cognitive and neuronal effects are highly detrimental in that precise period of life among vulnerable children when facing frequent abuse whatever the type is.

Some studies (Gurian, 2010; James, 2009; Tischler, Ashton, 1993) show that males and females psycho-social and cognitive reactions are different and characteristic. Cognitively speaking reactions can be almost the same. Both of males and females show a reluctance to learn. Other reactions might be passive resistance, as far as behavioral and communicational reactions are concerned. However, males are more active in their

resistance showing oppositional and defiant attitude-usually diagnosed as oppositional defiant disorder (ODD). Girls, on the other hand, show only passive, internal, intrinsic, inward directed violence like negative self talk, self blaming attitude, self depreciation, low self worth etc.

Girls usually do not externalize their anger. This might explain the large number of girls having attempted to suicide. The same studies showed that boys who "succeeded" to commit suicide outnumber the girls. Boys tend to be both intrinsically and extrinsically violent. Boys tend to display their anger in a very sensational and spectacular way sometimes with an intention to make the news often inspired by previous over mediatised tragedies provoked by a copy cat syndrome.

Boys' outwardness and overt active reactions is symptomatic of their specificity as being different from girls and more revengeful. This might explain big number of boys being perpetrators of violent actions considered as reactions -and not actions- by many researchers and we share this point of view. Reports in criminology, schools, Police departments assert around the world including Algerian schools are in favor of such a truism.

It would be interesting to see what would happen if the 100% of schools population was girls. Would we have that alarming statistics concerning physical violence in Algeria? We would probably have 0% shootings in US schools but something like one suicide -bullycide- per year at least which is enough to remind the communities that schools are no longer those safe heavens for children. We would probably have zero physical- based violence in our schools and thus more emotional, verbal and non verbal violence in Algeria and even elsewhere. The case deserves a large scale real world observational research conducted during a year to compare the outcomes and results.

Therefore, changing the demographic profile of schools will not bring significant change in term of schools violence as it will not annihilate fatal violence since we will have more covert emotional, verbal abuse leading to self inflicting injuries, suicidal thoughts, attempts, and "successful" suicides among school population. Even if committed outside the walls of schools suicide is considered as bullycide, i.e., a school- based suicide caused by factors pertaining to schools and schools only.

## 2.2 Forms of verbal abuse

Exposing the forms of abuse can be highly informative and thus highly constructive. Through the literature about abuse, four forms have been identified so far: Physical abuse (1), psychological abuse (2), professional abuse (3), and finally verbal abuse (4). Sometimes the emotional and the psychological abuse are used inter-changeably with some confusion between verbal abuse and psychological abuse.

Yelling, for example, is seen by some authors (Pampel, 2008; Wright, 2010) as a psychological/ emotional abuse. As a matter of fact, yelling is a combination between three forms of abuse: verbal since we can call somebody's name by yelling at him/her, psychological since it might affect self esteem / psyche, and professional since used in work places.

Yelling is not the only form of verbal emotional abuse children face in schools, scolding, swearing, blaming, insulting, threatening, demeaning, ridiculing, criticizing, belittling, and devaluating are frequent too. This is a short list of the forms verbal abuse can take, and this is far from being exhaustive (Jeong, Lee, Lee, Yoo, Kim, Cho, & Choi, 2015).

According to the Canadian Association Government of Newfoundland and Labrador, (2009) verbal abuse occurs when someone uses, whether spoken or written, to cause harm to a person. Verbal abuse is considered as violence if intentional. It includes but not limited to these forms: recalling a person's past mistakes, expressing negative expectations, expressing distrust, threatening violence against a person, or a group of persons, yelling, lying, name-calling, insulting, swearing, withholding important information, unreasonably ordering around, talking unkindly about death to a person, and, telling a person she or he is worthless or nothing but trouble. Other sources have included other forms like: countering, discounting, minimizing, blocking and diverting, accusing and blaming, judging and criticizing, trivializing, undermining, chronic forgetting, denial of anger or abuse, abusive anger, and damnation ("Verbal Bullying", 2016)

## 2.3 Rudeness as a social identifier

Rudeness is usually perceived as an anti-social behavior. Rude people are systematically qualified as impolite, insensitive, offensive obscene deviant or having a tendency to violate taboos and social norms. Rudeness is also perceived as disrespectfulness towards "social

laws or etiquette of a group or culture" ("Rudeness", n.d.). Algerian school as microcosms are not safe heavens. Verbal and non verbal rudeness has unfortunately been normalised. It has become a ritual for boys to "pass" the exam of manhood.

Rudeness in schools is perceived by students, and even their teachers and parents as an acceptable norm. It is a way to show masculinity. Rudeness is often welcome by fathers and surprisingly by mothers in certain situations. The "rudification" of boys by parents is perceived as a duty since it is a way to masculinise boys. The genderisation of children begins at home and is reinforced in schools. Boys at schools are pressurised to show anti-social behaviour especially against authorities, teachers and girls. If not, they would risk to be ostracised, or worst, considered as girls. Showing positive emotions like love, care, and pity is the anti thesis of being a man. If a boy shows good manners, he will be ridiculed, laughed at, teased, and threatened to be excluded if he persists because this is "woman thing" (Hegarty, 2017). In other words, he will be bullied. Boys in primary, middle, and to a lesser extent in secondary schools, are pressured or "trained" to be rude by the "bad boys" of the school. This is a bad news for studious boys in Algerian schools.

The incrimination of "rudeness" is a fact. Societies including school microcosms do comply with the necessity to incriminate those "deviant" people. Students, for instance, are usually punished for "misbehaving" and thus for being out of school/ class norms.

In school context, where every behaviour is either compatible with norms or rebellious, students are bound to "conform" to norms in order to be accepted as "straight", "studious" and respectful citizens. Non conformists would risk to be incriminated for being simply "different". Some students are even qualified and stigmatized for being a little bit weird, and the case of Thomas Edison, the third most prolific inventor in history, is the best illustration. Edison's teachers thought that "he is too stupid to learn anything". In fine, Edison has been home - schooled by his mother and became ironically the genius who lit up -no pun intended- the world.

Day dreaming in classrooms is often perceived as carelessness and disrespectfulness. In the majority of Algerian schools that are supposed to encourage creativity, imagination and inventiveness, "difference" and rebellion are crimes. Difference is supposed to be a "right" in schools not a curse.

Rudeness is a relative concept affected by different contexts. Social role, gender, social class, religion, and cultural identity are factors that may shape the acceptability of a given behaviour. Wearing a cap in Algerian schools is something rude. Conversely, it would be absolutely "normal" to wear it in some U.S school. It would seem ridiculous to perceive a cap wearing inside the classroom as being rude and wearing a veil as acceptable. And even if asked, teachers who perceive that cap wearing as rude would certainly not give the reasons of their rejection of such an object. This would probably show that they are simply conforming to nonsensical norms and prefer to "follow" the teaching style they have been taught when being students. So, one might say that rudeness is simply contexts bound and norms related.

In certain contexts people utilise rudeness to "achieve a goal". Rudeness in linguistic pragmatism is a "defective" language. Rudeness is a language that is employed to achieve communicational purposes. It is a linguistic competency appropriate to serve a communicational role and "may indicate a person's pragmatic competence" ("Rudeness", n.d.). Rudeness is thus the antithesis of normal/ normalised language. It is a competency to become linguistically- according to social norms- incompetent as "normal" citizen. It is thus the competency of incompetency. "Rudeness in everyday speech is frequently instrumental, it is not a merely pragmatic failure", remarked Beeb (Beeb, 1995 as cited in "Rudeness", n.d.).

When communicating, people have a tendency to show their powerfulness through the language they utilise and instrumentalise either verbally or nonverbally using the different paralinguistic including the various acoustic properties of speech. All the armada of prosodic features like tone, pitch, accent, rhythm, and intonation accompany the speech and affect it in different ways to accomplish different objectives. And getting power is one of main functions of vocalics since "Most rude speakers are attempting to accomplish one or two important instrumental functions: to vent negative feelings, and /or to get power" (Beeb, 1995 as cited in "Rudeness", n.d.)

Rude speech is context based and therefore universal norms that determine rudeness do not really exist. However, rude ways of speaking are often universally conceived and perceived as belittling and disrespectful to the other such as:

- Discouraging a student to participate with a universally rude phrase when saying " Shut up!"

- Using an inappropriate tone as a sign of disrespect (Sarcasm, threat, irony),

- Interrupting a speaker as a form of powerfulness and arrogance,

- Yelling while talking,

- Silence as a form of disdain and arrogance,

-  Ignoring the other with an inappropriate body language (position of the face and eye contact),

- Staring at the others as a way of intimidation, hostility or threat,

- Offensive or disdaining gestures (hands specifically),

So, rudeness is a form of violence used by students and teachers, parents and non teaching staff. All the above attitudes/ behaviours might be decoded as rudeness and thus as nonverbal violence in schools, as nonverbal signs of neglect, disdain, hostility and even hatred.

Rudeness might also be apparent in a failure to convey meaning or a linguistic incompetency to communicate whether ideas or feelings. For instance, ignoring a greeting is impolite and rude. Likewise, ignoring a student's question or query might be decoded as disdain. A failure to use the right etiquette to express appropriate thanks for favours or gifts would be decoded either as selfishness or disregard, and both are universally considered as rudeness and incompetency to communicate properly.

Social behaviours can mirror either rudeness or respect. The universality of rudeness is not systematically true everywhere and in all contexts. Rudeness can be culture specific. Let us consider the example of a young woman in a public place without a veil in Iran, and the let us imagine the same young woman with a veil in France. The reactions of people would differ and react with a disapproving manner to the "behaviour" of that young woman. In both cases the woman would be incriminated for violating the social, cultural or religious principles or norms. Accordingly, "A girl in Pacific Island wearing hardly any clothes, and a Victorian lady completely covered in clothes might be equally 'modest', proper, or decent according to the standards of their own societies" (Lewis, 1961)

In the same vein and in school contexts,dressing too formally is an antisocial behaviour for young students who are usually dressed informally (casual). Likewise, dressing too informally is an antisocial behaviour according to teachers or officials who might decode that as disrespect, rebellion and thus rudeness. The obvious question to be asked is the following: what society are we talking about?  Are we really talking about THE society or

two different societies represented by two different microcosms young vs. old, children's society vs. adult society?

## 2.4 Tagging, a literate act

In Algerian schools - as it is the case in the majority of public schools around the world- tagging is considered as an act of vandalism. It is systematically depicted as being a proof of students' incivility, underachievement, dirtiness, savageness and above all a sign of ignorance and a symptom of rebelliousness and illiteracy.

Teachers, school staff, parents and even peers have usually a negative perception and prompt aggressive reactions against taggers - including graphics and other forms of expressions like scratching on surfaces such as tables, chairs, walls, doors and even on school uniforms and school bags.

Educators do not usually think twice when qualifying taggers as vandals, beasts, and savages, uneducated, and have no remorse. School authorities do not hesitate to react against taggers with verbal insults, intimidations, and vindictive actions in exams and aftermath. Teachers often react by informing parents and school authorities about taggers anti-social behavior. A sentiment of revengefulness is quasi apparent in educators -teachers and school staff - attitudes towards those seemingly unconventional students. There is no serious attempt to understand and comprehend that action that can be considered as a speech act, a language symptomatic of a certain emotional state usually negative.

Yet, we know little about those students who are usually teenagers. Those young "authors" passionately tag to leave a trace, a print, a signature, a message. Accordingly, those boys and girls practice actively that type of "social literacy" (Curwen, MacGillivray, 2011) to fulfill cultural, personal, psychological, and sociological accomplishments. It is seen by psychologists as a therapy, an act of "self actualization" (Kriz, 2006).

According to Maslow's theory, people have needs to fulfill a double objective, a self esteem objective and an act of creativity that would give the author a feeling of achievement and actualization. It is a 'safety valve' and a cathartic act as seen by psychotherapeutics. Taggers, when creating something, however esthetic it is, would reduce unconsciously their stress in short terms, and even anger and accordingly violence as believed by scholars. Therefore, tagging can prevent aggressive outburst in time of emotional distress.

It is a communicational need as seen by transactionists. It is a social role as seen by sociologists. It is above all a manifestation of literacy, an unconventional literacy. Tagging is a popular form of expression- for being somehow artistic and poetical - but seen as trash and rubbish (Curwen, MacGillivray, 2011). Those forms of unconventional literacy are part of non-mainstream practices that do not conform to intellectualism nor obey to academicism as far as literacy is concerned.

Taggers are, for a considerable number of researchers, a counterpart of "book smart" students. Taggers around the world are considered as the anti-thesis of academics. People are academic or non-academic, smart or non-smart. Consequently "many highly talented, brilliant, creative people think they are not, because the thing they were good at, at school wasn't valued, or was actually stigmatized" (Robinson, 2010).

In the case of Algerian schools, tagging is relatively a new phenomenon, yet proceeded by other similar forms like painting, engraving, drawings, graphics etc. Researchers try to break down the myths concerning the un-educatability of taggers as non-academic people who have no place in schools. Helping educators and teachers particularly to dispel the common assumptions that taggers are male youths, unmotivated academically, and outsiders in school environment is a real urgency.

Assumptions -which are usually based on stereotyping can easily be broken down and reconsidered for they cannot help readers and researchers comprehend the real motives behind tagging or texting. It seems that there is no room for taggers in schools following traditional norms.

For taggers "writing is an example of how text is incorporated in their everyday lives" remarked Mac Gillivray and Curwen (2007). Taggers are not mere vandals, but persons who want to "achieve particular social goals and group affiliation" (Mac Gillivray &

Curwen, 2007). They have a need to belong to a particular literate social group owning their specific identity as an anti-thesis to belonging to studious, bookish, academically successful persons. They systematically critique the constraints of schools and thus have difficulty to fit schools policy and rules like maintaining a consistent school attendance.

However, those same taggers who often perceived themselves as losers excluded from the community of literate people in conventional school systems, entertain a secretive wish and respect to "book smartness", academics, classicism and main-stream art.

They want to be as smart as the intellectually privileged people. They want to gain self-esteem and have a chance to enter respectable universities. They want ironically to have as much successes as the students called sarcastically geeks and nerds.

## 2.5 Educational implications

The educational implications of the present issue will undoubtedly sensitise school stakeholders and especially teachers and school staff about the legitimacy of tagging as being a form of literacy. Readers should understand that the present analysis is not an explicit encouragement for vandalism. Tagging is different from vandalism. This would be debatable but might decrease that antagonism, not to say enmity, between teachers and students -taggers particularly.

So, instead of yelling, insulting, sending off, threatening, cursing taggers in a classroom or outside teachers and staff would better reconsider their seemingly legitimate disciplinary procedures. Teachers, and specifically unqualified novices, often overact to show their authority as a non verbal message which can be, in certain contexts, disproportional punitive and reactional procedure. Understanding the others is a core issue in education and teachers tend to forget that they are educators before being teachers. Likewise, misunderstanding is the core cause of aggressiveness over actions and violence in extreme cases.

## 2.6 Verbalness vs. nonverbalness

Based on McClelland's theory, much research suggests that all humans have needs (McClelland, 1987). Violent people need to be loved and love to be needed as any

"normal" person. If violent people lack those psycho-social parameters they will behave differently and talk differently deviating from the social norms. Thus, verbal, non verbal and physical violence are natural reactions of psychologically deprived persons. They are deprived from their basic needs of love, self-worth, and belonging to a community with whom they can communicate and prove their ability as competent persons.

The absence of communication -verbal and non verbal- can dramatically affect self esteem and "create" people who would shift from verbalness to non verbalness. The absence of communication can lead to even worse, to a degraded primitive warlike means of communication, ie.,Physicalness.

Speech - whether interior monologue or talking to the other- is a highly civilized form of communication that humans have developed. It is one of the most sophisticated means of communication specific to humans. While physicalness, as a speechless violent language, is an extremely corrupt, non conventional, non human speech. Physicalness, thus, is a savage attitude that denies speech, turning this latter off momentary to solve a problem. Shifting or turning off verbalness and utilising non verbalness or physicalness while communicating is not symptomatic of a certain speech defect, but a deliberate communicational speechless choice.

Physicalness can be THE language that would prevail in times of war or in a jungle where the instinct of survival prevails. The presence of speech and its predominance in an elocutionary situation is what linguistically separate humans from animals. If educators, caregivers do not pay enough attention to that sudden and unpredictable shift from verbalness to physicalness, violence would outburst at any moment of a school day. Sometimes, behavioral changes and shifts, accompanied by mood swings and emotional impulsiveness, are instant reactions that turn the elocutionary competency off.

## Conclusion

After almost half a century of research about violence in schools the problematic of verbal abuse persists. Verbal aggressions have become a norm, a routine that is no longer admonished. This fact is certainly due to the perceptions of abusers and victims who think that verbal violence is not as violent as researchers think it is. Nobody can be physically hurt if insulted or yelled at, it is true. However, in certain situations verbal abuse can be

more devastating than physical aggression. Students, teachers, and even school officials use and abuse this form of heard violence. Verbal aggressiveness is often considered as benign, cute, and tolerated by almost everybody. Still, it hurts. It may hurt much more than a blow in the face. Teachers think that they have the right to use verbal abuse as a disciplinary procedure. More than 80% of teachers prefer that type of violence just to avoid leaving scars on faces or bodies. Female teachers, according to another investigation, prefer verbal abuse because they simply cannot use their bodies to maintain discipline in schools. They think that it is softer, and better than corporal punishment, and for them "it works".

Students' ears can receive a tremendously big number of insults. Some of the insults are heard on the outskirts of schools. Some of them are heard in the threshold of the school doorways. Insults can even be heard inside schools, usually in unmonitored zones, hallways, schoolyards, in the classroom, and on the way home. Verbal abuse can be everywhere.

Victims are no longer safe in schools. Their abusers on the other hand think that they can go with it. Nobody would say a single word. It is a tacit compromise. Nobody should denounce his/her colleague for verbal abuse. It is actually a hidden curriculum. Teachers think that because they are teachers they have the right to verbally aggress students. And students think that because they are just students, they do not have the right to sue a teacher for whatever they would say. Police investigations are possible only if you would lose an eye, tooth, or have broken ribs. Verbal abuse seems to be "ok" in Algerian schools. It is according to many of the abusers "not that serious". The hidden curriculum is outshining the official regulations about the right of individuals victim of verbal abuse, whether they are students, teachers, parents, or non teaching staff.

# CHAPTER THREE: NONVERBAL COMMUNICATION

## Introduction

« Nonverbal communication predates verbal communication» (Rao & Thombre, 2015). People begin communicating nonverbally before their birth, orally during their birth, verbally/orally/nonverbally after their birth, and sometimes verbally after their death when they leave words to the born and even the unborn. It would not be surprising today, with the advance of neuro-science, to say that "Babies in the womb who have normal hearing and a normally stimulating environment are prepared to send and receive messages without benefit of the words. This mode of communication continues through the life span and constitutes a truly universal human language" (Chamberlain, 2005).Whether conveying information, exchanging thoughts or messages, communicating with the other (s) is a vital human activity and a significant social role.

Normal people (not having any communicational disorder) have the ability to communicate either verbally (through spoken or/and written texts), paraverbally (through paralinguistic features like loudness), nonverbally (through body language and other channels), or extraverbally (through time, space, sound, and smell) for instance.

Because communication is mainly spoken, experts and researchers -linguists, sociolinguists-emphasized its importance in intrapersonal and more importantly in interpersonal communicational context. Nonverbal phenomena, channels and mechanisms have, thus, been underemphasized since uncontrollable. These intercommunicative contexts vary according to age, sex, gender, occupation, status, culture, and other psychosocial phenomena including emotions.

The scope of the following chapter will accordingly be delimited to nonverbal parameters in addition to the usually hidden, and overlooked paraverbal and extraverbal communicative parameters.

One can never understand communication in the classroom without having enough notions of nonverbal language. Classroom communication is by far more than a simplistic two ways teacher- student or vice versa interactions. In a classroom everybody speaks and everybody

listen. Even a speaker's silence speaks. In a classroom everybody and everything speaks, even objects. The presence or absence of people/things speaks continuously.

## 3.1 Definitions of nonverbal communication

Nonverbal communication or NVC in psychology are "those aspects of communication, such as gestures, and facial expressions, that do not evolve verbal communication but which may include nonverbal aspects itself (accent, tone of the voice, speed of speaking, etc) ("Nonverbal communication", 2013).Those aspects may determine the psycholinguistic profiles of persons as individuals.

Culturally speaking, it is a "communication without the use of spoken language. Nonverbal communication includes gestures, facial expressions, and body positions , as well as unspoken understandings, presuppositions, cultural, and environmental conditions that may affect any encounter between people ( Hirsch, Kett, &Trefil, 2002). Hewes (1955) was the first who used the concept of "nonverbal communication" in his book titled "Word Distribution of Certain Postural Habitus".

Samovar et al, (as cited in Non-Verbal Communication Modes, n.d.) think that defining NVC "involves those nonverbal stimuli in a communication setting that are generated by both the source[ speaker] and his or her use of the environment and that have potential message value for the source or receiver [listener]".

NVC is basically perceived as a process of "sending and receiving messages in a variety of ways without the use of verbal codes (words). NVC is either intentional or unintentional. Speakers are continuously sending and /or receiving messages transmitted by a multitude of channels like the body, posture or artifacts.

NVC can be considered according to DeVito and Hecht, as the series of "messages other than words that people exchange" (DeVito & Hecht, 1990 , as cited in Thomson, 2003). This shows the complexity of communication that is usually uncodified since wordless and thus de-grammatised. The communicational possibilities and silent messages people can send or receive are endless.

To decipher such a complex de-grammatised language, people should acquire a competency to decode and then encode those continuous perceptible "non linguistic cues" (Willems, 2015) like kinesics, proxemics, objectics and artifactics.

In NVC even behaviors are communicative (Hahn, Simmel, 2013). In Negi's article about the role of teachers' NVC in ELT, the author "used the term NVC and NVB interchangeably" (Negi, 2009).

## 3.2 Channels of nonverbal communication

In communication theories, a channel is a verbal, nonverbal or even extraverbal medium used by human beings to communicate with each other radiating behaviors and emotions. These channels vary according to cultural norms, time, technological advances, status, linguistic intelligence and even psycho-emotional parameters.

Channels of communication include -according to the Free Dictionary- gestures (nonverbal), sound (oral, nonverbal, extra verbal), written (Verbal), or visual image (Nonverbal) used in transmitting information. So broadly speaking, a channel is a verbal, nonverbal, paraverbal (paralinguistic) or extraverbal (Ebermann, 2012) (the time, the situational condition, technical means, clothing, expectations, medium or means of communication) regardless the mode or the technology used. In addition, a message can be vocal or non-vocal. The combination of the verbal vs. non verbal, vocal vs. non vocal can be shown in a matrix of verbal vs. nonverbal behaviours (see graph below):

## A matrix of verbal versus non-verbal behaviours

|  | Verbal (symbolic) | Non-verbal (non-symbolic) |
|---|---|---|
| Vocal | Verbal/vocal behaviours | Nonverbal/vocal Behaviours (eg. The rate, loudness, softness of speech etc.) |
| Non-vocal | Verbal/non-vocal Behaviours (e.g. American Sign Language) | Non-verbal/non-vocal Behaviours (e.g. Body language, use of space etc.) |

Source : http://slideplayer.com/slide/6283213/

Knocking at doors (Yngve, 1996)or more interestingly drumming are channels of communication ( Gumperz, & Hymes, 1964) used for ages that have been replaced by more sophisticated technologised channels like rings, faxes, phones and emailing. Drumming for example is a non verbal, non vocal channel of communication used now as a musical entertaining medium.

NVC can be channeled, i.e. communicated- by a vast and different array of nonverbal media. People communicate directly or indirectly using: eyes (technically called oculesics), face, gestures (kinesics), posture and movement (body language), artifacts and objects (objectics), space (proxemics), time (chronemics), touch (haptics), voice loudness, tone, pitch and rhythm (paralinguistics), odors and smells (olfactics).

These are the major NVC channels (media) research is trying to demystify and that constitutes "a substantial portion of our communication" (Sooriya, 2017) besides the codified conventional verbal language. Hundreds of authors tried and are still trying to define, codify and sensitise about the paramountcy of research in NVC and their implications on societies, and mainly communicating in sensitive places like schools, and sensitive fields like criminology. In other words, in places and contexts where violence in all its forms is very likely to occur.

Schools, like other social places, are politicized places where autonomy, statuses, and authority are in eternal conflicts. They are, thus, places of misunderstanding and sometimes extreme violence that might stem from communication or miscommunication. Violence is sometimes a response to misinterpreted messages.

In this chapter the focus will be the above mentioned NVC modes of communication. People are processing -and sometimes forced- to process a myriad of messages in their days and even nights and dreams. Words and wordless messages can make people transit from a healthy to a toxic communicational situation. Words can hurt (Garbarino, & deLara, 2003). Words can even kill. Different researches conducted in western and eastern developed countries insisted on providing a linguistically healthy surrounding for children and learners. Such studies are surprisingly few, hard to get not to say inexistent.

Accordingly, processing messages having different impact on the psychological health or receivers (neutral, positive or negative) is not always constructive for sensitive population like children in Public Schools. The toxicity of the communicational environment is still in its

infancy in universities. It is high time to give such an issue prominence in our universities and schools. The dose might make the poison communicatively speaking.

The major number of messages is often implied and suggestive, as demonstrated by Philips in his theory the "hidden curriculum" that dealt with the unspoken, unwritten messages. Silence speaks. In some other linguistic patterns ambiguity is the norm, which open doors to a multiplicity of interpretations. Ambiguity is linguistically functional. It is a mode of communication.

The linguistic ambiguity -whether lexical, syntactic, or semantic- combined with the hidden curriculum (Philips, 1990) can sometimes create unsolvable and thus potential conflicts. Schools are the perfect illustration of linguistic ambiguities that might occur in classrooms' interactions and communication. A student might think and say that his teacher hate him/her, whereas his teacher would respond with a conflicting way by saying that he/she loves her/his student by being authoritative or over-demanding in terms or achievements. Love and hatred can be ambiguous attitudes in classrooms for their real meaning is hidden or implied. Ambiguity can either be communicative, incommunicative or even miscommunicative. It is rarely incommunicative for meaning is systematic in communicative contexts. One cannot not communicate.

An intended linguistic ambiguity as a manipulative communicational choice can in turn lead to what Sapir and Whorf called the "linguistic Relativity" (1956). Teachers and students would certainly behave according to perceptions -right or wrong- based on personal interpretations of the bulk of messages exchanged. If untrained, teachers or even students might be controlled by wrong perceptions and thus react according to false, misleading information. Meaning is not always clear. It is in certain sensitive social contexts relative. I.e. based on suppositions, feelings, emotions, intuitions, prejudgments and biased linguistic messages. The "I didn't mean it" is usually the typical response of aftermath conflicts and violence(s) in schools.

Whorf (1956) in his hypothesis tries to explain that linguistic differences in terms of perception might have consequences on human cognition and behavior (Whorf as cited in Ronen and Shenkar, 2017). Even if perceived as a "linguistic determinism" and raised significant philosophical debates, the Sapir-Whorf theory of linguistic relativity might be relatively true in certain linguistic nonverbal contexts and situations. It is true, any linguistic phenomenon when being conceptualized needs a rigorous research based on validity.

The major seven channels (modes) of non verbal communication will be defined, discussed and analyzed are: oculesics, kinesics, objectics, proxemics, chronemics, haptics and finally vocalic or paralinguistic. In a traditional non virtual classroom in a public school NVC has a significant impact on people and the whole community. However and unfortunately the emphasis has for a long time been put on the conventional modes of communication, i.e.: the verbal one.

By verbal we mean the spoken and written forms used as channels for interaction in classroom sessions and during examinations. Conventional speech is the linguistic norm to communicate with the others. Its specificities are conformism, grammaticalness, clarity, meaningfulness and acceptability depending on the needs of the interlocutors. In a classroom we are supposed to share the same linguistic norms. That is to say the use of one conventional language no more with some restrictions on code switching considered by some -not to say the majority- as a linguistic deviance.

Verbal communication overshadows nonverbal communication in acedemics. Nonverbalness is considered as a linguistic incompetence. Hesitating using fillers while communicating verbally would be considered as a cognitive deficiency which is in fact a normal grammatical tool having a linguistic and neurocognitive function: thinking while uttering sounds.

## 3.2.1 Oculesics

Oculesics is the study of the role of the eyes in NVC. Eyes and eye contact matter in classroom's context. Eyes are dramatically informative about people emotions whether senders or receivers. Emotions in a classroom -or beyond- can range from negative to positive including interest, boredom, surprise, fear, anger, attention, anxiety, stress, love, happiness and so on. All the kinds of human emotions can be displayed or read on people faces and mainly through their eyes. People may lie but their eyes cannot. Emotions have been the concern of many researchers among them Plutchik, R (1980) who proposed a wheel of different compelling and nuanced emotions (see appendix 5) known as *Plutchik Wheel of Emotions* (Turner, 2000). This theory revolutionized the basic way researchers and people used to perceive emotions prior his research. Of course, Plutchik did not list the array of emotions that can be expressed by the eyes.

Factors like glance timing, frequency, pattern of fixation, pupil dilation -used in criminology- and rate of blinking can help teachers, non teaching staff or even students in training include them to depict the real intended emotions people show or hide. Oculesics can, if studied and

understood, be a powerful teaching/learning tool to speak nonverbal language and thus comprehending the others 'emotions. Reading eyes is a language in itself to be learnt as a "foreign" new language. This would to a certain extent -an extent that we ignore unless tested- prevent and defuse violence in all its forms in an adequate time with the useful communicational tools. Eye contact is considered -mainly in Western counties - as the most significant and trustworthy channel of communication. Children are taught in Primary Schools to make eye contact with drivers when crossing roads. Teachers can rely on eye contact to manage classrooms.

Before, during, and after any interaction, eyes are continuously sending the true emotions of people. Children and the majority of people cannot control their eyes expressions especially when it comes to eyes pupils. Nobody can control the dilation of his /her eyes. Eyes expressions can sometimes betray verbal -spoken- messages. Even the perfect actor/actress would be incapable to control his/her eyes language especially with the technicality of software used to detect lies.

Researchers asserted that "certain facial areas- like the eyes and the mouth [buccals] - reveal emotions better than others" (Matler, 1996). Eyes are certainly by far the most important area in a human face. They are the only organs capable of sending and receiving messages. They can thus send subtext emotions in a two communicational way which is different from the buccal area that sends messages. The mouth is a blind organ when compared to eyes. Moreover, eyes can read the whole body language, i.e., all the visual parameters that have a potential to send unspoken messages. Blind people would certainly be challenged by the absence of visual clues when communicating with the others. This communicational deficiency is replaced by the verb and the sound -verbal and vocalic paralinguistic features permitting them to be more advantaged communicatively.

Eyes are, accordingly, the most powerful NVC tool in a human body (Lesikar, & Flatley, 2005). People rely on eyes communicativeness rather than the other areas of the face like the forehead, the cheeks, or buccal area. "The eyes are overwhelmingly the most important part of the body of receiving NVC, and within the range at which they can be observed, the eyes are probably the most important part of the body for sending NVC" (Broshahan, 1990:105, as cited in Shmidt-Fajlik,2007)

Oculesics as a science cannot be always reliable when talking about different psychological, social, cultural, regional and contextual factors. Eyes may send misleading, sometimes

contradicting messages and thus may entail receivers misunderstanding, confusion, shock, anger, shyness, distrustfulness, nervousness, and owe. Accordingly, a sender shows communicational incompetency, and tends to send conflicting messages when being with people

having a different culture and different norms connected with oculesics. Conflicts begin with misunderstanding. Broshahan has accurately explained the dynamics of cultural conflicts with these words:

> As an important aspect of non verbal communication, culturally determined expectations regarding the use of eyes contact may be an area leading to misunderstanding as well as be a source of cultural conflicts as each is likely to interpret the other's behavior as negative where it contrasts (Broshahan, 1990:105, as cited in Shmidt-Fajlik,2007)

In the 70s researchers like Argyle, Cook, Honna, followed later by Brosnahan, tried to determine the targeted facial zones when looking at somebody while conversing or listening. Surveys were used to find out which one of the following zones: -eyes, forehead, mouth, neck -people look at when communicating and/or interacting.

About the question "where do students look when having a conversation", Honna's survey view that the location is "around the mouth", Argyle's survey view that it is "at the neck". The final results of the majority of surveys asserted that students use eye contact when conversing with teachers at a rate of 73% in favor of eye contact (Shmidt-Fajlik, 2007). However, it was unsurprisingly higher -88% -when students converse with each other or with a friend.

The different rates -73%, 88%- resulted from the surveys were determined by the degree of familiarity between the participants -students and the others like friends, teachers- including other factors like habits, communicational incompetency, shyness which supposedly higher in girls population. The linguistic competency and gender difference can have an incidence on the presence vs. absence of eye contact in classroom conversation whether with teachers, peers or friends.

Howbeit, "there was absolutely no indication that less eye contact would be considered a more polite way to behave when interacting with a teacher as it is implied in the statement" (Argyle, &

Cook, 1976, as cited in Shmidt-Fajlik, 2007). Conversely, students sometimes avoid eye contact with their teachers for fear of being implicated in the classroom tasks like answering questions, giving opinions. This attitude is more a communicational avoidance than shyness in this case. Teachers trained to read eyes -even theoretically- would be more communicatively competent and thus linguistically at ease than their peers.

Therefore we believe that if we take into consideration Gardner Multiple Intelligences theory and extroversion vs. introversion theory, teachers and students' attitudes, actions and reactions would dramatically change towards the better. Teachers "should be aware of these [facial expressions and eye patterns] of language as [they] speak and listen to others" ( Lesikar & Flatley, 2005).

Studying or teaching, through in-service training and post-service training programs, oculesics and its implication on teaching and education may dramatically change the way teachers perceive themselves, the others and mainly their students. Students may also benefit from that training to have their share of awareness about themselves and the others and mainly their teachers and non teaching staff. Oculesics can be sometimes more communicative then the verb and a powerful tool to diminish and defuse violence entailed by misunderstanding. Oculesics is a powerful language to learn , teach and communicate.

## 3.2.2 Proxemics

Proxemics is concerned with the way people use and perceive space in communication contexts. You will probably show signs of discomfort if a stranger would touch your shoulder in the street.

These kinds of situations often occur when being with people with different cultures, intellectual backgrounds, and thus having a different proxemic style than yours. The core notion in proxemics is the notion of territory. The literature explains that there are different kinds of spaces in terms of distances:

a. Intimate space (0-50 cm)
b. Personal space (0,5-1m)
c. Social space (1-4 m)
d. Public space (4m and more).

The notion of space is crucial in classroom communication. Teachers use a large variety of proxemic behaviours. They may stand at the classrooms doors, sit behind their desks, enter after

their students, supervise, turn around, meet students in offices etc. These behaviors require different spaces according to the interlocutor's identity

The distance between a teacher and his/her student often differ from one user to another. It is also perceived differently. That distance can inform the interlocutors and those around of the type and quality of relationships between the users. A teacher's proxemic style can radiate interest, satisfaction, happiness or stress, tensions, and anxiety.

A happy teacher is ready to use shake hand with students and can even take group photos with his/her students with arms around him. The close distance of that teacher with students is a sign of recognition of the efforts they made during a year or a career. On the contrary, another teacher will choose a very distant proxemic style by hiding his body behind desks or offices. In extreme cases, teachers might opt for tardiness of even long absences. Therefore, distances speak a lot about the emotional, affective relations of interlocutors in classrooms and even beyond.

## 3.2.3 Chronemics

Chronemics is the study of time in communication. It is concerned with how people would use and perceive time in NVC. The role of time in communication is undeniably colossal. It is so in classroom communication. Teachers can control students wait time, speaking time, work time, discussion time, and even leisure time.

The way a teacher use time can impact his/her relationship with the others including students, parents, colleagues, non teaching staff and officials. The one who controls time, controls you. He/she got power over the others and can control the destiny of those who have inferior statuses. So, time and power are two core concepts in chronemics.

Teachers' readiness to communicate and share communication with the others can lead to a better power sharing and thus a better relationship based on mutual respect, satisfaction, and fairness. Fairness for instance might be translated into giving voice to the voiceless in a classroom. Teachers and students may exchange their roles to let everyone in a classroom speak and explain as if they are one-day teachers. Conversely, one can imagine the tenseness of the relationship and the poisoned atmosphere that would result from an unhealthy, unprofessional, inappropriate time management. The way teachers manage time can dramatically impact a whole

community. Therefore, reviewing and correcting one's chronemic style would ultimately difuse tensions inside a classroom/school and enhance a peaceful coexistence.

## 3.2.4 Haptics

Haptics or what is known in popular literature as "touch" is another important nonverbal channel, sometimes considered as nonverbal behavior. "There has been a substantial amount of research on the importance of touch in infancy and early childhood", remarked Alex, (2009). Authorities argued that depriving children of touch affect negatively their development. The question is, how true is that argument? Is it true for children at home or at school? And at what age is touch critical for children.

Haptics as a channel can be used to communicate different emotions and behaviors like: affection, sympathy, friendliness, intimacy, sociability, satisfaction, hate, confidence, sarcasm, abuse, encouragement, assistance, religious beliefs, and degree of familiarity. Haptics in schools however is a subject of a great debate all over the world. In Japan for instance, student perceive differently the use of touch during conversation. 52% of the students at a Japanese university consider that touch is friendly. While, 48% of them consider that touch is impolite (Shmidt-Fajlik, 2013).

Authors in many references debated the issue of haptics. They asked these pivotal questions: "why do we touch? Where do we touch? And what meanings do we assign when someone else touches us?" We know now that touch is culturally determined. The basic messages of touch are not always affection, protection and support. Touch can also be used to control the others, aggress someone, threaten them or even aggress one's body as in the case of self-inflicted injuries. Teachers for instance can pat their students' shoulders as a sign of encouragement and support. The same teachers can hurt, hit or kick a student(s) as well.

Generally speaking, the religion that the Algerian society follows -namely Islam in its orthodoxical version- disapproves any forms of touch betweens the opposite sexes. Even handshakes, for some people, are seen as a blatant violation of the Islamic rigorous commandments. This ethical rule -handshaking- is not always respected by the majority of Algerian students, teachers and personnel who see no major offence to the religious rules. Shaking hands with the other opposite sex is generally perceived by communicators as a sign of

openness and respect provided that no sexual abuse is intended by that. The majority of Muslim students, teachers and non teaching personnel believe that intention is enough to behave decently.

Haptics is a debatable issue for two main reasons: the potential perception or fear of sexual harassment and abuse and / or corporal punishment. Teachers tend to ignore touching students in the majority of the cases to escape any accusation or critiques. We do not unfortunately have the statistics about those championing and using corporal punishment -hands, feet- is often practiced behind closed doors. Schools rules and regulations are often intentionally, sometimes tactically, ignored to maintain a pseudo satisfactory peaceful teaching atmosphere.

The "no touch" policy seems to prevail in maybe all the Algerian schools. Touch has definitely many benefits but the other way round can be more destructive for teaching staffs than the benefits behind touching students. Teachers prefer to avoid taking any initiative however beneficial knowing that schools do not stand by them if there is a controversy or suspicion of abuse or harassment. Egolf, (2013) has lengthily discussed the issue in his book when he stated that

> While touch is seen to have many positive benefits, at the same time, "no touch" directives are being issued in many organizations. Organisations fear that they may be charged with tolerating sexual habuse in their organizations. Kronholz (1998) tells of "no-touch" directives in many schools. Teachers are being told, "don't touch, don't pat, don't tap and definitely don't hug" (Egolf, 2013)

Egolf, insisted on the reciprocality of touch patterns as related to status. The two key concepts seem to play a dramatic role in understanding the kind of relationship between people in different contexts including school context. He argued that,

> In general when touch patterns are reciprocal between individuals, it indicates that an affable and symmetrical interpersonal relationship exists; when the patterns are non reciprocal, the relationship is asymmetrical and less than affable. The later kind of relationship often exists when there is a status difference between the individuals (Egolf, 2013).

## 3.2.5 Kinesics

*Kinesics* means movement in Greek. By extension the concept of kinesics as a branch in linguistics means bodily movements. It includes the non linguistic expressions of the body or the face like gestures facial expressions (forehead, brows, eyes, mouth, and cheeks as "a systemic mode of communication" ("Kinesics", n.d.)

Kinesics studies the body or parts of the body position, movement and even orientation. The first researcher who developed the concept of kinesics was the anthropologist Ray Birdwhisll in the 1950s.

Teachers or/and students posture or body orientation can tell a lot about the classroom atmosphere, the participants degree of fondness, the degree of involvement, attentiveness and even the psychological profile without forgetting status. If a participant's body is leaning backward, this will betray arrogance. If the body participant's is leaning forward, it might be interpreted as numbness, humbleness, shyness, fear, or weakness. Body postures can even radiate carelessness, fatigue, tiredness, respect, interest, boredom, disrespect, extroversion, introversion, interpersonal vs. intrapersonal intelligence, hesitation, brightness, unpreparedness, enthusiasm, stress, thoughtfulness, satisfaction or distress. Character and emotions can be reflected by the visual language of body posture, position, orientation or movement.

In terms of non verbal violence, a body posture, position, or movement can betray anger, dissatisfaction, intention to assault, aggressiveness, or empathy. Any change in mood or behavior ,when compared with the usual normal person's profile, can become a highly precious hint that foretells a potential threat or an imminent assault. Preventing violence goes through a thorough knowledge of non verbal language mainly kinesics.

The body is the second not to say the first "thing" students look at or me might dare to say "listen to" for the body would tell a lot about a person psyche, personality, and thus his personal characteristics as well as his professional profile. A body would say a lot about a person's living style. The teaching style of a person might be affected by his educational style at home and vice versa.

Authoritarianism as a personal philosophy is sometimes projected beyond the personal circle in terms of proxemics in social and public circles. The personal and the social/public overlap and interact and might even affect each other. A teacher behavior at home is sometimes –not to say usually- projected in classrooms. This is professionally a frequent syndrome of persons who tend

to behave "normally" in all settings and contexts. They are teachers who tend to confuse the public with the private.

The body is a powerful speaker and one of the most significant non-verbal forms of expression. Gestures since related to the body parts -face, brows, forehead, arms, and shoulders- play a vital role to complete the verbal patterns like eyes. Researchers are even claiming that "the boundaries between language and gestures, or verbal and nonverbal communication, can be hard to identifyIt is evena point ofcontention" (Hargy, 2016). The de-compartimentalization of the verbal and the nonverbal is just an artificial procedure triggered by pedagogical and intellectual needs. Language is beyond the simple verb. It is a complex system of grammar and grammarless spoken and non spoken structures.

Body language (Fast, 2002), including gestures are either arbitrary and symbolic or emotional and thus universal. Its universality does not prevent cultural specificities. The core principle exists as proved by anthropologists with different and sometimes contradicting meanings. People speak with their whole body. In terms of language learning, dynamism challenges staticism. It is beyond the phonemic system. So,

> When a man nods his head to indicate assent (or in some cultures refusal), the gesture is arbitrary, and therefore symbolic. Weeping is a sign of sorrow, and blushing is a sign of shame, but these are caused by emotional states in question, and so are not arbitrary or symbolic (Barber, Beal, & Shaw, 2012)

Emotions like shame, anger, joy, happiness are universal. In terms of communicativeness and truth, words can be linguistically deceiving, manipulative, ambiguous, misleading, Untrustworthy, and thus potentially conflicts triggering. According to Nitin (2011), "People's actions often do speak louder than words. In fact, most people can deceive others much easily with words than with their bodies. Words are relatively easy to control; body language, facial expressions, and vocal characteristics are not".

In this case, actions -and even inactions- speak louder than words. Actions are considered a nonverbal language where body movements, posture and orientations, and objects constitute symbolic gestures performed by persons or institutions. Planting a tree is a powerful message.

Burning a flag however, symbolizes discontent. It is sometimes decoded as a powerful means of opposition or a declaration of war in some contexts.

The body language is more reliable in communicative contexts like classrooms. One might control his speech -oral, spoken, and/or written- but not his blood, nerves, sweat, face muscles, or eyes pupils with maybe some exceptions as with professional actors. Biology and body chemistry control the body. The reverse is impossible. "By paying attention to these (body, face) nonverbal cues, you can detect deception or affirm a speaker's honesty. Because normal communication is reliable, people generally have more faith in nonverbal cues than do in verbal messages" (Nirin, 2011)

Honest people are linguistically and naturally attractive, here lies their communicative competency and sometimes -when talking about politicians and teachers- their charisma. Teaching teachers, student teachers, or students about kinesics would be an ideal objective. In fact, time constraint, financial resources, space, human resources in terms of expertise, and feasibility might be over-challenging to fulfill this demanding achievement.

However, a videotaped or a concise written guide about the basics on kinesics would be extremely helpful for neophytes, not to say the whole community of teachers, student teachers, non teaching staff, who might be interested to learn about posture and hand shaking for instance. Similar actions addressing parameters like context and local research would be welcome and beneficial to reach that non violent communicational and safe environment inspired by relationship-based classroom theory (Hart, & Hudson, 2004) and convivencia (living together in harmony) (Gittins, 2006).

An NVC guide -or tutorial- for teachers and student teachers can be based on the core universal emotions, as identified by Ekman in 1976, without bearing in mind the local cultural specificities. Since our concern is non verbal violence, the focal issues would follow the niche of research developed here like non verbal anger manifestations, aggressiveness, boredom and the list is not exhaustive. Any issue having a direct or indirect relation with violence is worth studying. Such an enterprise would be time consuming for the organizers, but highly rewarding for the whole community in terms of health impacts. The financial loss dedicated to cure school related syndromes can be redirected to improve people's life and build more and better equipped schools for instance.

## 3.2.6 Vocalics

Vocalics is the study of the human voice in communication. A teacher's voice is either an ally or an enemy. In a classroom context, the voice is a verbal ad nonverbal channel. Teachers can receive and send emotions through the different dimensions of their voices. Therefore, it would be crucial for any communicator to learn about his/her voice, explain the different psycho, social, emotional and communicational functions of a voice or what experts call vocalic.

The impacts of a voice use on students are tremendously important. A teacher's voice can switch the students' minds on to communicate and interact if used properly. As it may switch their minds off and thus disconnect from the classroom's events. Teachers are not born with that exceptional voice which characterizes big orators. However, they can "learn" about their vocal organs, the four dimensions of the voice tone (humour, formality, respectfulness, and enthusiasm) (Moran, 2016). They can read about the five properties of the voice (pitch, quality, force, abruptness, and time) (Enos, 2013), the functions and impacts of a voice on students' attention, and the list can go on and on. Teachers can, for instance, train themselves or ask for the help of phonologists or communication coaches online and in private schools. They can revisit their theoretical knowledge about articulation, enunciation, variety, stress, intonation, pronunciation, pace, pauses. Adjusting accentuation, voice volume, pace and rate is undeniably beneficial during a teaching career.

Speech is not all one can predict from a teacher in a classroom. "One can mutter, whisper, shout, laugh, roar (why not), suggest, and demand" (Guzman, 2014). The voice possibilities are quasi endless. Silence speaks too. It speaks volumes. Speaking in a classroom might be an art, but it is also a science.

## 3.2.7 Objectics

In every school around the words there are people, objects and a surrounding. When speaking about objects one should consider and reconsider objectics. Objectics is one of the most interesting aspects of NVC. Yet, it is one of the most hidden facets of communication as well. Most of research focused on particular objects or artifacts like clothing but overlooked the other communicative processes- whether personal social  or public- like ornaments, jewelry, cars,

glasses, hairstyles, cosmetics, colors, hats and caps, tattoos, piercings (traditional or modern), and other accessories like cell phones, watches, head sets and the list is not exhaustive.

Anything people display or exhibit intentionally or unintentionally, manipulative or normative hold communicational potential that affect the sender(s), the other(s) as receivers, since "Nonverbal communication is a process whereby people, through the intentional or unintentional manipulation of normative actions and expectations, express experiences, feelings, and attitudes in order to relate and control themselves, others and their environments" (Hickson, & Stacks, 1985 as cited in Harris, 2002)

Objectics may communicate marital status, economical status, social status and or membership, even cultural tastes and preferences and religious, unreligious membership. A student, teacher, headmaster, parents are always communicating something to be decoded or not by the others. A myriad of non spoken messages overflow submerging the readers as receiver or interlocutor. It would never be enough to re-mention the axiom that "we cannot not communicate.The communicative potential and impacts of object communication can be divided into three:

## 1. The neutral impact

When the objects or artifacts are normative, I.e., conventional, the communicative impact is neutral. This is a situation, where everybody in a group or society conforms to a single conventional cultural norms and codes. The level of "attractiveness" or unattractiveness is very low, not to say inexistent. It is a NV communicative situation that occurs before, during and after classroom sessions for instance.

The intentions are somehow controlled and paradoxically nobody has the right to control, influence or distract the others communicatively. A non-conformist attitude would be decoded as a rebellious attitude rather than agency or a private attempt of originality. Originality is sometimes misunderstood and perceived as a respectful "speech act". Sameness and conformism to a group can not only be a sign of respect, conformism, discipline but also social pressure, fear, and "forced" absence of personality or limited freedom.

## 2. The positive impact

We are what we wear. If we are dressed like a doctor, people will suppose we are doctors. With businessman attire, people might think we are serious and able to understand finance and

banking. If we opt for a religious conservative dress code, we would probably "force" people to over-respect us even if "*barba non facit philosophum*".

A suit and a tie would be a good clothing style for people -whatever young they would seem- seeking a job in banks or offices. Simply stated, we can "dress to impress". We would not expect an investment Bank Officer or a teacher in a public school with excessive face piercings and visible tattoos on his/her body.

Bank officers and teachers- however expert they are- would inspire suspicion, doubt, anger, confusion, disgust and even revolt of a whole community and not only parents if they exhibit piercings or tatoos. Similarly, teaching sport in a school gymnasium would be ridiculous with a fancy suit, a tie, hat and glasses. People with their NV behaviors can control the others with the right garment and inspire confidence, professionalism, and expertise. Nobody would probably trust a religious representative with a pair of ripped jeans, and a tee shirt exhibiting a hatred discourse like "I hate religion".

A positive impact might be staged and controlled, normative, intentional, or unintentional. A dress code may radiate a range of emotional reactions and attitudes, and a positive image reflected by the person and can thus yield a positive impact on the whole surrounding. What we wear can influence positively the others when they show satisfaction. Accordingly, satisfaction can be read in people's faces, voices, or prosody.

## 3. The negative impact

Clothes and objects can have negative impact on people in public and social circles. Clothing when inappropriate or not responding to the social expectations of conformism can be aggressive, provocative, disrespectful, and rebellious. Dress whether in terms of colors, form, size, length, texture etc can "invade" and affect people taste and vision, security, social peace, stability of institutions. Nudity for instance is perceived as provocative, non-sensical, abusive, and tasteless in the majority of societies around the world and even in the most modern metropolis from Los Angeles to Tokyo, and from Aberdeen to Cape Town.

 "Abnormal", unacceptable "eyes aggressing attitudes" expressing minorities' specific behaviors, or even a religious garment in unusual contexts, may embarrass people and cause conflicts. Extreme choices, weird fashion, radiating racist, sexist, ageist, intellectualist, or extreme political messages might shock and highly disturb people who witnessed traumatic events. Those people

are still struggling with such trauma whenever faced with anchors retrieving violent or sad moments of their lives.

Some examples are worth re-mentioning. Nazi cross and Nazi symbols on tee shirts would be highly provocative and detrimental if seen by WWII survivors across Europe. A Ku Klux Klan dress code would be perceived as extremely racist and can even revive fear in the US especially if worn by white people whatever their nationality would be.

Conversely, showing - progressively or not, intentionally or not- more skin might be seen or interpreted as culturally unfitting and sexually provocative even when suggestive. Whether over-considered or under-considered, sexual intent of women or men, girls or boys on each other and their impact based on their clothing, has been studied by numerous researchers like Farris (1996), Farris and Rieman, (2013), Baker and Carey (1995). However, these hypotheses are still in their infancy. A sexual or sexualized garment does not always imply sexual intentions in public or social spaces like the outskirts of schools or classrooms in a proxemic consideration.

Men's and women's behaviors and judgment can be misleading by real or seemingly sexual attractiveness. Judgments are usually based on perceptions, and perceptions are relative and culture based. However, what can be noticed in Algerian schools are an ambiguous posture and an unclear clothing policy in schools. Ambiguity can leave room to judgments, varied interpretations about norms, rules and regulations or even the degree of visual harm clothing can bear or cause.

If the European and U.S schools have a clear and explicit clothing policy for students, the Algerian schools prefer less constraining policies and thus leaving that issue to parents, teachers and officials. Those latter have a very large margin of maneuvers, and can accordingly, be the only judges if solicited to solve objectics related controversial issues. Can that blurred stance be explained as a clever diplomatic policy or a dilemmic confusion?

What we can be sure of is that a clothing style can have negative impact on students, teachers and non-teaching staff. This situation may lead to complex issues like distraction, sexual abuse, and a continuous visual aggression. Ultimately, students, teachers should manage clothing issues according to their knowledge, education, cultural background and the degree of openness, carefulness, or *laissez faire.*

The level of distraction -that we believe exist- has not been assessed empirically in Algerian schools. Debating the issue of school discipline and clothing policy would trigger endless

subjective passionate and emotional controversies. In terms of intellectual rigor, nothing can be asserted, confirmed or rejected unless considered in its natural context. In the case of this study, schools and classroom are the natural place context to be considered and reconsidered. All things considered, it is axiomatic to state that clothing and dress policies in schools can create negative impacts on the teaching/ learning community.

## 3.2.8 Physical surrounding

There are nine factors affecting the behavior of the communicators. Students are "obliged" to spend almost fourteen years to forty years and even beyond for university teachers of their lives in schools. These factors are called, in NVC literature, physical environment. In different references they are called physical surrounding. We suggest the use of *surroundics* which is shorter.

Authorities have identified them as: furniture, architectural style, interior decorating, lighting, colors, temperature, noise, music, smells or olphactics. Scholars in the field of communication say that the perception of nonverbal messages can occur through the five senses, sight, sound, smell, touch and taste.

Taste is not concerned in our study. It has an insignificant, yet not unimportant, impact on the behavior of school stakeholders unless we would talk about the quality of food served in campuses or schools. However, it might be a good research avenue for those who would be interested on the effect of food on a student behavior.

In his book entitled the Ethnography of Empowerment, Robinson (1994) pointed out other factors impacting the way people communicate. He added tidiness, comfort of chairs, and room size. Let's consider now all the factors that the number of which can be revisited and oversized from nine to twelve if Robinson's factors are added.

   a. **Lighting:** Lighting has a special influence on peoples' mood and thus can contribute in their capacities to communicate or perform things. The changing quality of lighting has a direct impact on students' behaviors. "Lighting influences the way people become motivated to do a task. Bright lights are an invitation for energetic listening, while a dim

light helps an informal atmosphere to emerge and facilitates conversation" (Robinson, 2005).

b. **Temperature:** According to Robinson (2005), temperature can be a deterrent or a stimulant. In classrooms that are too hot or too cold, the sharing of meanings becomes difficult if not impossible (Verderber & Verderber, 1986 as cited in Robinson), at least for those students whose learning styles prefer a certain temperature (Dunn & Dunn, 1987 as cited in Robinson). A child learns better if the temperature he is exposed to is adequate. Students comfort and the temperature of a classroom are inseparable. Temperature can dramatically affect the students' communication, behavior and learning. In another study conducted in seven primary schools in Blackpool, "lighting, circulation, acoustics, individuality and colour were revealed to affect pupils' progress" (Jenkin, 2005).

c. **Architecture**: The architecture of schools has long been that disserted problematic till the 80's. Those studies asserted that building orientations, building esthetic, building materials, facilities related to them, gardens, and trees can enhance the students good feeling and encourage them to stay longer in schools as compared with other places in the same town. School buildings should be a serious competitor to homes architecture and comfort because the most advanced curriculum and the highest hopes have little chance of success without a supportive physical surrounding according to Miller (1998).

When analysed, the Algerian schools showed serious deficiency as far as Miller's three major prerequisites. The distance of windows from the outside world is only one meter and a half, actually the distance of the pavement. Students find themselves exposed to a multitude of noises of people, informal merchants, transporters, kids, insults, shouting, traffic noise and even more.

The distance between the external world and the classrooms in a certain number of schools is absent. The quality of glass used in windows does not "protect" classrooms from noises and even aggressions. Schools officials were forced to "barricade" the windows with ugly metallic bars suggesting prisons architecture. Teachers and students together are forced to endure embarrassment, noises and verbal violence on a daily basis. The distance of classrooms windows from the outside world is supposed to be around

200 meters in a regular architectural plan. A quick comparison of our schools with norms-based and well architecture schools around the world third world countries included (Tunisia, Morocco, Greece, or Turkey) can suggest irregularities in either decision making or architectural norms.

d. **Comfort:** Comfort and architecture should not be dissociated since complementary. Complementarity means, difference and for that reason the issue of comfort in the classroom should be discussed separately. Even with the most sophisticated fashionable *avant garde* architecture, the absence of comfort can give a feeling of incompleteness. Comfort, as a concept, is synonymous of pleasure, easiness, soothing, well-being, contentment and above all security. "Students spend only seconds in classrooms after their courses end. They spend more time in open spaces -minutes- and even a much longer time -hours- standing or sitting in gardens' chairs and public spaces inside schools and campuses". Miller (1998) presented a series of guidelines about stimuli, security and comfort, fittingness of activities with classrooms, privacy and individuality if possible.

We cannot not talk aboutolphactics. The olphactic facet of communication as a channel of NVC has a direct relation with the comfortable vs. uncomfortable feeling of the students in schools. We tried to assess students' satisfactory level about their feeling when they use sanitary facilities. We asked them a question to grade their oculesic perception (vision), olphactic perception (smells), haptic perception (touch) when they use the schools sanitary facilities. We asked them the following questions: "How satisfied are you on a scale from **0** to **10** when using those facilities as far as smells are concerned, as far vision is concerned and as far as touch is concerned? The results were a little bit surprising, since smells, and ugly sight became a norm that could not be perceived as micro-violence. "It is normal", the majority replied.

## Conclusion

According to some experts, more than 60% to 65% of all human communication is nonverbal. Nonverbal violence represents a substantial part of violences. Research has already proved that nonverbal violence and nonverbal communication are closely related. Nonverbal violence is simply the manifestation of body behaviours. Eyes can hurt and starring, sneering looks,

winking, eye rolling, absence of eye contact, threatening looks are the perfect examples of behaviours where eyes are used. Hands and arms can hurt too. Insulting or obscene gestures and unsolicited touch can be highly abusive in school context.

Talking about nonverbal abuse in school means talking about the different situations students, parents, teachers and even non-teaching staff may encounter. In Algerian schools everybody can hurt everybody. Besides eyes, mouths, and hands, other forms can be used too. Body posture, proxemics, chronemics, are the other ways used to threaten or abuse a person in school or outside.

Typically what people perceive is just interpersonal violence occurring in classrooms. Reality is more complex than that simple dualistic two way abusive communication. Reports have recorded incidents of parents nonverbally abusing teachers or officials. School colleagues are not immune of abusing each other. Stories of sabotage, isolation, ignorance, jealousy, manipulating by excessive gifts, helping to manipulate the other, hiding documents and /or news, refusing to help, sending unsolicited emails, can be abusive forms of nonverbal communication as well. A huge list of nonverbal abusive behaviours can be written down but this space cannot suffice.

# CHAPTER FOUR: THE SOCIOLOGY OF SCHOOL VIOLENCE

## Introduction

Throughout the 21st century and beyond, a myriad of disciplines tried to study the real nature of the teacher as a concept -in its professional dimension- and as a person -psychosocial dimension- having to manage different roles and having to negotiate various statuses with blurred boundaries. The nature of his profession demands endless duties and requires extraneous requirements. The complexity of contexts in a classroom may seem limitless and the scenarios unpredictable. All those above factors make his/her workplace a war zone where everything can be possible even peace. The endlessness of scenarios in an educational setting, like the classroom, makes teaching/learning for the most enthusiastic -let alone the neophyte- teachers a daunting prospect and for the most motivated student an over-challenging, unfriendly not to say dangerous zone.

Some teachers and educationists perceive -subjectively/objectively- themselves and the other teachers as almost perfect, unaccountable professionals, and irreproachable persons who are ready to accomplish their duties in an unquestionable way using the long-life learning process to enhance their performances. Consequently, blaming teachers or worse suing them would seem a blasphemy and a non-sense which requires ignoring the blamer. Anyone trying to blame a teacher could be suspected of a vile intention to destroy an irreproachable person.

Like in real life situations, a teacher has to perform a multitude of roles as if on a theatre stage. The classroom being a stage, s/he has to play roles and performs many tasks shifting from a mood to another and from an emotion to another ranging from satisfaction to disillusion and from a highly motivated state to a feeling of fatigue and burn out. Teacher associations like the CLA and CNAPES do never blame teachers however unprofessional they could be. This is a fact that stems from a "blaming the other" attitude, which is commonly legitimate since they represent teachers. Teachers do not criticize teachers like them. They belong to the same professional circle and have to show solidarity in all circumstances. Teachers and associations representing them have a tendency to blame the others whether government, students, parents or their respective associations. Each association tries to blame the others but would never criticize

itself in anyway and at any cost. « Gone are the days when teaching was an interesting job » would respond teachers if asked about teaching today students.

## 4.1 The meaning of schools

The meaning of education and schools has always been changing and dynamic throughout ages. From Plato to Paul Freire (a Brazilian educator and philosopher, 1921-1997), schools witnessed radical reforms and the meaning of schools has been a subject of endless debates and positions that ranged from idealistic optimism to pessimism, and from a sheer trivialisation to a frustrating complexity.

There is a shared feeling among parents and students that schools diplomas like the *Baccalaureat* and the *Licence* from the Algerian schools are no longer credible. This is probably due the global economic, sociological and even cultural changes are impacting societies and youth specifically. A young middle school student can easily memorise and tell you about all the football players in a Spanish club, but can hardly learn ten irregular verbs unless forced to do so.

Various authors and scholars are showing an alarming skepticism and are even yearning for alternatives that might challenge the authority of governments and schooling policy. "One hundred years ago the answer to this question was relatively simple. A high school diploma meant that the graduate was proficient in basic academic subjects and ready for the workplace. Today schools are facing many complex issues and parents are frustrated" remarked Lampert (2003). It seems that the reluctance to learn is becoming a universal trend.

The perceptions about institutions like schools differ and obey different parameters. No wonder the perceptions of the same person-the case of children- would certainly change through time responding to age, needs, gender, context, psycho-social factors and other circumstances affecting emotions. While schools might be seen as bear garden and safe haven in early childhood, they might be seen later on as war zones where violence prevails, as hell and boring prisons say others. It might be perceived as a guarantee of success for an intellectually secure child, financially advantaged boys or a minority of poor students -girls specifically. The presence of 95% of girls in Algerian Tertiary Schools in classrooms is symptomatic. However, it might be perceived as a highly challenging place where frustrations, fear, boredom are felt and learnt helplessness reinforced.

Children, adults and governments may share the same attitudes and feeling towards schools. In other words, an optimistic perception if success is guaranteed for all the stakeholders. It might

differ if the outcomes, results and expectations stumble down into a manifest failure whether real or perceived.

## 4.1.1 The meaning of schools for children

Studying such a controversial issue requires a thorough knowledge of the sociology of education. Dealing with abstract definitions and theories might be helpful, but the nature of the field of sociology demands a close attention to a day-to-day experiences of the different stakeholders namely children.

Many researchers, (Antes, 1964; Toppin, 1990; Fromberg, & Bergen, 1998), tried to depict and comprehend children perception of the meaning of schools. Many of them focused on children perception of schools as compared with that of their parents. The assessed children gave predictable and unpredictable responses marked by certain optimism. Children's meaning of schools can be classified into three broad compartments: economy and business, education and learning academics, and psycho-social needs.

We go to schools to "get money" in the future. "To do business" thought the first assessed group of children. School means "intelligence" for another group. It is "escaping ignorance", "studying" for the others. The last group chose a sophisticated and elaborate response. For them - the number of respondents is unknown- schools means "freedom". We can understand that it is for them freedom from any kind of authority. To be free means to become autonomous. It is independence. One can "get prizes" and "become important"- social status-. To become important is a psychological readiness to shift towards a more serious world. It is a social need to shift towards responsibilisation and adulthood.

These kinds of responses betray a readiness to perform adults' roles and confirm Maslow's theory of needs namely self-actualisation. Children can have needs like adults. Children's answers "reflect their parents" choices. They are a social reproduction of parents' perceptions. They are "social responses". Children responses are similar to adults-parents- expectations, i.e.: money, knowledge, prestige. Parenting is a social conditioning of children. Parents usually chose what they believe is the best for their children's future.

For financially secure families, choosing the best schools in the world might be the solution when they believe that public schools do not guarantee success and safety for they are destined for middle and lower classes.

Children love learning. They love schools for schools are the best places to learn, have fun and enjoy social interactions with peers and friends. Learning alone is not fun for a child. Learning alone is an adult attitude. To go to school is a dream that comes true. It is a transition from loneliness at home as a child to socialization. Going to school for the first time is a big event. Exceptions can be made for physically or emotionally impaired children - like autistics- or those suffering school phobias.

Children -unlike adults- have great expectations about schools and teachers. Teachers are expected to know everything about the world and have the answer to every single question. Teachers tell always the truth. They never lie. They cannot lie because they are teachers, i.e. the best role models in the world for children. They never make mistakes, too. They are the perfect intellectuals. Teachers are those parallel smart family children would never have.

Children's perception of schools and teachers change according to their age, academic level, gender, motivation, self-esteem, security -financial, linguistic etc- and the types of events and challenges they undergo in their scholastic life. It is sometimes a transition from a highly ideal - or idealized- world to a highly challenging down to earth -often sour- reality. Children perceptions of schools and teachers can shift from a wish to become that same teacher -male or female depending on their sex- especially in primary schools, to a wish to make teachers disappear.

Disenchantment and frustration usually occurs when children begin to understand that adults want to deprive them from their childhood and compel them to enter the alien zone of adults. Successful children would certainly try to conform to adults norms ruling academics. Underachievers usually show a covert or overt kind of rebelliousness, a refusal to obey and a wish to live entirely childhood without being obliged to think like an adult.

## 4.1.2 The meaning of schools for the government

Governments around the world have understood the importance of schools as central educational and even economic institutions having roles duties and rights. On the other hand, schools "clients" -children including their parents and teachers- should tacitly accept school regulations and laws. Ruling schools and thus holding power to accept, punish, reject and exclude children is considered a duty for any government. Obeying schools rules is the duty of the other stakeholders.

Through the different functions and roles, schools have meaningful and strong arguments to convince the most skeptical through complex and powerful communicational procedures. A yearly monetary budget and huge human resources are utilized to maintain the whole educational system. Among the institutions used to champion the merit of schools are schools themselves. University research is a very powerful intellectual procedure that responds the worries of parents.

Fields like psychology, sociology, neurology and biology are very productive and insist on the urgency to school children to prevent their psycho-neuro-social deviance. Sociologists for instance insist on the necessity to "produce good citizen" and to socialize them during the different phases of their intellectual growth at school. People think that it is "the school's business to train the whole child" (Laubenstein, 1955). It is also the schools' responsibility to train children in co-operative and mutually helpful living (Dewey, 2007). Parents usually feel delivered from that huge responsibility that demands time, efforts, financial and human resources.

In this vein, "the family gets the child, but the modern family tends to leave much undone in the socialization process" (Green, 1960). Children at school have the duty to learn how to co-operate through team work, citizenship, openness on the world, conforming to laws and regulations through curricula, and text books. In schools "patriotic sentiments are instilled, the nation's past glorified, its legendary heroes respected, and its military ventures justified. Thus, a school is really a grooming place for every child" (Shori, 2016). Becoming a member of a society is a right; it is an obligation as well, that is why governments through public schools "devotes much of its time and energy" to the socializing process.

Therefore, governments have the legitimate right to exploit culture through its different forms and syllabi. Whether art, literature, philosophy, civic education, culture maintains societies and bond around national principles. "All societies maintain themselves by exploitation of a culture" (Smelser, 1967) and schools are the best places to instill "politically correct" principles responding to their government's institutional needs. Fitting into a culture is a necessity; therefore the "formation of social personality" is a way to fit in. The existence of any state can be guaranteed by institutional social processes like socialization that maintains the social cohesion and the process of social reproduction.

Children go to school with a certain set of beliefs and conceptions about the world. Some children attitudes -the number requires a study- do not fit in the nation's set of principles called

culture. Accordingly, schools "aim at the reformation of attitudes wrongly developed by children already". Children negative attitudes like hatred, incivility, rudeness etc are to be reformed. Schools have the duty to unteach wrong parental principles-according to schools norms. At the age of five, educating and instructing children is no more the duty of parents but schools. Children belong to school. They will spend the majority of their awakening time at schools. They belong to the government. Homeschooling is thus criminalized in certain European countries like Germany and Sweden. It is an outlaw procedure in Algeria and the majority of countries around the world even if controlled by strict regulations in the USA, Canada, and New Zealand.

School degrees are considered by many as a key for a personal academic success that opens doors to a financial security. Scholastic success guarantees livelihood and schools instrument to regulate social ranking. Obtaining a well paid and decent job went through schools. Today it goes through best schools. Only a minority can survive the complex and out-dated assessment system. Youth are the backbone of any society. Therefore, they should fit in a reproductive social system. Money is the best motivation for youth, and governments pay a great attention to satisfy children's needs whether culturally, intellectually or economically according to social objectives.

Schools encourage the spirit of competitiveness. It might be perceived paradoxical when we know that "co-operative values" and "personal competitions co-exist side by side in the same classroom. Success requires competitions and competitions yield winners and losers. Unfortunately, educational institutions maintain a structure that permit to determine winners and losers" (Ouellet, 2018). "Teachers admire and praise" those -advantaged children- who can get best grades, but despise those underachievers who are simply "left behind" by the merciless - since regulated by laws- educational system. Underachievers are simply ejected from schools and the circle of competition *dejuri*.

The school ranking system has always been criticised for having "left behind" over-challenged and insecure children. It has also been criticised for its detrimental role and negative effects on the child psycho-emotional stability. Ranking at school serves to prepare for a later ranking system that would compartmentalize ejected children into social classes and into academics vs. non-academics who should accept their faith outside schools.

Children at schools are thus precociously prepared to accept their failure as an internal perennial factor. This situation might promote hatred between bright successful children -sometimes

labeled as "nerds"- and underachievers inside and later outside schools during childhood and beyond when they meet in work places.

## 4.2 The Sociology of the Hidden Curriculum

### 4.2.1 Definitions

This is a fact. Two competing- often contradicting- curricula strangely co-exist in schools from primary to tertiary. Teachers, students, and officials can read, hear the "official" apparent curriculum that takes the form of rules, regulations, and laws. Parallel, and in the same school, another type of curriculum exists, but nobody can see, write, read or hear it. It is the omnipresent hidden curriculum as theorized by Philip (1968). The roots of the sudden explosions of school violence and bullying that make the national headlines may be found in the often complex aspects of this hidden curriculum that exist at all schools.

When looking closer, those complex aspects might be interpreted in terms of language, rules, norms, myths, beliefs, gender sociology -mainly masculinity and patriarchy-, and irreligiousness. Those aspects might represent a serious competition to the apparent curriculum and maybe more powerful in certain contexts, than the "real" curriculum.

Unspoken, unwritten, unseen, insidious, powerful, inevitable, dominant, subtle, accepted, implicit, illegitimate, and problematic. These are the different qualifiers used by researchers to explain the psycho-social phenomenon of the hidden Curriculum.

The term "Hidden Curriculum" is a term coined by Philip Jackson in 1968 to refer to the unofficial 3Rs, Rules, Routines, and Regulations, which structure life in the classroom (Hemings, 1999). Scott (2014), in his Dictionary of Sociology, 1998, tried to define the hidden curriculum as "the way in which cultural values and attitudes (such obedience to authority, punctuality and delayed gratification) that are transmitted, through the structure of teaching and the organization of schools" (Scott, 2014).

While, for Bowles & Gintis, 1976, (as cited in Margolis, 2002), "the hidden curriculum is the process of inculcating behaviors through the natural and everyday features of school". According to Costello, students are not only schooled by teachers but "schooled by the classroom" as well

(Costello, as cited in Margolis, 2002). Though the theory of hidden Curriculum has been suspected to "bear Marxist perspectives", its implications meet the reasoning of other theories like low-level violence, micro violence, symbolic violence, and mainly nonverbal violence.

Besides, the hidden curriculum has also been defined as "the subtle influences on students that reinforce sexist and racist messages" (Sadker & Sadker; Klein; Stitt, as cited in Robbin, 1992). A simple illustration of that sexism can be felt and perceived in the implicit exclusion of women "from texts, curricula, and history" say researchers like Robbin (1992). Perennial literary great works have long been the production of the powerful: men implied. When referring to languages we often refer to literary figures representing them. Moliere, Shakespeare, Cervantes , and Elmutanabi are known as exclusively masculine associations when talking about languages.

In her article, Ashley Crossman (2018) defined the Hidden Curriculum as "a concept that describes the often unarticulated and unacknowledged things students are taught in school and that may affect their learning experience".  The things learnt concern different social aspects in school like the physical environment, organizational aspects, peer pressure, supervising and issues related to grading. The author explained that those "things" are learnt by "simply being in school" (Crossman, 2018).

## 4.2.2 Hidden curriculum subtext

A subtext is any message implied in a written, spoken text within a context. The hidden curriculum, even if unspoken send messages inculcating behaviors expected by peers, teachers and/or parents .These messages vary according to social class, sex, race, and nationality.

There are three different, often competing "messages system" in schools: The school hidden messages- including teachers and administration (1), parents hidden messages(2), and students hidden messages (3). The interaction between the three hidden curricula is incredibly complex, powerful, responding to socio-political -often strategically unpredictable dynamic- alliances.

These alliances respond to the culture and social norms adopted by each community -school community, students' community, and parents' community. Alliances and counter alliances are constructed and deconstructed according to legitimate/illegitimate interests responding to different needs in different contexts.

Parents may ally with the school Administration and teachers against their children to perpetuate "traditional social norms that encompass docility, obedience, conformity, competitively, and

cleanliness since schools and parents represent the powerful adult authority to be obeyed. The notion of powerfulness and powerlessness is the core political configuration in institutions ruled by traditional-sometimes outmoded- social norms. Authority figures order, children obey whether they like it or not. Notions like democracy and conformism seem to contradict with each other and this is the main challenge in every system educational would it be or political. It is "for their own wellbeing" is usually the typical response of authorities challenging schooled and even unschooled children needs at home.

Likewise, parents and children may create and alliance against the school authorities that takes the form of a pact that does not meet the officials/teachers objectives, curricula and interests. Parents, for instance, would allow their children to illegally compete through cheating in exams to get the famous -often controversial- average. Records do not mention any case of parents denouncing their own child(ren) when planning to cheat, when cheating, or after cheating. Parents simply turn a blind eye on incriminated actions wishing even "luck" to their fraudulent son/daughter. Parents' subtext seems to be the following: "*Son, you can cheat, I have no problem with that, I won't denounce you, I will even keep that secret forever. But just don't let them catch you cheating; if they do catch you, I am not responsible. If you go through, we'll celebrate that together*". In a decoded text one can understand that in the popular saying: *"Notcheating unless you get caught"*. Yes, some parents do explicitly or implicitly encourage unethical, uncivilized behavior like cheating.

Cheating can provoke a great scandal for the reputation of schools. Therefore it should be combated with all the possible traditional or modern technical means. Cheating in high stake exams like the baccalaureate may provoke a "political earthquake" for it affect the credibility of the whole educational system of a whole nation. Algeria still remembers the leakage of "BAC 2016" (Bachelor's degree) that made the local and even international headlines and has been described as a "shameful masquerade". The dynamic of alliances can occur among the same community (parents, teachers, non-teaching staff, students, officials). As it may take the form of inter-communities bonds ruled by micro-political principals responding to the unique basic principal of "interest" similar of that used in international relationships.

## 4.2.3 Sub communities alliances

There are no homogeneous microcosms. Differences may prevail inside each school community and even beyond. A group of teachers may bond against another group of colleagues working in the same school. We may talk about *cliques* in that context. Things may become more complex when it comes to the social-political dynamics inside a classroom or school.

Challenges can increase dangerously for teachers and decision makers when we know that the larger the community, the more complex are the situations. Students represent the largest community, which implies trickier situations and problems to solve. The matrix of configurations would seem endless.

Upper class students may "bully" lower class students for the simple reason that those latter cannot afford buying objects and possessions the richer in school own. Likewise, lower class students may also "bully" upper and middle class students-and even the same class- for showing "non-traditional social norms". Boys at school often exhibit their masculinity through sports like football. In schools and even beyond, body shaming and aggressiveness is a norm.

Male students in Algerian schools are teased on a daily basis for non conformism to boys' hidden curriculum. Class- based conflicts have always existed in societies, and schools are simply transferring those societal conflicts inside schools in a reflective process. Conflicts may take a surprisingly extreme form among the same community that is supposed to bond against the rest of communities.

Let us take the example of boys in middle school competing to take power and get the precious reputation to be called tough boy/bad boy and the title of the most popular boy in the class. Being an athletic boy in school may not be seen as sufficient unless combined with other boyishness/manhood "prerequisites". An athletic boy who is not rude, crude, filthy, verbally and physically aggressive, bearded, ready to date without showing any kind of affection for girls, risk taker, cheater, and non conformist to his school official, may be seen as "not man enough".

Talking of masculinity in a grammatically singular form may not make the social political dynamics decodable enough. Researchers would prefer the use of the term "masculinities" in its plurality to emphasize the complexity and the varieties of the social matrices in a school and the Algerian school is not an exception.

Similarly, a "not girl enough" situation may occur in schools and the prerequisites to be part of the "real girls club" responds to a peculiar hidden curriculum that comprises implied messages to "learn". Algerian middle schools -sometimes even before- are the first "schools" to learn how to become a woman at a moderately precocious stage. Girls would learn that to become a real girl, they should think of dating a boy (1), get a mobile phone (2), show femininity - as an antithesis of masculinity - and romanticism through poetry, art, cooking, sewing, and other "girls things". Dress code will confirm or infirm the level of conformism to social hidden norms a girl can reach.

Boys and girls begin to show their level of conformism to their respective expected social roles at a very early stage, in primary schools. Boys opting for tough sports like football in the street and school yards, and minor disruptive behaviors are welcome in boy's world. Girls will rather show their preference for softer games, and an extreme readiness to learn, obey the rules, and to outclass boys in academics. Parents may reinforce their children socialization by insisting and repeating that important explicit reminder: "you are a boy, don't you ever play with girls!" implying at the same time the following hidden message: "If you do so, you'll be perceived as a girl, beware, and you'll be mocked and teased and bullied for the rest of your life".

The same can be true for a girl when mothers say to their daughters: "you are a girl, don't play with boys" implying what is implied for a boy. Both boys and girls are systematically reminded ,by both parents and peers, to conform to their "social traditional norms" until mid adolescence where students are absolutely aware of the dangers of transgressing the usually rigid rules of socialization and normalisation.

## 4.2.4 Hidden curriculum facts and messages

Officials, students, and teachers in Algerian schools and even elsewhere as proved by the literature about the hidden curriculum, send a tremendous number of different but often contradicting messages. The following examples are a series of explicit facts, behaviors, activities, and actions/inactions followed up by their potential communicative implicit messages. Sometimes it is very hard to believe that those messages are sent to teachers and students. Students will be the future elite of a nation, and thus people who have the right for safety, enjoyment, free and democratic expression, and above all respect.

# 1. Schools officials' hidden curriculum

**1.Fact:** *A School that looks like a prison. Poorly lit, with dangerous architectural mistakes (slippery ground, menacing roofs…)*

*NB: Photos and proofs can easily be provided.*

**Messages:** Be satisfied with the little you (teachers, students) you got. Don't show ingratitude. It's like prison, but it's ok. Nobody died. You can survive as you survived the last years. Schools are not homes or hotels. You are simple citizens; you are not supposed to be treated like kings. I am not the architect, it's not my fault.

**2.Fact:** *Presence of potentially dangerous insects and reptiles, dogs in the gardens of schools and even inside.*

**Messages:** We know you can be bit by a dangerous reptile, but the probability of such incidents are quasi inexistent. If it might happen our ambulance will take you to the emergency. Your safety is not a very important issue. People are hurt every day. We are living in a dangerous world. You (students) are not VIPs to be protected from all the dangers of the world.

**3.Fact:** *Repulsing odors in sanitary facilities*

**Messages: Use your home toilet.** I (school official) don't care if your public (students) sanitary facilities are filthy. What I would care of however, is the neatness of my private sanitary facilities. I know you get infected by STI (sanitary transmissible infections), Algerian students are strong enough to survive. I am the boss, so I am sure nobody would inspect those facilities apart from me. When you are the boss, you are very powerful; so powerful that you can overshadow democracy.

**4.Fact :** *Decision making about all the issues of school: academic, pedagogical, or artistic are the responsibility of schools officials only. Teachers, parents and students are not welcome when deciding about students' future.*

**Messages:** Democracy exists but cannot be implemented here in Algerian schools. Students have no voice. Schools have sometimes the right to be unjust when conforming to the national hidden curriculum. Bosses are here to order, teachers and students are here to obey. Giving democracy to students and teachers can be counter-productive. Authoritarianism works. We cannot change something that works.

**5.Fact:** *If a student misbehaves, the administration will "correct" him/her with an exemplary punishment , and can even expulse him/her from school. If a student behaves correctly, he gets nothing in return; he is just another "normal" student.*

**Messages:** You can become notoriously known if you (student) want, but be sure we don't really care if you make efforts to please teachers and officials. Creating awards for academically studious students, athletic students, or those showing high level of citizenship and good morals is not our priority. When you misbehave you may become somebody, but when you behave you are nobody. You are just a mere number in the series of statistics of successful students. We (administration) like to be reactionary with sanctions.

## 2. Teachers' hidden curriculum

**1.Fact:** *Unpunctuality of teachers when coming to school to teach or their absence without informing the administration or the students making them come to school early in the morning and leaving them waiting uselessly.*

**Messages:** I (teacher) can come late, but you (students) have no right to do the same or ask me about my behaviors. I am the boss here (classroom), and bosses are allowed to do anything, including being absent or coming late. I am not accountable. If you try to comment or denounce me, you'll pay it later on exam days. I hold marks, I hold power. My priorities always prevail.

**2.Fact:** *Dictating orally long content to students, without any satisfying explanations and without any practice time to assess knowledge. Theory, theory and theory.*

**Messages:** I am the boss. I am allowed to present my courses the way I know. And the only way I know is the way I have myself been taught. If you can't understand that content, that's not my

problem but yours. You have to adapt to me. I don't have to adapt to my students. Whether you like my teaching style or not doesn't really matter. After all, I'll be paid for interesting or sloppy work anyway.

**3.Fact:** *Teachers teaching same content from Wikis or Google without acknowledging the sources*

**Messages:** I am not supposed to "sweat" to synthesize while doing consistent research. It's ok for me to copy and paste from ready to use content. However, if you do the same in your requirements (essays, thesis) I will do everything to sanction you or exclude you for intellectual theft. Only bosses like me can do that. Which is forbidden for you is not necessarily forbidden for me.

**4.Fact:** *Teachers becoming too familiar with students and befriending the students on Facebook to get privileges, popularity, and other advantages (financial, sexual, services).*

**Messages:** Machiavellianism is the best policy today. The end justifies the means. I don't care of the rest of the students; I have nothing to gain or to lose with them. Powerful students (good looking, rich, popular etc) are more "interesting" and deserve to be "helped. I don't care of what the others are going to say. It's none of their business. This is my private life. My salary is a misery; I want more, even if I know that I don't deserve it. Business is business.

**5.Fact:** *Teachers reading students names and trying to remember their faces and their behaviors before/while/after reading their exam content.*

**Messages:**

I (teacher) have in my mind a list of those who deserve (legitimately or illegitimately) to be saved or helped for reasons that I prefer to keep secret. On the other hand, I keep in mind a list of those who deserve "a special treatment" (intended by that, exclusion or lower marks). I got power, and exams time is "judgment day" (retaliation/revenge). The presence of names on exam sheets helps me a lot to get some privileges from students or their parents. It's a business that everybody tries to hide and it is ok for me to get benefits from that. I will always champion keeping names on exam sheets instead of anonymity.

## 3. Students' hidden curriculum

**1.Fact:** *When students cannot understand academic content taught in class or are submerged by content to rote learn for an exam, they cheat.*

**Messages:** You (teacher) do not make enough effort to explain your content. Only a minority of overachievers can understand the first time or can "swallow" copybooks for exams. We are not "slow" learners, we simply have different learning styles that do not match your teaching style and sometimes we sometimes need more than one time when explaining. You do not know that we are submerged by content to rote learn, and you are not the only one, your colleagues do the same.

If you are a student like me, cheat. If you don't, you'll not get the "bravery" title. You will be rejected, ostracized, teased, verbally abused, aggressed, bullied and treated as: nerd, teacher's pet, coward, geek etc. If you choose not to cheat, for any reason, don't you ever denounce us... We'll know that, and you'll pay it cash.

**2.Fact:** *Get a boyfriend, get a girlfriend.*

**Messages:** If you (student) want to be popular, have fun, get a successful social -extra scholastic-life, get a girl/boy friend. Real men/women know how to create, live, and maintain a successful romantic experience with somebody –many girls if possible for a boy- to "spice up" the already boring school days and "kill" academic routine. Failure to do so has a price for a boy: rejection from the group, teasing, mocking, insults that comprise hurtful words like: weirdo, nerdy, awkward, disordered, effeminate, cowardly, and the list is not exhaustive.

**3.Fact:** *Coming to school with objects and clothing showing a total conformism to youth fashion*

**Messages:** Schools are the best place to exhibit our (students) good taste as far as fashion is concerned. It's knowledge. We learn how to be dressed. We should be updated when talking or owning or showing high tech devices like mobile phones. Peers who do not fit in is going to be mocked, teased, laughed at, and even bullied -sometimes to death- . We don't care how much your parents are paid, get the money. If you can't, find a solution to get that money. The end always justifies the means. Be trendy; get the clothes and the devices we -teens- want you to get.

**4.Fact:** *Boys sitting at the middle and mainly at the back of a classroom but -almost- never in the front row.*

**Messages:** We (boys) don't want to develop a good relation with authority figures and mainly teachers. Sitting in the front row means that we "like" the teacher(s) more than our peers, and we don't want to radiate that image to them. Peers are more important. Front seats are for nerds, teachers' pets, geeks, effeminate, and girls. When we sit at the back we hide from the sight of teachers. We don't want to be "disturbed" by teachers. Girls like to sit in the front row, that's why we (boys) can't do the same. Behaving differently from girls is the core definition of being a boy –a real one.

**5.Fact:** *Boys are afraid of succeeding*

**Messages:** We (boys) like to learn things that are not exclusively academic. Learning academics -and thus succeeding- is not seen as a good quality in boys' society. Brightness and excellent grades are for girls, nerds, and freaks. If a boy is too close to teachers or/ female students he will be perceived as belonging to their society.Succeeding with cheating is highly estimated in boys' society. Being too much studious without cheating means that you are not a "real" boy. Boys don't like to cope with the burden of acting girls. Boys don't learn, they cheat.

## 4.3 The Sociology of PressureS

## 4.3.1 Definitions

Etymologically the word (n) peer appeared in c. 1300, "an equal in rank or status" (early 13c. in Anglo-Latin), from Anglo-French *peir*, Old French *per* (10c.), from Latin *par* "equal"(see par (n.)). From a sociological perspective the word peer means "one of the same age group or social set", used from 1944. *Peer pressure* is first recorded in 1971(Nutt, n.d).

When trying to define the word *pressure* that seemed at *prima vera* familiar, one could be surprised by how divert are its definitions. In late 14 c, pressure means suffering, anguish, and even pressing on the mind and heart, oppression, and even torture (12 c.) (Harper, 2010)

Defining complex school phenomena, like peer pressure, demands complex research tools. Many scholars tried to demystify that highly debatable term ( Newman, & Newman, 2008;  Healey, 2007; Feller, 2001)  . Other researchers like Donahue, claimed that peer pressure does not really exist and that it is simply an excuse for teenagers to get away with the things they have done (Donahue, 2012). Blaming the peers maybe the simplest way to escape responsibility.

> One of the problems of reviewing the research in this field is that the inadequacy of the research methods used to investigate an extremely complex process makes it difficult to reach any firm conclusions. Typically, studies have used the survey method with a limited range of questionnaire items. Sometimes items are phrased explicitly in terms of 'pressure' which, as Friedman *et al.* (1985) observe, raises the question as to what children mean by the term. Is it the same as bullying, teasing or taunting, or something different? We do not know. (Michell & West, 1996)

According to Singh (2012), "Peer Pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to group norms*"*. Conforming to a group values is the key of a successful socialization with all its implications. For Williams, (n.d.), "Peer groups are a type of social group that is made up of people who share similar interests, social status, and are in the same age group". Middle school students are not supposed to be in a peer group of secondary schools students. Similarly, doctors are not likely to be found in a peer group of young footballers.

Teens are not the only population exposed to the social phenomenon of pressure. Teachers are exposed too. Teachers usually do not want to disappoint the administrative authority. The non teaching staff is expected to meet the institutional needs. Families as well are pressured to function according to societal expectations commonly based on the academic success of their children. In a holistic context, peer pressure is a manifestation of informal accountability pressure.

For others, "Peer pressure is the influence that peer groups exert, through implicit or explicit demands, on individual" (Lerner,  Lerner, & Finkelstein, 2001). So, all the above definitions agree that there should be influence in peer pressure. Two types of peer pressure were

recognized as existing in social contexts like schools, positive or negative. Peer pressure is when you are influenced by other people (your peers) to act in a certain way. Actions and behaviors are usually a sum of explicit or/ and implicit pressure. Tactics can vary between teasing, mistreating, harassing, or simply ignoring, which is the worst psycho-social torture a child or teenager can be exposed to.

> The way pressure is applied by peers can vary. A peer might pressure you directly by asking you to do something, or they might tease or coax you so that you will fall in line with their behavior. They may not say anything at all; instead, they may pressure you by treating you as an outcast or by ignoring you (Heberle, n.d.).

Teenagers who seem to enjoy being violent in schools are actually not that violent. They are simply acting out and playing roles they do not like to play. Peers would do anything to convince you of the benefits of following them. The influence exerted on teens is strong. It is a band wagon attitude where teens must follow the trends as far as fashion, behaving or even misbehaving. It is a "strong influence of group, especially of children, on members of that group to behave as everyone else does" ("peer pressure", n.d.).

Teenagers in schools do not like to conform to their peers but are actually forced to do so to survive and socialize. Rebelling against peers might happen, however, peers would do everything to make understand the rebellious teenager that nobody can rebel against teen's commendments. Clothing styles, hair styles, colors, objects and accessories, are not the only appearance based requirements to belong to a band or clique, it goes beyond fashion.

## 4.3.2 Peer pressure

The issue of peer pressure - the negative one mainly- cannot be explored in isolation. It is a complex phenomenon that deserves a multi-disciplinary approach. Gender sociology, and behavioral sciences that encompass psychology, psychobiology, and cognitive science, tried from their respective perspectives to examine behaviors like misbehaving, bullying, risk taking, cheating in exams, and irreligiousness in schools when going through adolescence. Very interesting theories emerged to explain the irrational life of a child under peer pressure.

The first theory that became popular -maybe popularized- facts shared by most parents and schools officials concerns boys. Based on observational classroom studies this theory overstates the conventional wisdom that boys tend to misbehave more than girls (Grossman, 2003; Stitt, Erekson,& Loepp, 1988;  Eckert, & McConnell-Ginet, 2013).

At first sight the conclusion seems to be axiomatic and unsurprising. However, sociologists went further when they found that boys in schools misbehave not because they are boys but rather because they are pressured by toxic boys with "toxic male sex role" to misbehave (Martino, Kehler, & Weaver-Hightower, 2009). In his article entitled Good at Football or Good at Care, Swain (2008), explained that the ideal boy is the one who accumulate a number of resources: intellectual, like doing well in academics, economic (money), social/linguistic, cultural, like keeping in touch with the latest fashion, music, computer expertise, or mobile phones, and above all physicality, like playing football (Swain, 2008).

A boy who does not play football will be indirectly teased and coaxed with nick names or exposed to repeated remarks like "girls are playing handball over there, they need a player…" insinuating by that: "you can join them, you are like them…". Of course teens are prone to understand those murdering sub-texts and statements very well and suffer in silence because of that. What researchers call *bullying* is simply a manifestation of peer pressure in its diverse forms like teasing, nicknaming and ostracizing. Swain continued explaining that "being a boy has to be carefully negotiated, and performed, almost on daily basis" (Swain, 2008)

It might be true that boys misbehave more than girls. Researchers have even gone further in trying to comprehend the relationship between boyhood and peer pressure. Those researchers think that boys are forced to misbehave at school.  Others have even suspected that boys who want to follow the herd are forced to fail and thus show a suspicious regression in their achievement when compared with primary school grades. When boys find themselves in schools where masculinity is the predominant norm, they have no other choice than trying to belong to that masculine world by adhering to the powerful norms. Cowley has pertinently remarked that conforming is closely related to (mis)behaving because

> Our natural inclination is to 'follow the herd', and behave in a way in which we might not behave if we were on our own. Peer pressure can be a crucial factor in student misbehaviour, particularly in those classes where the number of tricky

children is quite high. There is a great deal of pressure on young people to follow their friends, to win the approval of those who work alongside them. By misbehaving, students can achieve a great deal of positive reinforcement from their peers. If they manage to make the whole class laugh at the teacher, this gives them a great deal of status within the group. There is also a fear that if they don't 'follow the crowd', they will appear to be an outsider and will consequently be open to abuse, such as bullying. (Cowley, 2006)

It seems that girls in Algerian schools outperform boys in academics, mainly foreign languages until the last year of secondary schools. This is also strikingly true in US schools, "For many years, *girls* on average *did better than boys* in terms of *school* results until they reached the middle years of secondary *education"* (Giddens, & Griffiths, 2006). Another study confirms that tendency, "Girls Do Better Than Boys in School at All Ages and Subjects" (American Psychology Association, 2014 as cited in "Girls do better", 2014). That study has been conducted across the world, including the U.S., Canada, Europe, the Middle East and Asia (APA, 2014 as cited in "Girls do better", 2014).

Boys seem to be pressured to be the antithesis of girls. Masculinity and boyishness requires showing that being a boy is different from being a girl. In other words, if they succeed, you must fail; if they behave, you must misbehave. If they are cleaned up, you should show the opposite. If they are conforming to rules and regulations, you should disobey and rebel. This behavior can be explained by the gender sociology tenets and the notion of dominant masculinity.

"Boys gradually learn at school that they risk being teased or bullied if they associate too closely with girls" remarked Swain (2008). Behaving differently from girls confirms boys' heterosexuality. Boys are pressured to fail at academics. This social phenomenon has been well examined by Covington. According to him there is a fear of success caused by the reactions of the peers and the consequences of relating too much to another culture that would take the form of bullying and rejection. Are academics in pre-tertiary schools becoming "girls' things"? Maybe.

Furthermore, economists have their interpretation on the subject as well. They think that boys, for centuries, were the top of the class, but things changed and girls took the lead. Peer pressure is one of the main reasons for

> A lot of boys decide early on that they are just too cool for school which means they're more likely to be rowdy in class. Teachers mark them down for this. In anonymous tests, boys perform better. In fact, the gender gap in reading drops by a third when teachers don't know the gender of the pupil they are marking. (economist, 2015)

Obviously, being a boy in an Algerian school does not always mean trouble and violence. Over-generalising cases of negative pressure would be a simplistic hasty conclusion. Boys differ in their attitude and reactions towards peer pressure in terms of time, age, social, cultural, and religious background. It would not be surprising to hear a boy responding to an invitation from the herd to consume toxic substances like drugs by saying: "it's a sin; I can't be against my religious principles". The same can occur when invited to steal money, vandalize teachers' property, sexual abuse etc.

However, statistics confirm that peer pressure has a great power over the majority of schools all over the globe and Algeria is not an exception. Other factors like the family reputation, parents status, maturity, and cultural choices, and the type of school - urban vs. suburban - can make that pressure less powerful and meaningless and thus transform a class or school into a relatively peer pressure free environment.

The above research based statements do not imply that girls are the anti thesis of bad boys. Girls are not immunized against negative peer pressure. Teachers and authorities think that girls are less violent than boys and tend to suspect boys first in an irrational typical way as a result of a social stereotyping. Girls are violent in a less apparent way than do boys but their violence is as destructive and hurtful than that of boys and sometimes more damaging than direct physical violence.

Girls prefer subtle unphysical violence to hurt or react to offences. Rumor spreading, cyber bullying, subtle sexual harassment, verbal coaxing, are the popular girls weapons to hurt. Like in US schools, if you are in an Algerian school and you are a fat or slim, ugly , "nerd" or "slow minded", short or big, colored, have an accent, or suffering from a linguistic disability, whether you are a girl or a boy, you are the perfect target of bullies.

Moreover, the religious precepts have unfortunately no influence on teens in middle, secondary and to a certain extent tertiary schools. Cheating is a "cool" way to succeed, a minor offence to religious commandments. It is not as serious as taking drugs or stealing someone property. Teens learnt at a very early age that "cheaters do not belong to Muslim community", but they do cheat whenever possible. Cheating is for the bravest boys who cannot learn the way girls do, i.e., staying at home to revise. Cheating is one of the requirements to belong to the "real boys" community. "Real boys don't work" (Epstein, 1993), they cheat.

Peer pressure can change boys' attitudes towards academics subtly and progressively. In Algerian primary schools there is a fierce competitions between students -boys included- to overachieve and become number one in his/her class. Boys lose progressively that competiveness as far as they are growing up and reaching middle schools where peer pressure becomes at its peak. Boys who would compete and overachieve are going to be seen as "different". Too much relating to girls is a danger zone for boys. It means participating, obeying the authorities, respecting the religious and/or national symbols, doing homework, neatness, politeness and remoteness from brutal / aggressive activities like fighting or/and playing football. Too much relating to girls is performing "girls things".

Consequently, boys who resist smoking are progressively, but surely, ostracized from the group of smokers as a punitive mechanism in boys community. Worst, they are perceived as being not brave and not "men enough". In a study conducted by Anderson (2015), the researcher observed that "Boys have to be brave enough to smoke otherwise they are seen as having an effeminate manner. The smokers stated: 'If we don't follow our peers and smoke, they will call us feminine.' Thus, smoking enabled them to reaffirm their identity as boys" (Anderson, 2015). Effeminisation is a subtle and frequent way to reject and ostracize a "rebellious" boy. Boys often think that if they don't conform to the bad boys they will not be considered as real men with all the implications that one might imagine. Nobody would prefer to be in the shoes of the victims.

Schools cannot be perceived as hell for adolescents. The same might be stated for adolescence and peer pressure. Peer pressure is not always detrimental. Prior research describes the peer influence one can resist "as following an inverted U-shaped curve, increasing during early adolescence, peaking around age 14, and declining thereafter" assured Steinberg and Monohan (2007). This implies that teachers, parents, and schools authorities have to monitor youth from the beginning of adolescence (around 10) to mid-adolescence. This is not a rule, but a way to comprehend the evolution of such an intricate social phenomenon for "Middle adolescence is an

especially significant period for the development of the capacity to stand up for what one believes and resist the pressures of one's peers to do otherwise" (Steinberg & Monohan, 2007).

### 4.3.3 Academic pressure on students

The academic pressure is that multitude of pressures and challenges that are exerted on the students inside schools by the educational institutions represented by teachers, and school managers as well. Rules, regulations, philosophies, shared wisdom about education are the organizational and intellectual tools delivered by the educational institutions to teachers to allow them to monitor and control students.

The way teachers conform to those rules, guidelines and philosophy is another debate. Still, at the end of the process a "hierarchy of pressure" (Clarck, 2012) is created. The institution pressurizes the teacher whose role is to pressurize the students. This notion of multi-pressures or hierarchical pressure is better described by Clarck, (2012) in her book, *Beautiful Failure*, and where she explained that

> There is too much focus on academic outcomes and a very narrow view of success with a one-size-fits-all approach that negates individuality. There is too much testing and too much competition, and too much comparison between kids. The whole system is geared towards achieving better outcomes rather than getting kids to love learning, and consequently there is a hierarchy of pressure, with kids right at the bottom. (Clark, 2012)

Students are constantly under this triple pressure. Excessive expectations make things worse. Many of them may succeed. "However, many of them still suffer as a result of fierce competition and excessive pressure, high expectations and a challenging curriculum. While some may excel in such circumstances, many experience severe anxiety and even more serious consequences", noticed Bossy (2000) in his report entitled *AcademicPressure and Impact on Japanese Students*.

The size of the classroom is another form of psycho-social pressure. Another managerial issue to be solved by teachers who have to accept impossible or uncomfortable situations. Teaching overcrowded classes, i.e., more than forty is perceived as an impossible situation. The ideal

number of students in a classroom often known as classes' size has long been a subject of endless debates. However, the literature posited that

> Students preferred classes of 10-20 students, and instructors suggested that the ideal class would have 19 students. Instructors reported that at 39 students problems began to arise, and that a class of 51 students was impossible. They also reported that an uncomfortably small class begins at 7 students, and an impossibly small class has 4 or less. (Locastro,1989)

Educational Inspectors in Algeria frequently "visit" teachers to guide them and assess their progress and mainly assess whether they respect the implementation of curricula. This will determine their whole professional careers as teachers. Teachers are graded according to that implementation which is a real stressful situation. That pressure is usually deflected to the students who should "walk or die". There is no place for individualized learning in that situation. Students are obliged to either progress together or simply fail. William J. Carey (2006) has rightly stated in his book entitled *New Developments in Combustion Research*, that

> Teachers overwhelmingly agree that proficiency testing has resulted in school curriculum being aligned to fit the proficiencies and that a major impact of proficiency testing is that it has forced teachers to teach to the test. The majority of teachers agreed that proficiency testing has resulted in having to teach nine months of curriculum in six months (Carey, 2006)

Exams are that other face of academic pressure often pictured as the most stressful days in students' academic lives. Researches abound with negative qualifiers when talking about exams and *vivas*. It is often seen as "examination hell" (Shields, 2010; Di Gropello, 2006). Countries like Japan, Germany, France, and the USA have based their educational systems on assessment, competitiveness and achievements. Other countries like Finland does not believe that grades can make students, it rather believes that students have the right to make or unmake curricula.

Accordingly, too much expectation overkills expectation. Grades are known to emphasize the already oppressive pressures exerted on students. Bad grades have often driven students to depressions and suicides. The cases were rare but existent. Giddens, (2008), corroborated the hypothesis that "there can be many reasons that young people commit suicide, such as depression, bad grades, and troubles at home" (Giddens, 2008).

Almost the same conclusion was drawn in Tourville's book (2010) when she claimed that "Situational depression is when you have feelings of sadness for a reason. A fight with your parents, a bad grade at school, or problems with friends can cause you to feel sad or hurt" (Tourville, 2010).

Though a great deal of research is needed in the area, this section suggests that many boys can be victims of peer pressure until mid-adolescence. This is a bad news for authorities at home and schools. The quest for masculinity may be at the expense of academic success. For sure, religious messages are not as influential as they used to be in the times of the Ten Commandments. In our modern time "teen's commandments" took the lead and are the new books for adolescents to accomplish their social survival at schools and beyond.

Girls too can be bullies. Girls' violence might be less dramatized by the media. However, it is as mortal and destructive as real bullets. Whether from boys or girls, peer pressure demands actions and not simple reactions from the different stakeholders. Peer pressure should not be examined in isolation. Other pressures can affect schooled adolescents too. Parent's pressure and institutional pressure can make children life in schools even worse.

## 4.3.4 Parents' pressure on students

Narcissistic, pushy, overparenting, overprotecting, unrealistic, and misinformed: these are the words used in the literature to describe those parents who prefer to pressure their schooled children. Narcissistic, because they are perceived as aspiring to people's admiration. Pushy, because they often opt for "helicopter parenting" style and want to choose their children's careers. Unrealistic, since they settle high expectations they could not themselves attain in childhood. They are overprotective for they believe that children should be protected from the outside world including peer pressure necessary for socialization.

Parents are often misinformed by the overwhelming number of books, programs, guides, Internet and TV documentaries proposed by experts who offer good however contradicting parenting recommendations. Studying under pressure might be good for students who like challenges. However, and according to several researches parents put too much pressure on their schooled children to excel in academics and get good marks. Being competitive is school is the major concerns of parents who often ignore their children natural aspirations as non academic careers ( Hartley, & Maas, 1987; Fagnano, &Werber, 1994; Browne, 2006). This is a form of paranoia

according to Martin Kantor (2004) that often lead to rebelliousness later on against all forms of authority explained the same author.

Narcisstic parents contribute in affecting children careers in the wrong way. That type of parents tends to forget that children have the right to control their fates through progressing in a way that matches their needs, aspirations, and intelligence. Parents' narcissism is often motivated by a social desirability. A quest to obtain the community acceptation as a sign of a social loyalty to the traditional norms or what is known as conformism. According to a research conducted by a website dedicated to psychology issues occurring in modern societies

> Parents who seem to be offering their kids something by immersing themselves in their children's interests, activities, and accomplishments, are often taking more than they are giving. Narcissistic parents feed their own ego through the achievements of their children. Though the process is somewhat unconscious, they seek out ways to live through their child (The Problem with Narcissistic, 2016)

Parents do not always admit that they are obsessed by their own old dreams of academic success through over-pressurising their children to overachieve. This is not the case of all parents, but many studies have confirmed that "Pushy parents who go to great lengths to make their children succeed are attempting to make up for their own failed dreams" ( Mcdermott, 2013).

Parents settling unrealistic goals to their children is another pressure that can make situations even worse. Asking a child who loves languages to overachieve in mathematics is a typical unrealistic aspiration. Schooled children who can be specialists in every subject matter is simply a fairy tale. "Adolescents whose parents push to be number one often feel that their parents by definition regard them as number two", remarked Kantor, (2004).

Parents' confusion when selecting what they think is an adequate parenting style may even confuse children who can compare their lives at home with their academic lives in schools and in other families when socializing with peers. This confusion, which is seen as dramatically different, is problematic and can result in devastating outcome for the child, his family, and his/her academic career.

## 4.4 The Sociology of Bullying

## 4.4.1 The teachers as victims

The sociology of bullying is that new venue that aims to flesh out a new terminology of bullying. A large number of media professionals - newspapers mainly- reported incidents of teachers being the direct or indirect victim. Anglo-Saxon studies preferred to use the term "bullied" instead of victim, which is more precise and less generic than the umbrella term "victim". Whether those newspapers or police reports were true or not, manipulated or not is not a real issue. The priority is to discover the causes that provoked that violence at school.

How many times have we heard children say: "I hate school/ that teacher"? Probably a thousand of times. Hatred -usually a provoked feeling- is a normal emotional situation. Hatred alone cannot trigger serious school violence. Defining the concepts would lead us to a better comprehension of school violence. A reminder would not be redundant at this stage. Four scenarios would occur in a classroom as a delimited context with some variations. The first scenario would be the following. Every student hates the teacher. Second scenario will be the other way round, nobody in the classroom hates the teacher. The third scenario will be the following. Some students hate the teacher. And the last possible scenario that might occur is that a majority would hate the teacher. We can even add a psycho-sociological possible variation where in the same classroom a confusing emotional attitude might be a love-hate attitude towards teachers.

Hatred as a concept and as an emotional attitude should be understood as a natural, legitimate, normal, and sometimes perceived as a violent non-verbal communicative style. Whether perceived abusive or not this is another facet of the issue. Hatred is usually defined as a feeling of intense dislike or enmity. Defining the notion of hatred can be in this context pivotal to comprehend the mechanics of school violence, mainly in the classroom. Hating a person or something means that s/he intensely dislike a person or something.

Hatred in a classroom may range from a simple dislike of a teacher clothes to hating him or her in a very aggressive way that might escalade to an intention to murder. This impulsive criminal disorder or antisocial behavior may decrease again to an animosity without an intention to murder. The later scenario means that the intention to punish or revenge exist without any intent to go beyond that.

Furthermore, hatred can yield a large scope of violent actions -or reactions depending on the context and circumstances- that may vary from minor verbal or non-verbal including bodily signs of disgust using facial expressions or nonverbal like the absence of eye contact that stem from a dislike to communicate (passive resistance) with a teacher to mass murder ended up with a suicide as in Newtown, Connecticut (USA) shooting.

Actions - usually reactions- depends on the degree of hatred a person or a group bear. Love and hate are very complex emotional states that might co-exist creating a seemingly paradoxical situation cause by what psychologists identified as a mood swing or ambivalence. We may love a person and we may love his/her actions. Accordingly we may hate a person because of his/her actions which is an unreasonable behaviour characterising teenagers.

A student may hate an English course for s/he hates the teacher in charge of that course and consequently any other teacher who would come later to teach the same course. The psychology of hate (Sternberg, 2015) is still in its infancy. It is still enigmatic and deprived from a powerful empirical basis remarked the same author.

Teachers' behaviors are always under close scrutiny. A teacher behavior in a classroom or outside -hallway, school yard or gymnasium- may trigger minor or major reactions from students, colleagues, parents or officials. The reactions might be manageable. In other circumstances serious and sometimes leading to criminal actions/reactions like shooting. Scientists and criminologists assumed that shootings are a result of a succession of events the perpetrator went through. The majority of shootings was intentions to revenge and punish a bully sometimes preceded by as a self punishing behavior probably followed by a total self destructive behavior (suicide)

Usually the victims are neophyte teachers who didn't get a practical training after their theoretical pre-service training. Unprepared teachers in classroom managing techniques and strategies are easy targets in classrooms since their verbal and nonverbal communication shows apparent hesitations, confusions, and ill-preparedness.

The teachers' ill-preparedness and unprofessionalism is entailed by the incongruency between what he /she learnt and the real world situations or the students' real needs. Researchers have identified three possible incongruencies or missing blocks in certain situations. The first incongruency concerns the teachers' pre-service training-universities in the Algerian contexts. The second occurs at the level of the in-service training -during the teaching career- and the third

is related to the post-service training which is usually a continuation of the first and second phase of training commonly called life/span-long learning.

Students and school personnel are not the only targets of school violence in all its forms. Teachers too, get their lots of violence that stem from social incivilities and parenting styles that are usually permissive not to say inexistent. The notion of parenting is changing. It follows up the social and emotional diversity. The notion of parenting and discipline is shifting from a do-as-I-say-because-I-said-so style to a do-as-you-want style (Pagliaro, 2011). Authority, discipline and respect are shifting to indiscipline, and an apparently a general disrespectfulness caused by a nexus of psycho-social, political, economical and ethico-cultural mutations.

Students are unteaching the notion of respect which has been magnificently portrayed by these two socio-pedagogical pertinent observations from Professor Joe Martin (n.d).

> Times have changed. Long gone are the days when a teacher's presence alone demanded respect - from students as well as parents. Today, in a society where good morals are on the decline, while self-centeredness is on the incline, we can't afford to educate students like our teachers once did "back in the day." We have to get respect the hard way; we have to earn it. (Martin, n.d)

Carelessness is the new youth motto. Joe Martin, in the same article, maintained that teachers are always complaining about their students' misbehavior but have at the same time forgotten to do anything to "earn" their student's respect (Martin, n.d).

A 2011 study, "Understanding and Preventing Violence Directed Against Teachers," reported 80% of about 3,000 teachers surveyed felt victimized by students, students' parents or colleagues in the past year, reported a CNN article about bullying (Goldberg, 2013). In Algeria however, things might be the same or worse. No clear statistics are reported by officials at school, police departments or the local "academies" or DENs (Directions de l'Education Nationale). Teachers have usually a tendency to hide facts related to their safety or professional personal stories with misbehaving students for fear to affect their own reputation or the reputation of the entire school.

> People are very eager to talk about (teacher victimization) amongst co-workers and amongst friends, but they're very hesitant to report it to authorities or to the media. People want to protect their students, even though they're being victimized by them, and they're worried about the reputations of the schools they work at (Goldberg, 2013)

Student- student bullying are highly popular news. It is even broadcast on TV channels and internet web pages including the very popular Youtube, but talking about teacher victimization is considered taboo. Teachers feeling of guilt, shame and humiliation when mismanaging their classroom become easy targets. They are even ostracised for being too permissive in their teaching style which contrast with the other teachers managerial and teaching style.

For the question who can bully teachers at schools. The answer might be: boys. Teachers for different reasons and different timings and contexts find themselves easy targets of students' bullying and worse the entire school bullying including colleagues and headmasters. In the Algerian context, and due to issues related to self-esteem and masculinism, boys are the bully since they consider themselves as the anti-thesis of teachers, authority and discipline. When forced to "follow" a course that might seem unimportant, uninteresting, and irrelevant to their needs or without any stake at short or long term, students usually show resistance and reluctance. Girls show less proneness to verbal or physical violence but tend to use different kinds of violence nonverbal violence like sexual provocation and verbal one like rumors spreading.

Students bullying ranges from verbal violence -oral and written- to physical assaults, and shooting in extreme cases. Algerian cases did not -until this date- know any case of shooting inside schools or even outside due to cultural and legislative considerations. Algerian citizens do not have the right to bear arms, yet the possibility to bring weapons exists. News papers reported only one -the first?- case of a student caught hiding an automatic gun in a secondary school in Tizi Ouzou. The news has been uncovered by a local member of parliament.

Other forms of violence teachers are subjected to are legion. Only a thorough glossary can classify the multitude of forms and kinds of school violence. Teachers are on daily basis facing minor, serious and extreme forms of violence. Minor forms include: absenteeism, tardiness, neglectful attitudes, jokes, sarcasm, passive resistance, indirect insults written on walls, tables, chairs, graffiti venerating violence and obscenities, and disrespectful attitudes.

All the above forms are implicit forms of violence directed towards teachers. More serious than the previous list might identified as being more direct like verbal insult -written or uttered explicitly in direct confrontation compromising the authority of teachers, the school personnel, and any suggestive bodily obscene gesture. There are other forms related to belongings, proprieties and affecting them like vandalism, and theft.

Extreme forms of violence are those irreversible acts. They are usually those actions having a criminal nature and that affect the safety of human beings including their psychological safety. Weapons and /or all sorts of heavy and/ dangerous objects or substances are sometimes used by students as weapons to intentionally hurt or kill a teacher. The criminal act of the student who killed a teacher at the University of Mostaganem was extreme and irreversible in its nature. Things might worsen to shootings if the psycho-social dynamics triggering interpersonal violence in Algerian schools or elsewhere is not identified, analysed by experts, and nipped in the bud.

## 4.4.2 The teachers as bullies

Lay persons, some teachers, non-teaching staff, parents and students tend to base their perceptions of victimization and bullying on beliefs or newspapers' articles that may lack scientific rigor. Those stakeholders are often misled by unscientific and sometimes subjective analyses of phenomena like school- based violence.

The teachers' training deficiency as far as classroom management is concerned can be another issue to debate. Teachers' actions and/or reactions are usually characterized by a serious atheoreticalness. By choosing a wait-and-see attitude, teachers are simply reacting to school violence in an unprofessional way putting themselves in the same level of knowledgeability as parents or non-teaching staff. Probably a great number of incidents at schools were due to teachers' unprofessionalism, which is a non-sense.

For the above mentioned reasons and factors, every stakeholder would point out "the other(s)" as bully and thus him/herself as a victim. No teacher would blame himself and confess his/her mea-culpa. The self de-responsibilisation is often understood as a legitimate defensive mechanism usually assimilated to a survival instinct. Blaming the others is a defensive social mechanism. However, teachers are perceived differently by hundreds of references about bullying. Some teachers may bully.

The fact is sour. Some teachers are bullies too. Researchers who tried to prove it are legion. (Parson 2012; Klein, 2013; Gauvreau, 2014; Dupper, 2013; Brewton, 2012; Catalano, Junger-Tas, Morita, Olweus, Slee, & Smith, 2014). The literature about bullying abounds with narratives of teachers, staff and parents bullying students. In fact everybody may bully everybody at school or even outside. The scenarios are limitless in ever-changing societies affected by a myriad of factors that demand a cross-disciplinary approach. "Teachers bully students and students bully teachers in a culture that values bullying as a means of getting ahead in this economic, political, and socially cutthroat society" (Klein, 2013).

Teachers may bully students in classrooms behind closed doors (Brewton, 2012; Coussoulos, 2004) and/or even beyond. Bullying students in classrooms should not be understood as an only physical aggression against them. A teacher may bully using different ways. Bullying in classrooms may be physical, verbal, or/and nonverbal. It may be "direct or overt, more subtle or indirect in nature" (Minton, 2012; Jimerson & Swearer, 2009; Rigby, 2002).

Nonverbal - sometimes called gestural violence (Foucault, 2013) - is not a widely recognized form of violence. Debates and contradicting results about the dangerosity or non-dangerosity of such an uncodified, culture-based nonverbal behavior is still confusing. Researchers however, agree that nonverbal violence is as fatal as physical or armed violence.

Nonverbal violence is often considered as a non-violent form of behavior since non-physical and non-fatal. It is in other specific contexts assimilated to simple harmless games and jokes and perceived as micro-violence in French references (Debarbieux & Blaya, 2001, Debarbieux, 2008). It is often pictured as a part of youth culture and "just a part of growing", something that would never kill somebody but makes him/her stronger (Bott, 2009). Teachers bully too (Parson, 2005; Henderson, 2013). For them bullying is a normal disciplinary procedure. Bullying is simply a part of socialization, a necessary evil to others. "All often, adults shrug off bullying as just a normal part of childhood. Even teachers and parents who were quick to react to cases of physical bullying frequently saw verbal bullying as unavoidable and harmless" (Sonneborn, 2012). For many teachers bullying is something that should be ignored. It is simply a rite of passage for children (Goodstein, 2013).

Furthermore, recent incidents of suicide - often qualified as bullycide - around the world have compelled many people and mainly researchers to re-examine their ideas about the notion of

violence, and the verbal and nonverbal types of violence that may cause serious health issues - physical and mental- and even major fatal physical harm in escalation scenarios.

Teacher-student bullying in Algerian schools context take a multitude of forms that could be classified as being verbal, or/and nonverbal (Sullivan, K., Cleary, M Sullivan, G., 2003), overt or covert (Kincheloe, 2005; Kohut, 2007), conscious or unconscious (Kelloway, Barling, & Hurrell, 2006), intentional or unintentional (Kohut, 2008; Rigby, 2007) , justified or unjustified (Johnson &Faill, 2015) . Sometimes - according to Esposito, Bratanić, and Keller (2007) - "The boundaries between verbal and nonverbal, linguistic and extralinguistic, are delineated by very hazy lines, and separating them into two distinct categories often proves to be virtually impossible" (Esposito, Bratanić, &Keller, 2007)

It would be needless to prove the existence of verbal violence which is usually perceived as utilized as the most adequate, efficacious and justified form disciplinary procedures. Furthermore, schools authorities often tend to lessen the seriousness of verbal violence which is in most of the cases unreported minor violence.

The Algerian schools and classrooms are often places where the only persons allowed to use verbal violence are the teachers or the non-teaching staff including the headmasters, chief supervisor and the supervisors. Students when questioned have shown a total ignorance and confusion about the definition of verbal violence with its clear taxonomy. Children -whether at home or in schools- perceive verbal violence as a right that belongs to the elders and the authority figures. For many children, verbal violence is a normal and acceptable disciplinary procedure similar to corporal punishment. This form of violence is largely used and abused behind closed doors in some schools.

However, there is no study that compares male teachers with female teachers as regard to gender sociology and the frequency and the intensity of this form of violence. Some studies in Anglo-Saxon and English speaking countries (USA, UK, Scotland, Ireland, South Africa and Australia) have began to report that in certain contexts female teachers can be as violent as their male counterparts. Some female teachers are considered as becoming even more violent than male teachers - and even worse- some of them are becoming sexual predators reported Albrecht (2012) in his study about female violence in schools (Albreicht, 2012). But this theory is in no way intent to lessen men sexual abuse or manipulate the statistical data talking about that form of violence.

Teachers tend to manage their classrooms by choosing incorrect communicative approaches that stem from an educational confusion between the justified vs. the unjustified, the permitted and the forbidden, the legitimate and the illegitimate, the professional and the private. If there are no rules, there are no boundaries. One of the teachers options is public negative verbal violence such as insults, put-downs, treats, sarcasm, name calling, intimidation, labeling and the list goes on and on (Fox, & Hoffman, 2011; Cooper, 2010).

Verbal abuse in classrooms is perceived by many researchers as a non-productive and destructive behavior that may lead to health issues, escalation, and physical and /or fatale violence. Teachers' verbal -that includes many forms like sarcasm, put downs and threats- is for some teachers the only way to manage a classroom with minimum efforts. Verbal violence is considered as the most efficient procedure since non-physical/ non-fatal. Therefore, it would not be surprising to hear teachers and staff recommending other teachers this form of non detectable violence.

Despite teachers' knowledge about school rules and regulations, these latter are often violated - intentionally or unintentionally- under the effects of stress, fatigue, depression, anger, or socio-psychological extra-scholastic pressures. Teachers under these abnormal circumstances often lose control. Because physical punishment is forbidden in Algerian schools; some teachers channelise their discontentment through verbal and nonverbal violence which are perceived as uncondemnable normal managerial behaviors in all the schools countrywide. Teachers and schools non-teaching staff do think that "schooldisciplinary policies are already immune to legal action" which in fact is a perpetualisation of violence that plagues school worldwide (Cohen, 1995).

The repercussions of the non condemnation of verbal and nonverbal violence in Algerian schools have entailed a desensitization of teachers, students and parents who scarcely condemn those verbal and nonverbal "micro" (Debarbieux, 2008) but harmful misbehaviors. We still unconsciously believe and reproduce the French proverbial "who loves well, punishes well" attitude. The normalization of verbal and nonverbal violence may lead to a quick escalation towards physical and even fatal violence (Miller, 2016). Elgin has even gone further when she explained that even silences can lead to physical violence. Elgin did not mention schools but has perfectly explained the mechanic of escalation in homes and workplaces.

> Each of us occasionally feels the sting of very unpleasant language from those who are closest to us -spouses, employers, friends, relatives. But frequent and repeated use of unanswerable questions, scalding accusations, sarcasm, insinuations, and even icy silence is more than simply unpleasant; it is abusive, destructive, and frequently leads to escalating arguments and physical violence. (Elgin, 1995)

The hazy rules managing the definition, and mainly the interpretation of school legislation, is often problematic leading to a serious confusion about the legislative system supposed to protect the school community. In many case teachers have been sued by parents for having bullied their sons/daughters.

Stories abound in US schools about students, and even special needs and disabled students being bullied in different ways mainly verbally and emotionally. The majority of the cases have been recorded and often aired in local TV news. Suing teachers for verbal abuse is a rare procedure in Algeria. Parents usually do not consider verbal abuse as being such. A "*shut-your -mouth*" phrase, even if insulting, is not perceived as being offensive but punitive. Teachers in the majority of cases think that respectability requires aggressiveness. They usually tend to show offensiveness without being rude as a way to maintain order and rule a classroom. Aggressiveness is for some teachers a dissuasive strategy. In the majority of Algerian schools yelling is a norm.

On the other hand, teachers rods are always present in classrooms during "normal" sessions but hidden in the presence of inspectors, and principals since corporal punishment has been banned from Algerian schools in the last decades.

Some teachers are not ready to change their basic beliefs according to Raths, & McAninch, (2003). Still, rods -even if not used to punish corporally- are, for some teachers, psychological dissuasive disciplinary tools to show authority. Those kinds of teachers are usually motivated by officials' pressures but are not really "convinced that there is a problem, or may be aware of a problem but has no intention of making a change. People at this stage often make superficial changes as a result of pressure from others, only to return to old behaviors as soon as the pressure subsides", explained Hunzicker in her article (2004).

The use of dangerous procedures and tools like metallic rods is the norm in Algerian schools mainly in primary, middle and even secondary schools. Officially banned procedures are often accepted and teachers using them protected by schools' officials which is normally not an acceptable school policy whether overt or covert. Corporal punishment in schools was abolished worldwide, yet this abolishment has caused much anxiety to teachers who relied upon it (Merrett & Wheldall, 1990).

Schools official are supposed to be the protector of students against any form of violence and regressive teacher disciplinary procedure. Those same officials -headmasters- being formal teachers are often covertly with corporal punishment and some of them -we really don't have any statistics- have espoused an anti "spare the rod, spoil the child" attitude which is a harmful teaching and managerial style. "Over the past 20 years, a growing body of research clearly indicates that children who have experienced physical punishment tend to be more aggressive toward parents, siblings, peers and, later, spouses, and are more likely to develop antisocial behavior" (Durant & Ensom, 2012).

The CMAJ research shows clearly that children subjected to corporal / physical punishment might trigger other types of violence. "Corporal punishment of teenagers is harmful, because it can induce aggressive or antisocial behaviour. Corporal punishment using objects, such as rulers or belts, is physically and emotionally harmful", explained Pate and Gould (2012). One of the external psycho-social attitudes can be "higher level of aggression against parents, siblings, peers and spouses" write Durrant and Ensom (2012).

Many researchers have yielded the same results in a growing body of research about the issue of corporal /physical punishment ( Straus, 1994 ;Fitz-Gibbon, 2017 ; Frehsee, Horn, & Bussmann - 1996; Pate&Gould, 2012). All of them have insisted on the harmfulness and the irreversible dimension of corporal / physical punishment that may cause "damaging long-term effects" (Dorpat, 2007) that can be emotional such as anxiety, depression, social and behavioral. Some of them went further when they stated that corporal punishment is "universally harmful" (Dobson, 2014) and even humiliating.

However, other researchers concluded that there is no incidence or association between corporal / physical punishment in schools and negative anti-social attitudes when growing older -i.e. during adolescence and/or adulthood (Deater-Deckard, et al, 2003; Greydanus, 2003) .

Still, through the presence of such researches advocating corporal punishment, writers are trying to explain that they are against extreme violence that can entail physical injuries. Mild corporal punishment -even if considered as a myth- is a harmless and thus a good and efficient disciplinary procedure according to the same authors.

It is clear today, that a growing number of literature has proved the harmfulness and dangerosity of all forms of corporal punishment however mild it would be. Most of the world judicial systems and parenting styles approve moderate punishment according to Straus (1994) who states that

> Both the law and the informal culture assume that, when done "in moderation," corporal punishment is harmless and sometimes necessary. This research started from assumptions that are almost the opposite of that aspect of American culture. It tests the hypothesis that the greater the use of corporal punishment, the greater the probability, later in life, of depression, suicidal ideation, alcohol abuse, wife assaults, and child abuse (Straus, 1994).

Police and law representative often ignore and do not give much importance to domestic violence. They often consider this kind of violence as a private "family fight" according to Straus (1994) and thus a normal and acceptable hidden curriculum. Men can beat women in the same way adults can punish children or the teachers their students. Law representatives may sue and imprison violent people if there is a wound. This is called "the stitch rule" (Snow, 2013). Police investigation can begin only if an injury required visible bruises. This fact reflects perfectly the cultural rules prevailing in Algerian homes and schools. Merrett and Wheldall (1990) maintain that "to use the argument that because society uses such negative system we have to do the same in schools is to miss the point entirely".

Conflicting researches about the issue of corporal punishment- social acceptability vs. unacceptability / harmfulness vs. harmlessness- often creates a scientific confusion among researchers, teachers, educators or even children and students who want to get a clear guidance about their behavior including their future adequate parenting or teaching styles. Beliefs can be more powerful than robust research evidence. A study conducted by Burns (1992) found that "85 % of the American population approved the corporal punishment […]" (Burns, 1992, as cited in Lee, 2005).

The Algerian news papers abound with terrifying stories about school physical violence sometimes very similar to torture stories inflicted to enemies in conflicts or police cruelty. Unsurprisingly, this fact has been emphasized by Ginott in his book titled *Between Parent and Child* (1965) and where he perfectly depicted the terrifying powers teachers possess, use and often abuse.

> I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized (Ginott, 1965, as cited in Dornbush& Pruitt, 1995).

Hurting, harming, intimidating, degrading, exploiting, and endangering children are sometimes perceived as ultimate disciplinary attitudes as a response to students' rebelliousness. Even if public Algerian schools banned violence in almost all its forms, they seem to persist and entail problematic attitudes and conflicting action and reactions. Turning a blind eye to the rules legislating teaching and classroom management specifically is becoming, in some schools, a conventional act.

The first principle in the NAEYC code in the US schools states that teachers "shall not harm children, participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitive, or intimidating to children" ( Puckett,  Diffily, 2004). This is an invitation to avoid corporal punishment since physically and emotionally hurting, and psychologically torturing procedure such as public humiliation in schools within instructional tasks namely writing on the board, or punishing or blaming a child for a "wrong" answer.

Teachers often confuse their personal parenting style with their institutional teaching style required and framed by his/her school's policy. The teachers' psychological mental profile is an overlooked subject and until now an understudied issue. Teachers are employed on the basis of diplomas no more. This is a frightening fact. No school has the right to ask for the psychological profile of any teacher. This may cause serious consequences when behaviors and parenting,

personal styles conflict with required adequate teaching styles and schools requirements. The cases of teachers who have been estimated unfit after years of employment for educational jobs are legion.

Paula Marantz Cohen (n.d), a professor of English at Drexel University, pointed out hidden facets in our schools and classroom when she stated that "one of the dirty little secrets of good teaching is that it is often fueled by dubious psychological factors. I won't go so far as to say that most teachers are mentally ill, but I will say that many of us come close. But is this really surprising? Many actors are driven by mental demons, so why not teachers?" (Cohen, 2012).

Teachers engaged to fulfill their duties as professionals in schools have the obligation to conform to their schools norms and rules for , according to Imber, Blokhuis, and Feldman (2014), "teacher testified to his willingness to conform his behavior to whatever policy school officials may adopt. Should he fail to do so, he will clearly be subject to further disciplinary action".

Some other authors have adopted a different standpoint like Johnston, Halocha , andChater, (2007). They suggested that "If ateacher thinks that a school rule is unimportant or unfair; he /she should not criticize other teachers but can quietly not enforce it". Teachers can "give the off-task pupil a choice that enables them to conform and also maintain their dignity" (Johnston, Halocha , &Chater, 2007).

Schools have the right to design and maintain certain behavioral, academic and disciplinary practices with accordance to government legislation and social and religious norms. According to Corwin (1970), a high "proportions of teachers believe that they should conform to these practices. More than one half of the *teachers* also agree that their school administration is better qualified than they to judge what is best for education" (Corwin, 1970).

Hence, when legislative rules contradict social or religious norms, teachers and even school authorities encourage verbal and nonverbal violence in the name of maintaining cultural norms prevailing in the society and that can be traced back to centuries.

Worse, in some Algerian schools, teachers who use the three types of violence are even praised for being able to control and rule their classrooms in an authoritarian way. Those teachers can simply get the best grades for using and abusing their power and by violating the same principles the government wants to instill in schools namely respect. If the teacher negative behavioral

procedures meet the headmaster's disciplinary style based on force and intimidation everything else does not matter.

Teachers non-conforming to their hierarchical school officials find themselves often blamed for being too permissive. They try to follow the local authority policy that contradicts with headmasters social norms based usually on verbal violence and corporal punishment. Some headmasters' policies do not vary too much from that used when interrogating criminals in police offices. The culture of bullying is in certain schools the prevalent norms for it is the only "language" misbehaving students understand according to them. "The only language students understand here is the rod", told a headmaster to a neophyte teacher.

This fact is surprisingly very similar to the debate over the right of parents and students to use corporal punishment and spanking in some US states. Parents and teachers, in both Algeria and the USA, think that evidence based researches and findings about corporal punishment are biased or false (Strauss, 1994). Sometimes popular beliefs and religious commandments are stronger than scientific discourses.

## 4.5 Gender Sociology and School Violence

## Introduction

An impressive body of evidence is pointing towards the potential danger of male society as the most violent, aggressive and anti-social group among the other half of society, females. Hundreds of academic researchers are asserting that the majority of violent crimes are committed by males between 15 and 17 ( McShane, & Williams, 2007). Schools are not exception.

### 4.5.1 Over-masculinisation and violence

School boys are considered as the major trouble makers. They are usually labelled as violent, rude, uncivil, talkative, and disruptive, in administrative reports recording verbal and physical violence mainly. Teachers are almost sure that whatever happens in their classrooms -be it talking without permission during sessions or incivilities- boys are the ones to blame for. Boys are most of the time accused and victimised and girls usually perceived as the eternal innocents.

Myths and misconceptions are among the main reasons that tend to fuel that perennial teacher's attitude. Statistics- whether produced by men or anti-feminists- are stigmatising that fact. Males/

young men are violent. School violence-verbal, nonverbal, physical- is according to recent researches "at an incredible rate if one has to go by statistics". However, statistics are not prophecies and statisticians by far not prophets. Handling statistics and relying on them is sometimes more destructive and more des-informative than constructive and informative. Whether statistics are reliable data or not remains to be a debatable issue.

"Men" in prisons are not simply "men". They might be innocent men, precociously "masculinised" or even "over-masculinised" people. The answer would require a closer look to profile that population ethnographically, sociologically, and psychologically speaking.

In the same vein, are boys responsible of all the "miseries" and violence in schools? Nobody can be sure. They might -simply or not simply- be victims of an "over-masculisation -and thus not bullies- of a precocious "badboyisation" at home. By whom? Often by parents themselves at home.

A myriad of social phenomena and a series of mechanisms -constraints mainly- are shaping what is mis-judgementally called "school boys' violence". Social reproduction is to blame for that series of uncontrollable violences. "Masculinity" is usually confused with terms like "machismo" "rudeness" that might be caused by biological factors like an overdose of testosterone in terms of cultural parenting styles.

Some women -mothers specifically- can be more violent than "men" if they decide to incite precociously -or not- to "masculinise" /"over-masculinise" or in other words order their sons to "be a man". Mothers usually justify that attitude by over/protective reactions against potential bullies and thus encouraging their sons to become themselves bullies instead of victims.

So, whether it is misconception, ignorance, inadequate parental style, social reproduction, a founded fear/anxiety of a potential effeminisation, a precocious -or not- "over/masculisation", an overdose of testosterone, peer pressure, fatherlessness, motherlessness; whatever are the factors implicated , violence is an increasingly vague, contextual, slippery,  non-sex specific, psycho, social and biological nexus.

## 4.5.2 School violence and sexism

School violence is one forms of structural violence. Female students are frequently violented by the Algerian institutions including scholastic and familial ones. Violence against female students has been largely ignored even by the juridical system and empirical studies alike. A largely

deserted issue though of great importance. Female students represent an impressive population in terms of statistics in Algerian schools. Serious researches about feminism and sexism have begun in the seventies due to socio-political reasons. Before that period researches had timidly tackled that seemingly taboo for different reasons, ideological, cultural, religious, and academic as well.

Because theorists have reconsidered and thus redefined the term "violence", its definition has shifted from a narrow meaning to a broader sense. It shifted from a "simple" "physical" aggression to any violence including "psychological harm" in all its forms, mal-development, and deprivation.

Depriving women from their rights has been criminalized in different occasions. The pre-seventies academicians defined violence as "an overt and intentional physical aggressive behavior against another person" (Volavka 1999 as cited in Shally-Jensen, 2013). Whereas, post-seventies period witnessed a revolutionary paradigm shift in terms of female rights. Violence has been redefined as "the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group of community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development or deprivation" (World Health Organisation, 2002).

The term deprivation is the chief notion that should be considered here. Algerian women and mainly female students suffer silently, yet their silence tells a lot. In sub-urban areas women -in certain families- at an early age "must" stop learning. That form of academic deprivation is dictated by social codified norms with a total ignorance of economical/cultural considerations and even the religious precepts.

Fathers are usually prone to religious misinterpretations or religious manipulations from pseudo religious people who would act and want to persuade those fathers for ideological/ political reasons. "Women are just housewives" *el mraa ledaar* ", would say fathers. Those social idiolects are worth analyzing for they can inform us about the social norms ruling Algerian patriarchal families. The right to reach a higher education is denied in the name of tradition, religion or simply parentness -which is almost patriarchal. Denying higher education is usually defended by an irrational right to decide over daughters' destiny. Teachers, spouses, and relatives are seemingly powerless in those situations and most of the time cannot change fathers'

conceptions and decisions. "It's my daughter, it's my business not yours" would justify parents if asked about the why of their "illegal" action.

Furtheremore, fathers denying the right for education and excluding women from their right to any academic success is a reproduction of inherited social norms perpetuated in the previous generations of parents –fathers namely. Fathers denying the right for a better education have usually a poor and in certain contexts a limited educational background. It would not be surprising that they would perpetuate "ignorance" and "deprivation" as norms. Worse, they will even inculcate those "lessons" and teach those parents myths to their sons.

Ironically, parents -fathers namely- sticking to inherited beliefs are, in most of the time, illiterate, semi-illiterate or having a very limited educational level. Parents' denial is usually based on either: unfounded religious reasons, untrustworthiness, or conformism.

Parents in semi-rural regions tend to doubt of their daughters trustworthiness. They often consider sending a girl/woman to university as a risky decision. *"nkhaf aliha/ nekhaf el3ar.."* which literally means: "I am scared for her/I am afraid of the scandal". Sexual stereotyping may lead to discrimination which is apparently felt by women in jobs and places pre-dominantly held by men. Parents in semi-rural areas tend to conform to the microcosm they belong to. They usually have the "what would people think of me …?*"* attitude. *"Wach ygoulou alia enas.. ?".* The absence of religion and trust is replaced by peer pressure.

Besides, when excluded from the educational settings those same girls/women can economically be exploited by that same family to perform agricultural tasks which is typically "men's work", home-based business, business, or simply as a housewife until being married. Parents' sole preoccupation is to be relieved from the "burden" of caring of women in patriarchal families. When delivered from that responsibility, the husband, or in certain situations the father in law, will either perpetuate and conform to the same social /educational norms or change attitude under pressure. A pressure that will stem from either peers or wives. When married, those girls/women will fall under the responsibility of another person.

Women as victims of sexism will certainly "react" to that form of structural violence. Their reactions will include secrecy and revengeful attitudes. Girls during adolescence would unsurprisingly rebel against authoritarian parents by choosing and adopting secretly romance in the pre-marriage period -usually in middle or secondary school. Romance at that early age is a psycho-affective reaction that stems from a social consciousness. It is a legitimate predictive

attitude. In a patriarchal society girls "learn" to adapt to that pressurized threatening social situation.

As a preemptive action, girls would choose the "right future authority", i.e. a man who would be ready to trust them unlike their fathers. Girls would prefer a flexible family where there is authority without authoritarianism. Accordingly, girls would focus on their academic future more than anything else if they feel that they can reach a higher intellectual level.

Conversely, female students in urban and to a certain extent in sub-urban areas are reluctant to marry men who do not share their social-cultural norms regarding the right for academics. They would rather prefer a long academic carrier than being victimized. This is an attitude that might be regarded as a social or intellectual arrogance. Furthermore, intellectual women threaten male authority in patriarchal societies. Denying women's right for a better academic education –known as structural violence- is the maintained cultural norm in sub-urban areas or within families that inherited suburban culture and living in cities.

Structural violence is an almost invisible violence in the Algerian society. The legal system could not and cannot -until now- interfere in domestic issues like parenting styles or domestic violence for profoundly rooted socio-religious and political reasons. The legal system, even if present with legal texts, is not actually fully implemented but timidly referred to when necessary. The reluctance to fully criminalize domestic violence and structural violence is still a very sensitive issue in societies ruled by tradition, beliefs and misinterpreted religious traditions.

The official policy of our legal system is under a myriad of pressures. It is systematically counterbalanced by a series of traditions affected themselves by political interactions. A game of balance and counterbalance. Changing these social norms overnight would be impossible. A wait and see posture is the best policy in that situation. Change needs time. The legal system seemingly passiveness is dictated by a very serious consideration of tactical and strategic measures. The stability of a macrocosm is the sole legitimate priority of governments. Structural violence, that "invisible harm" is a highly sensitive issue. Governments' strategies should be based on education rather than conflicts. Thus, the responsibilisation of the future generations is more than urgency.

Paradoxically, and inspite of the heavy price women are paying, society is slowly but steadily moving towards paradigm shifts led by the "minority" of oppressed women themselves. Women's perseverance will certainly pay off. From governments' point of view -tactically-

educational deprivation is a necessary harm. Sometimes a double edged sword. Nonetheless, the average percentage according to official statistics about educated women in Algeria is good news.  More than 50% of secondary schools and tertiary schools' population are girls. Are deprivational ,victimizing families "disappearing species? The answer needs a deeper look at statistics and will be a rewarding enterprise for sociologists.

Societies are maintaining inherited hard line social norms for various considerations. Issuing judicially based laws to criminalize educational deprivation and sexism would simply be a pseudo change, a facet timid reform to please -sometimes mislead- political partners. It can be a verbal /nonverbal message for the local or international communities. Social political stability requires sacrifices. Sacrifying a part of a macrocosm -educated women- is the price to pay for politico-economic gains and stakes as well. It is considered by politicians as the solution against political unrest and chaos. Victimising women is a political mechanism inherited by politicians and even by rigid judicial system bound to consider any political actor whether inside our outside the country. This is a fact, the Algerian society is a patriarchal one, and women the silent minority/majority?

## 4.6 Family Sociology

### 4.6.1 Motherlessness

School violence and domestic violence are two interacting violences. There is no doubt, one can affect the other. The presence or the absence of parents are both of them an issue that might open an interesting avenue towards comprehending the social dynamics behind. Many researchers insisted that school violence is only those violences that occur in schools and not outside. Whereas, researchers proved that the boundaries between school violence and other violences outside schools are blurred. Where does school violence end? The threshold of classrooms? Beyond the hallways of schools? In the threshold of the schools doorways? In the outskirts of schools? In the way home?  Or at home? Violence is everywhere. School violence may begin at home.

A growing body of research has sufficiently addressed the potential effects of fatherlessness on both boys and girls. Yet, the issue of motherlessness is still under-addressed not to say deserted

by family sociologists as far as motherless is concerned. "Nothing about motherless children" has been written. Motherlessness can be indirectly one of the hidden facets of violence, whether domestic or at school.

Statistics attest that there are far more fatherless families than opposite situation. This could be explain by the fact that males' risk of earlier dying is higher in terms of risk taking, health care, alcohol consumption, tobacco, and professional requirements that are much higher stressful. (French, Vedhara, & Kaptein, 2010). Males attitudes are often fatal. Those unreasonable attitudes are atypical to men quest to achieve masculinity /over-masculinity. The precocious death of the father can sometimes entail a higher stress within a family. Mothers and children can both be emotionally and financially affected by the loss of the father. Consequently, they will have to bear the "double burden" or a precocious responsibilisation.

However, absence, separation, or loss of a mother in most Algerian families will not usually entail the same consequences when compared with the absence, or death of a father. Most of women in Algeria are housewives. We cannot provide the exact statistics about the number of those housewives, but the social roles are not the same in certain societies where traditions prevail. The extent of that prevalence cannot be determined in this thesis for it requires a separate socio-ethnographic research.

The consequences of motherlessness are thus different. Fathers with sons are usually unprepared to the "double burden" situation as mothers often do. The masculine and sometimes the overmasculine nature of men as husbands make them reluctant to perform child care inside the home for it is perceived as "demasculinising". Mothers are better fit to perform the double function of motherhood and fatherhood when fathers are absent for.

Moreover, feminism as a social movement and during a half century, has 'prepared' and fostered women power and competency to assume and bear an unconventional status: money making which is considered until very recently as a masculine role (Fraser, 2013). Women have even out-earned their males peers for the first time in major metropolitan areas (Velshi, & Romans, 2012).

Fathers on the other hand are -for most of them- socially incapable to perform such domestic requirements besides extra-domestic ones not to say reluctant to do so for several reasons. The first reason that may cause man's reluctance to perform feminine specific domestic duties is

simply his masculine gender natural role that prepared him for extra-domestic roles like bread winning.

The second reason would lay in the "emotionalessness" of men as another masculine typical characteristic. Men are not supposed to be emotional according to researchers in gender issues and masculinity. Being perceived as emotional is a feminine gender role. The absence of emotions is a mechanism that causes "masculine stress" (Eisler, & Skidmore, 1988).

Accordingly, showing emotions or being perceived as emotional by others is an unacceptable behaviour in men's masculine culture. Social, peer pressure and gender role often hamper the shift towards a feminine role. Children's care is often perceived as an unmanly job. Raising children can be perceived by peers as de-possessedness of male qualities and cause embarrassment for men with a fear of being teased and insulted. Men are even be rejected from men's zone. As a result, competent men can act-out the incompetent to escape peers insults and sarcastic remarks.

Furthermore, and communicationally speaking, men feel that their masculine culture incompatible with female's culture to interact with daughters when it comes to sensitive issues like feminine roles. Providing female role model for girls is not fathers' job. Guiding daughters through their adolescence is apparently not men's role. This may compel fathers to rely quite heavily on their mothers or sisters when talking about "girls' things" are concerned. Yet, this ideal situation is not always the case.

Children academic performances can also be threatened by mono-parental situations. Children- both girls and boys- can be affected by motherlessness since mothers are the ones who function as second teachers at home. Fathers, as "bread winners", do not have time to help children with their home work. They often feel too tired to help anybody at home. Motherless children may thus have more difficulties to succeed than those living in fatherless families or bi-parental ones.

## 4.6.2 Fatherlessness

Addressing the issue of fatherlessness would relatively be impossible without comprehending the multiple and often stressful psycho-social roles of fathers. Fathers are the unique and natural providers of parental security, bread winners, authority figure and above all the initiators of masculinity for boys. These latter roles will be the focal point in this section.

The total absence of fathers -due to death or separation- can dramatically affect the education of children and may eventually deconstruct the social and affective -emotional- harmony of a whole family. Mothers -usually- do not show a though authoritative attitude when ruling children. Mothers with sons in early adolescence are not stronger than them and the only solution to govern them is friendliness, which is not always effective as a parenting style.

Boys in that *laissez faire* situation rebel, and girls try precociously to conform to their feminine role. Girls are seeking the attention from boys or even older boys as a compensatory mechanism. They try to compensate that parental male presence at home by an extra domestic relationship which is often not without risks. Daughters' quest for a masculine presence at home is legitimate. It is a quest for protectiveness, authority, tough love, and normalness.

Therefore, a precocious responsibilisation is another daunting risk caused by fatherlessness. This situation that we may call "de-childisation" ,i.e., childhood deprivation or loss of child characteristics and the acquirement of adult characteristics - can seriously destabilise the normal growth of a "child". Children have the right to plainly live and experience their childhood. Children have the right to live a period of total de-responsibilisation, playfulness, education, schooling, care, love, health and entertainment. The child's basic needs constitute the universal children rights.

A child biological and emotional health can dangerously be threatened and his learning performances dramatically damaged or limited if the absence of the father is felt. Whatever the reasons behind that absence are, if the absence of a father is not "solved" by a male authority figure things might become worse. Yet, this ideal situation is not always provided in financially deprived families. Brothers would not always enjoy a *Loco Parentis* role. This would probably out-burden them.

The second risk that would be entailed by fatherlessness is the probable feminisation of boys. This complex mechanism would be reinforced when there is a frequent and systematic exposure to feminine behaviour and feminine linguistic particularism. Boys do repeat what they hear and use it earlier as an acquired linguistic variety. The same thing would be true for nonverbal body language which differs according to sex. The imitational process would also be reinforced and thus learnt as a linguistic pattern when mother exhibit a womanly women attitude by providing over-love.

However, this is not always the case. Literate women or mothers who acquired a good parental style through real world experiences would be specifically alert to "play" the role of fathers besides their natural womanly function in the home. Such mothers would certainly care of "toughening", masculinising their sons through exposing them to masculine culture.

Parenting strategies like involving boys in typical masculine activities such as sports -football or martial arts-, watching together football matches, can be taught to children as the ideal social activities that necessitate toughness. Mothers can alternatively let their sons experience socialising including spending longer time outside, hanging out with friends without special usual parental restriction.

Mothers, through switching off their over-careful motherly emotionalness and acting out a *loco parentis* father, might indirectly be responsible of misbehaving sons' attitudes, domestic violence in mid or late adolescence. Sexual abusive behaviours might become frequent conducting ultimately to rape against girls.

Again, the "too much" attitude is a danger zone. Shifting to different gender role requires an extreme care, because a potential over-masculinisation would be a spoiling attitude. Switching off the motherly attitude and switching on the manlike masculisation process for a longer time is not as safe as a normal mother attitude, i.e., functioning as a mother only. This attitude can have backlashes and even devastating side effects if uncontrolled.

Shifting from one social role to another and surfing between extremes is not a natural innate competency. The combination of the roles in the same period can be fatiguing for mothers. It requires an inhuman alertness and an incredible parenting and educational competency that are beyond some middle and lower classes families' aptitude. Momentous tactical solutions are not always the best solution.

So, according to family sociologists, motherlessness can be as detrimental for children as fatherlessness with particular consequences. Both of them can trigger violent mechanism and cause health disorders like SAD (Separation Anxiety Disorder) (Soares & Gershon, 2003) due to the absence of one of the parents and ODD (Oppositional Defiant Desorder) (Davis, 2016), due to the absence of authority or authoritarianism, i.e., extreme familial patterns. Both daughters and boys can display violent behavioural attitudes due to a lack of attention or an over-attention. This domestic violence can in turn be transferred through bullying, adversity, or a quest for a masculine presence that might be turned into an abusive relationship.

Fatherlessness can contribute to either the victimisation or the criminalisation of children at school through the mechanisms of victims against bullies. Over-protectiveness can trigger a feeling of superiority and invulnerability and thus encourage bullying. Under-protectiveness can produce victims since demasculinised not to say over-feminised in extreme rare cases.

Mothers as well can display aggressiveness through the symptoms of SAD, double burden syndrome, or even burn-out syndrome due to fatigue and helplessness. Shifting between two different gender roles is stressful and can even escalate to depression due to the inhuman and extra-ordinary duties mothers should perform alone.

## 4.6.3 Family engagement

A growing body of research on the role of family engagement and its repercussion on the child achievement in schools supports the necessity of an effective parental or/and familial involvement (Kiyama, et al, 2015; Morgan, 2016; Donohue, 2016). All the above mentioned researchers confirmed that children in involved families receive higher scores on exams, demonstrate positive attitudes towards schools, and thus have better chances to enter prestigious schools.

Working hard could be insufficient when children are left to their fate. The feeling of being abandoned to face academic high stake challenges alone is a risky social situation when those children show affective fragility or/and worse when at risk of failure. However, family involvement is not always a systemic familial/parental function. It is often a privilege for certain "lucky" children.

In financially secure families parents can afford paying extra scholastic and remedial sessions at private schools and even at home which is a luxury accessible to a minority only. This kind of privilege can alone give children a feeling of total affective and thus academic security and boost tremendously their self-esteem. Life is easy for that minority who think that success is a story of money. Parents usually tend to overprotect and over-parent their children which might lead to affective /social and moral issues later in life. Over-parenting often entails indulgence, and in some cases worse, overindulgence.

Families, including well educated parents/ sisters and/ or brothers, often play the role of teachers and instruct their children. They often perform that job in an efficient professional manner and thus apply remarkably "individualised teaching" that was supposed to be implemented inside the

classroom. "Individualised teaching" is an ideal method that failed due to a series of factors that affect Algerian schools like over-crowdedness, overloaded curricula and ineffective disciplinary approaches

Parents' involvement is also possible in financially modest families that believe that education is the unique valuable investment and that manage to support their way their children with the few they would earn. Those types of parents - even if economically deprived- would rather opt for a motivational /affective role choosing waving their personal experience in life as being an academic failure to boost their children intrinsic motivation. "Either you learn hard, or you'll be become like us, i.e., a failure", would argument persuasively the parents in a good rhetorical way.

Yet, and unfortunately this parenting style is just losing its credibility in the Algerian society where football is the new God and footballers adulated millionaires. Children would often reply when asked "*what did you learn today?"*, with a typical short *" nothing!*" . That sounding familiar answer is often true in certain contexts where academics are losing terrain and where football and money are kings.

However, this pessimistic vision of the world is not always THE truth in Algerian families who believe that education is an inestimable investment that worth respecting as THE social norm. Belonging to those families that believe on moral values is a guarantee for long term support and an efficient option towards a successful life. Families involvement at home and even at school is today a necessity not say urgency. Researchers insisted on that during the last decades.

Parents' involvement at school is an extremely scarce tradition and a disappearing pedagogical and societal culture in Algerian schools. Teachers today hardly come across parents inside schools unless they are compelled to do so. Whether in primary, middle or secondary schools, the probability of meeting a parent in school corridors is almost statistically nil. The reluctance of Algerian parents to visit schools and inquire about their children performances, attitudes and aptitudes is a deserted niche of research and an issue that is worth investigating.

The miscommunication between teachers and parents researchers is due to different factors. Parents often feel a discomfort when entering schools and classrooms. Furthermore, parents are often confused by the teachers' remarks about their sons and daughters that would be generally negative and devaluating. Some parents are even scared to relive the experience of being "again"

in schools for they would feel themselves embarrassed, confused as if returning to their formal jail.

Furthermore, parents' reluctance to re-enter schools may awake negative memories to a certain number and revive the darkest moments in their lives when being children themselves or for being a failure produced by that very same school. Concerning the others who succeeded in their life, it would rather be carelessness and a negative parenting style that prevails. Sometimes children educational careers do not seem to be the parent's priority.

 Teachers' reluctance to face parents even might be the uncertainty about how to handle the reaction of unhappy parents especially if they belong to the working class. Arrogance might be a factor since both teachers or/and parents would be driven by their self-esteem arrogant behaviour for being superior.

 Teachers, and especially the neophytes, are underequipped to announce bad news to anxious parents. "Parents may feel uncomfortable about going inside their child's classroom, sitting in small chairs, and listening to reports of their child's conduct and class work. Teachers, especially in their first years of teaching, may be uncertain about how to handle unhappy or critical parents" (Clark, 1999). A code of conduct seems to be urgently needed for neophytes to secure a good communication with anxious parents.

Schools have the heavy responsibility to sensitise parents through a governmental or even a local program to make all the parents or tutors aware of their crucial role as effective stakeholder. The lack of families-schools partnership and coordination is a real barrier to be removed if the different stakeholders want to instil a real team work. Education is a matter of the whole society. Learning occurs inside schools. This is true, but most learning occurs outside as well (Hopper, 2015). Parents meetings in schools shouldn't consist of façade routine but an effective and fruitful culture.

Some families feel lucky to "own" a teacher and often more than one at home. There are even luckier ones who have- as parents- teachers at universities with a broader intellectual proficiency. Those kind of "super" parents do not necessarily "teach" their children but would prefer to equip the child with the "secret" of the profession. In other words, to let the child learn alone using the myriad of learning strategies that are usually overshadowed by content-based learning and rote learning.

Consequently, parents' level of literacy plays a crucial role in selecting the educational approach. Whatever level will parents have, literacy is always a blessing and its absence often a curse and a consequence of the child struggle in educational arenas. Nevertheless, parents must always be made aware of the improvement of their own educational level as a life-long process. Being a parent and a teacher at the same time is a privilege for children especially if they live in financially deprived families.

Language is often a linguistic and thus a cultural barrier that hampers and discourages parents whether they are ignorant or literate. Language can even discourage parents having higher degrees or belonging to the intellectual elites of a society. Culture is language and language is culture. The inseparability of language and culture has been demonstrated by several researchers like Risager (2006), Byram (2014), and Kramsch, & Widdowson (1998).

Arabic for certain parents is often a linguistic "enigma" to overcome and the converse is true for parents who master Arabic and who perceive French or English as a "foreign" language as if required to deal with Chinese. Therefore, bilingual, trilingual or even multi-lingual parents are the linguistically and thus culturally privileged community when instructing and educating a child.

However, bilingualism, trilingualism, and multilingualism are not always an asset that could be found in all families. What if parents lack that "linguistic intelligence" and do not really "master" any language as for the case of those teaching exact sciences? Consequently, the mastery of a language seems to be a blessing and therefore a linguistic deprivation for the others. In this vein, we would affirm that the parents' linguistic competency pays off.

## Conclusion

Three different contextual factors impact the daily life of the stakeholders in Algerian schools. These factors encompass- according to the level of impact- : the ruthless negative peer pressure, the merciless hidden curriculum representing the unspoken, unwritten law of peers, family, and at a lesser extent school authority figures pressure. Looking closer at the powerful dynamics a student might be exposed to, one can only notice its complexity, intensity and frequency.

The victims of this apparently rude triptych should be closely considered and reconsidered by the whole school community, and mainly the research community. Needless to say that over-generalising the conclusions would be a naïve enterprise and a scientific bias since statistically

undefined in its context, i.e., Algerian schools. Stating that every single student can be a subject of that triple pressure has not been proved yet. However, the schooled population can be represented by two distinct groups: those who can resist that triptych for having a strong personality, and those who cannot, and thus can easily be prone to failure, delinquency, self-destructive behavior, suicidal thought, and bullycide. Psychologists can easily identify and assist those in distress at a very early moment. The student's background, the School results, mood, behaviors, psychological profile, personality traits, interests, the tendencies that a student may be exposed to, can betray his intentions and even future events in his academic or professional life assert experts.

The hidden curriculum is one of the most challenging legitimate competitors of the national official curriculum. Teens are among those ghost writers of that subtle text, even if unwritten. Teens are the spokesmen of that same hidden curriculum even if unspoken. School officials and teachers are the spoksmen of another type of hidden curriculum that compete and challenge teens laws at schools. A game of power based on balance and counter balance is played every day in Algerian schools to create and protect a territory.

# CHAPTER FIVE: RESEARCH DESIGN, ANALYSIS AND INTERPRETATION

CHAPTER FIVE: RESEARCH DESIGN, ANALYSIS AND INTERPRETATION

## Introduction

In our quest to enrich the existing knowledge about school violence and mainly verbal and nonverbal violence in Algerian schools, two different research tools have been selected: two questionnaires, and an interview. A statistical tool "excel" has been utilized to graphically illustrate social behaviors in the classrooms.

The choice of Content Analysis has been dictated by the numerous advantages offered including unobtrusiveness - since it does not collect data directly from people- , low cost, quantifiability, qualifiability or hybridity . CA is often considered being a hybrid between quatitative research and qualitative one (Flipp, 2014) Furthermore, CA offers many advantages. It can cope with large volumes of data. It allows the researcher to access and handle unstructured matter of data. CA can also be able to analyse small samples. Therefore CA seems to be a useful research tool to get insight into complex human thoughts and language if used well (Krippendorff, 2004).

## 5.1 The methodology

The nature and the scope of theses conducted in social and human sciences often poses constrains, challenges and limitations. Verbal and non-verbal school violence as a theme is certainly an intricate multi-faceted and multidisciplinary subject that demands more than a simple traditional mono-method approach. Therefore, and to reach an acceptable level of validity, reliability and objectivity with a bias free procedure, triangulation seems to be the adequate philosophy of research within the double communicative and social framework. Any research must, as far as possible, be controlled, rigorous, systematic, verifiable, empirical, and critical.

## 5.2 Triangulation

Also called cross examination, the term triangulation has been borrowed from the field of navigation. In navigation two known points can determine the third unknown point or location. Lewis-Beck, Bryman and Liao defined triangulation as being "the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings.

Since much social research is founded on the use of a single research method and as such may suffer from limitations associated with that method or from the specific application of it, triangulation offers the prospect of enhanced confidence." (Lewis-Beck, Bryman, & Liao, 2004). Increasing confidence seems the main aim of triangulation. Furthermore, validity can be reached if the findings show similar but not necessarily the same results.

## 5.3 Type of research

"Research is a structured enquiry that utilizes acceptable scientific methodology to solve problems and create new knowledge that is generally applicable" (Achala, 2016). The choice between the two research types was not so evident. Such tricky problematic requires complex tools and thus a combination of approaches, procedures, and modes as well. The quest for truth has never been a simplistic easy enterprise. The two broad types of research are pure research and applied research. There are some facets in the following thesis that readers will classify as pure research. However, the broader part will certainly be applied since the main objective of any researcher is solving problems and tackling practical questions in the limits and limitations of scientific research. "The knowledge produced trough pure research is sought to add to the existing body of research methods" (Ranjit, 2010).

## 5.4 Purpose

The purpose of this study is to describe, explain, and explore the dynamics of a multitude of situations, phenomena, and attitudes in order to contribute in the enrichment of primary data and their correlation with secondary existing data.

The four purposes of this chapter are to (1) describe the research methodology of this study, (2) explain the sample selection, (3) describe the procedure used in designing the instrument and collecting the data, and (4) provide an explanation of the statistical procedures used to analyze the data, (5) justify and explain the inquiry mode appropriate to determine problems, issues and phenomena, (6) present the analysis mode, i.e.: the method selected to analyze the data (7) and finally, clarify the approaches and techniques used in interpreting those data.

## 5.5 Inquiry mode

Researchers are always been faced by the dilemmic choice between choosing the structured vs. the unstructured mode when trying to solve scientific queries. There are two modes adopted to answer research questions, the structured approach and the unstructured one. The structured approach to inquiry is usually classified as *quantitative research*. Everything that forms the research process- objectives, design, sample, and the questions that one plan to ask of respondents- is predetermined.

It is more appropriate to determine the extentof a problem, issue or phenomenon by quantifying the variation. E.g. how many students have a particular problem? How many students hold a particular attitude? (Murugan,2013). For that reason, we sought it would be wiser to opt for a combination between the structured and the unstructured or what scientists in research methodology identified as the hybrid mode through the process of triangulation for a more valid and reliable results. The combination of two inquiry modes may help us to try to answer questions about who, when, where, and how do complex phenomena like school violence occur.

## 5.6 Analysis mode

Due to its capacity to examine "any kind of text , written, iconic, multimedia, etc or signification processes (traces and artifacts)" ("content analysis", n.d.), content analysis is used by tremendous number of fields and sub-fields ranging from sociology, psychology, media studies, ethnography, political sciences, and even literature and marketing. This analysis mode refers to the series of techniques used to study "mute evidence". The choice of CA seems to be THE most appropriate one for it offers a wide array of advantages and can allow a certain autonomy and an ability to shift from one mode of inquiry to another in a combinatory hybrid way.

Content analysis is a social science methodology that is based on the understanding of human communication including writing, painting and context. This includes understanding the meaning of text, the phrases used, the key terms, the authenticity and the authorship. It is a quantitative, scientific method that can look at the objectivity, the inter-subjectivity, the validity, the replicability, the generalizability, and more of a specific document (Neuendorf, 2002 as cited in Obilade & Burton, 2015).

This advantageousness does not however mean CA is perfect. Irreproachable and perfect approaches that can be useful by any researcher in any field do not exist. CA suffers from several disadvantages, both theoretical and procedural. CA can be extremely time consuming especially

if we conduct research manually. It is subject of increased error, particularly when relational analysis is used to attain a higher level of interpretation. Interpretation is inherently an inexact science. CA is often devoid of theoretical base, or attempts too liberally to draw meaningful inferences about the relationships and impact implied in a study. Sometimes CA can be inherently reductive, especially when dealing with complex texts.

Furthermore, it tends too often to simplify consist of word counts. The context that produced the text in content analysis is often disregarded as well as the state of things after the text is produced (Busch and others, 2005, as cited in Morra-Imas, Morra, & Rist, 2009).Themes identification is a significant step in CA. Discovering themes is at the heart of content analysis procedures. In their article entitled "Techniques to Identify Themes in Qualitative Data", Ryan and Bernard tried to paramount the importance of this step when they asserted that

> Theme identification is one of the most fundamental tasks in qualitative research. It is also one of the most mysterious. Explicit descriptions of theme discovery are rarely described in articles and reports and if so are often regulated to appendices or footnotes. Techniques are shared among small groups of social scientists and are often impeded by disciplinary or epistemological boundaries. (Ryan, Bernard, 2003)

## 5.7 The surveys

Two kinds of surveys are going to be used in this study. A questionnaire with students and teachers from three different schools (Middle, secondary and tertiary schools), and a face -to-face interview with teachers from the three educational levels mentioned earlier and from different schools as well. The location of schools as a variable is taken into consideration since it affects the students' behavior, attitude (Smith, & Sobel, 2014)and performance (Lippman, Burns, & McArthur, 1996). The students and teachers who accepted to be part of the surveys were mainly from urban schools. I could not unfortunately get responses from rural schools for the access to those schools was problematic. The demographic social configuration included female and male respondents from unknown social background. The two types of survey took place in different time contexts but within the same school year.The term 'survey' is used in a

variety of ways, but generally refers to the selection of a relatively large sample of people from a pre-determined population (Kelley, Clarck, Brown, & Sitzia, 2003).

## 5.7.1 The questionnaires

After double checking the content, length, and form of the questionnaire I conducted a pilot questionnaire with 6 students (3 males and 3 females). The same procedure has been selected with teachers to identify any incongruence, or misinterpretation. A one page questionnaire that includes 8 questions has been administered. The questionnaire objective was to investigate the perceptions and attitudes of the respondents. The initial targeted number was 400 students and teachers. However 43 questionnaires were invalid for several reasons. Therefore, 314 questionnaires were valid and taken into consideration then analysed accordingly. During our investigation, and in a quest to respect questionnaires procedures, the following model -that has been proposed by Stat Pack Inc research staff (2014) - has been selected as research methodological map:

Define Goals and Objectives
↓
Design Methodology
↓
Determine feasibility
↓
Develop Instruments
↓
Select Sample
↓
Conduct Pilot Test
↓
Revise Instruments
↓
Conduct Research
↓
Analyse Data
↓
Prepare Report

**Source:** Stat Pack Inc research staff (2014)

The same questionnaire has been administered to both students and teachers. The similarity of questions is supposed to yield different visions of the world. It is a way to obtain statistically comparable data and explore the different school communities. We tried to assess the mindset of both teachers and students who belong to different schools. We wish we could compare the students' responses with their respective teachers, but the shadow of bias was there to remind us to stay on track. Therefore, we thought that comparing the data of the two communities from different schools and levels is maybe enough to get reliable information.

The following table summarises the social contextual variables that characterized the respondents:

| | Male | Female | Middle school | Secondary schools | Tertiary schools | TOTAL |
|---|---|---|---|---|---|---|
| Number of students | 71 | 86 | 28 | 49 | 80 | 157 |
| Number of teachers | 112 | 45 | 62 | 56 | 39 | 157 |
| | | | | | | 314 |

## 5.7.2 The interview

The second part of this research was based on a semi-structured interview with twelve male teachers from urban/rural schools including middle, secondary and tertiary schools. The initial objective was to question fifteen (15) male and female teachers as recommended by Kvale (2009), but it was not the case. Researchers in statistics like Schutt (2006) recommend following the saturation point rule but I opted for Kvale (2009) principal. The saturation point is reached when new interview seem to yield no additional information. Many social /psychological and professional constraints appeared. The questions aim to assess the teachers in Algerian schools respondents' perceptions and attitudes about occulesics, chronemics, haptics, vocalic, objectics, kinesics, and physical surrounding. Unfortunately, some tertiary teachers (3) have "politely" refused to be part of the research when they knew about the topics. One can imagine that there was a shared feeling of satisfaction.

Consequently that reluctance informs about tertiary teachers feeling of the uselessness to talk about issues like verbal or nonverbal violence. The *"It's 'ok', I have no problems with anyone here at the university"* attitude seems to be one of the probable causes of such reluctance. Other teachers seemed too busy with their responsibilities inside and outside the university. Some of them -female teachers mainly- asked me to delay the interview and showed a certain embarrassment or even a fear to expose their vision of the world. The interviews took place in different locations (teachers' lounge, classrooms, libraries, cafeterias). I tried to transcript the texts, and even the sub-texts as recommended by Seidman, (2015). I tried to use a recorder after the teachers' permissions but the respondents preferred the traditional form of recording. The following table summarises the social contextual variables that characterize the interviewees:

| | Urban schools | Rural schools | Male | Female | Middle schools | Secondary schools | Tertiary schools | TOTAL |
|---|---|---|---|---|---|---|---|---|
| Number of respondents | 11 | 1 | 12 | 0 | 3 | 7 | 2 | 12 |

## Abbreviations used in interview analysis:

**M:** Male

**F:** Female

**MS:** Middle School

**SS:** Secondary school

**TS:** Tertiary School

**OLS:** Oculesics

**CMS:** Chronemics

**PXS:** Proxemics

**HPS:** Haptics

**VCS:** Vocalics

**OBS:** Objectics

**KNS:** Kinesics

**PS:** Physical Surrounding

## 5.8 The questionnaire

## 5.8.1 Teachers' responses vs. Student's responses

The following graphics represent a comparative statistical study where teachers' responses are compared to students' responses. The communicational channels studied were: Occulesics, proxemics, chronemics, haptics, kinesics, vocalic, objectics, and finally surroundics (physical environment).

The codes from **1** to **5** represent "Lickert scale" and mean the following:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

**1.Oculesics**

**Q:** *Maintaining a friendly eye contact with some students of the classroom only.*

## Teachers responses

Series1

108

36

0    0

13

1    2    3    4    5

## Percentages

1  2  3  4  5

0%  0%  8%

23%

69%

## Students responses

Series1

95

45

17

9

0

1    2    3    4    5

## Percentages

1  2  3  4  5

0%  10%

6%

57%

27%
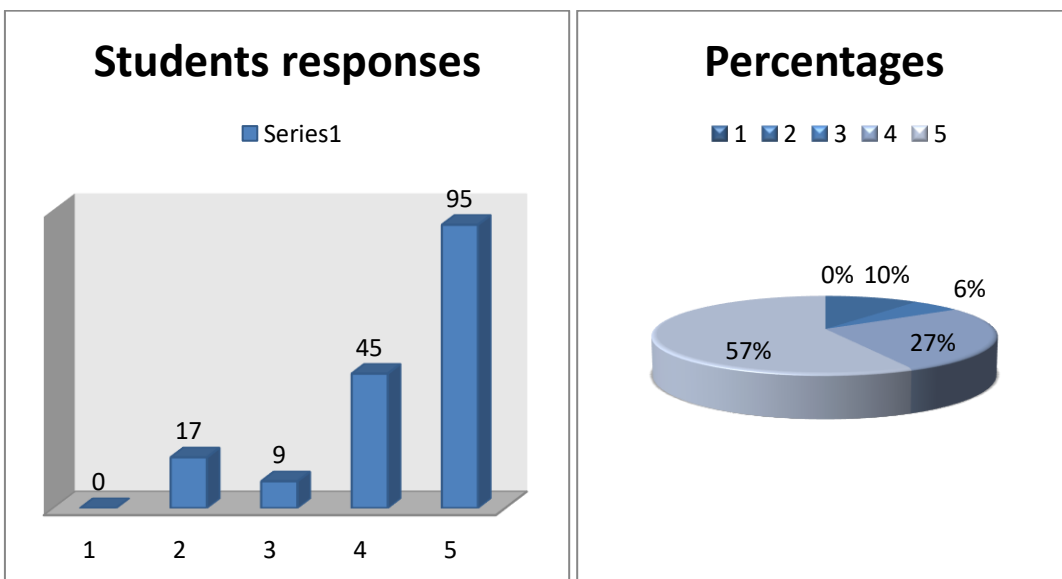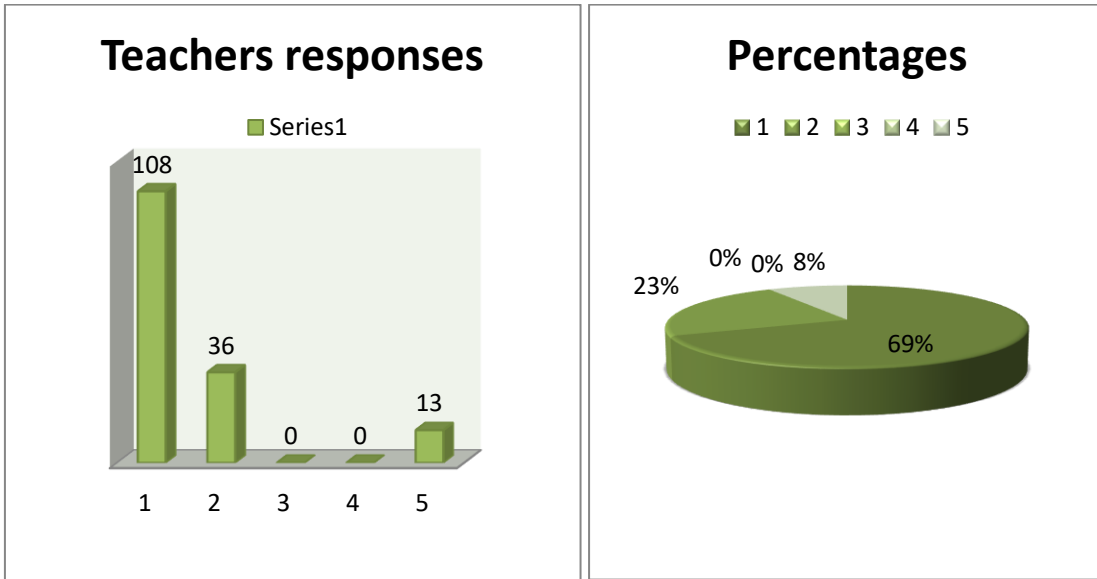
**2.Proxemics**

**Q:** *Spending much more time interacting verbally with a minority of students than the rest of the class*

## Teachers responses

Series1

72 | 0 | 0 | 29 | 56
1 | 2 | 3 | 4 | 5

## Percentages

1  2  3  4  5

46%
36%
18%
0%  0%

## Students responses

Series1

69 | 54 | 23 | 11 | 0
1 | 2 | 3 | 4 | 5

## Percentages

1  2  3  4  5

15%
7%
44%
34%
0%
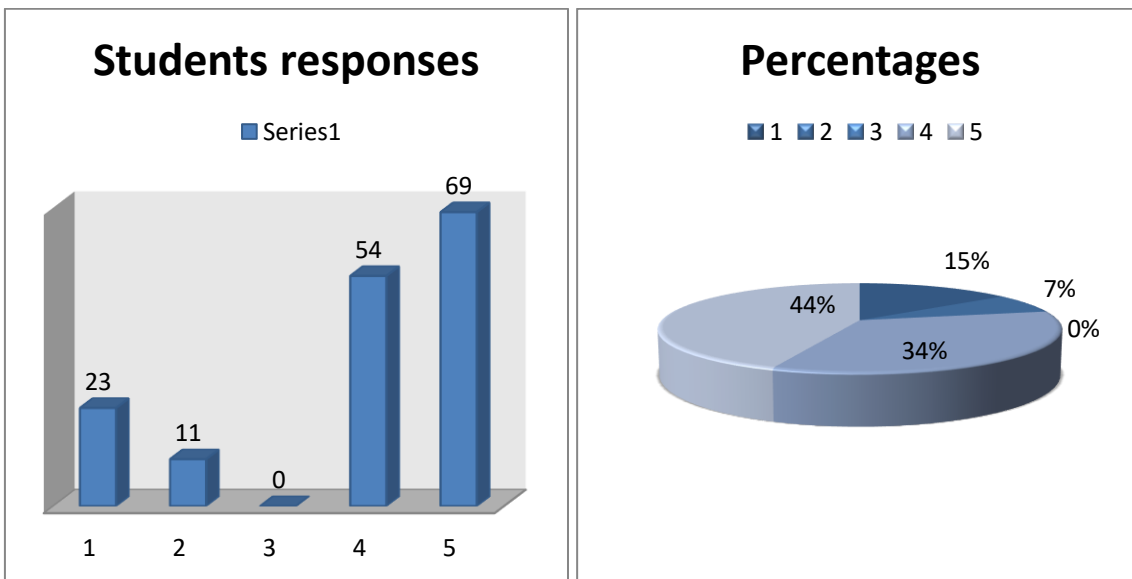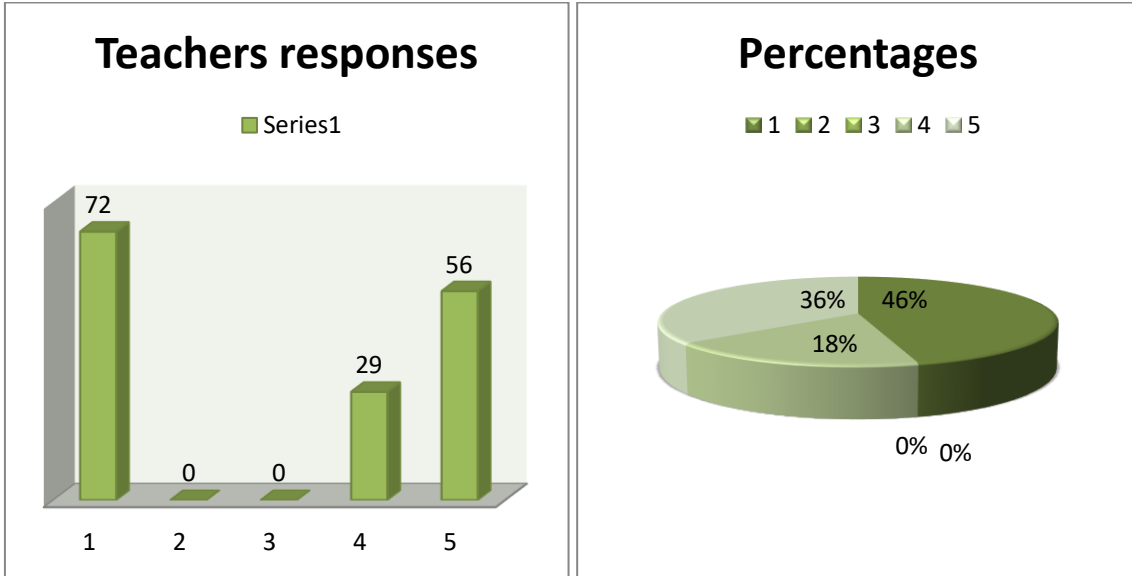
**3.Chronemics**

**Q:** *Spending much more time on the stage or behind desks than in any other place in the classroom*
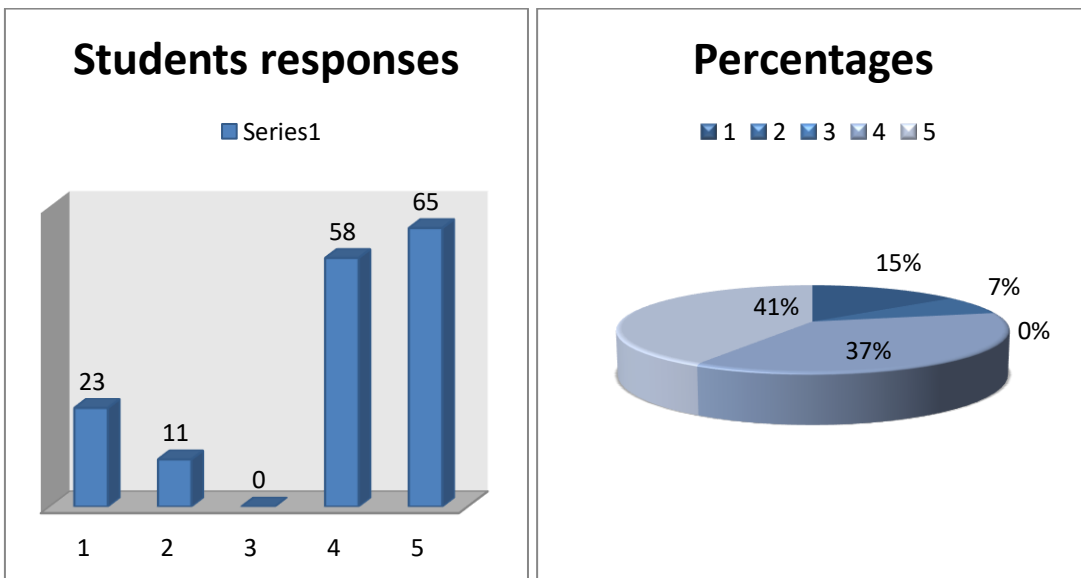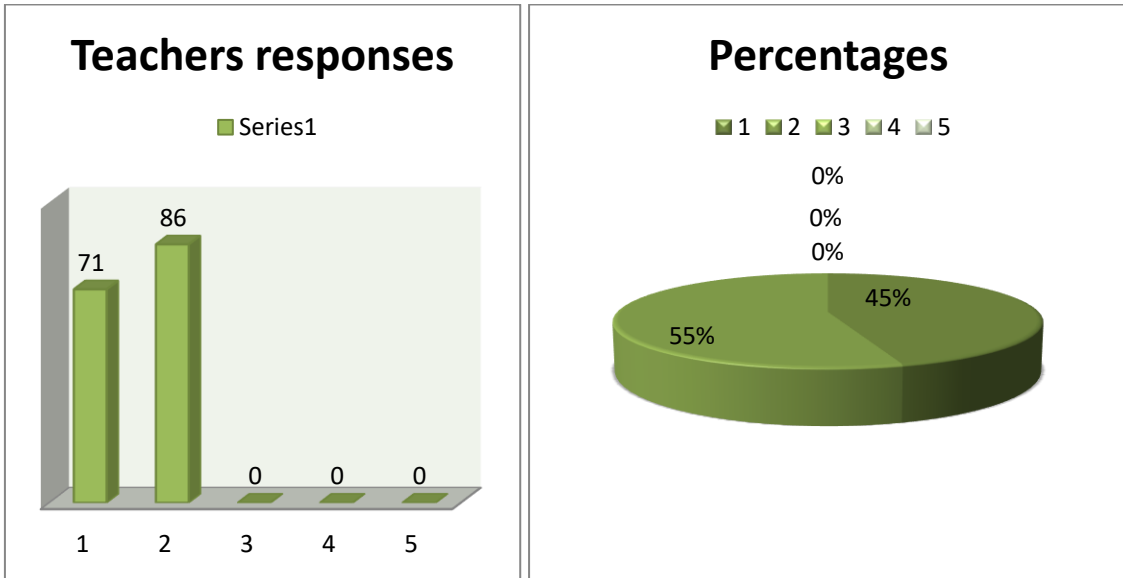
**4.Haptics**

**Q:** *It is ok if a teacher touch a student to encourage, support, praise, or for disciplinary reasons*
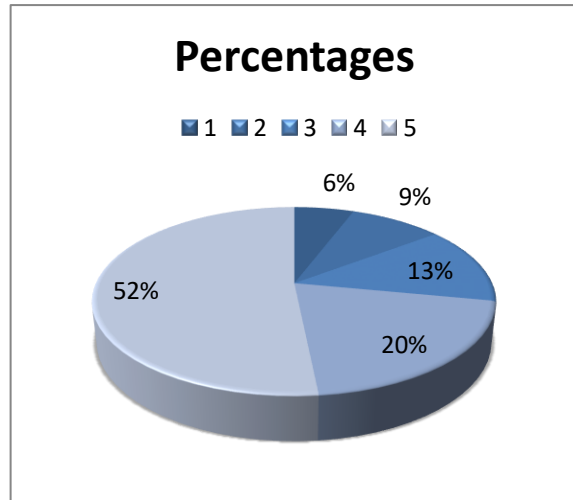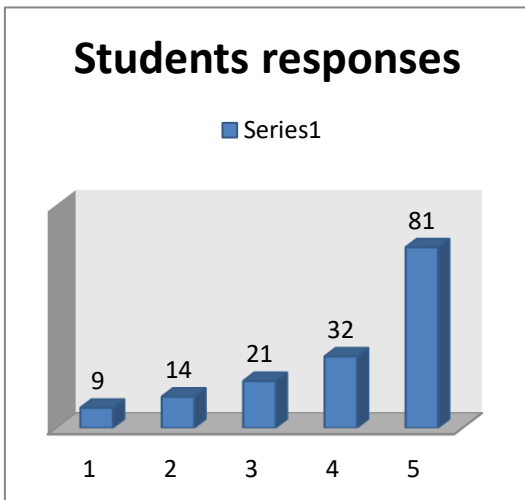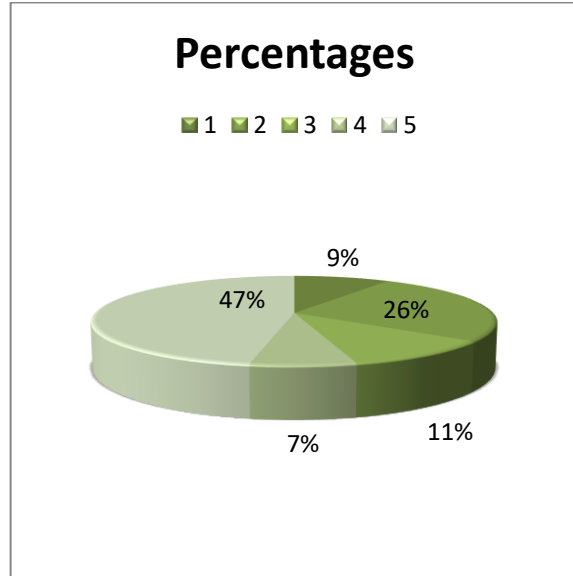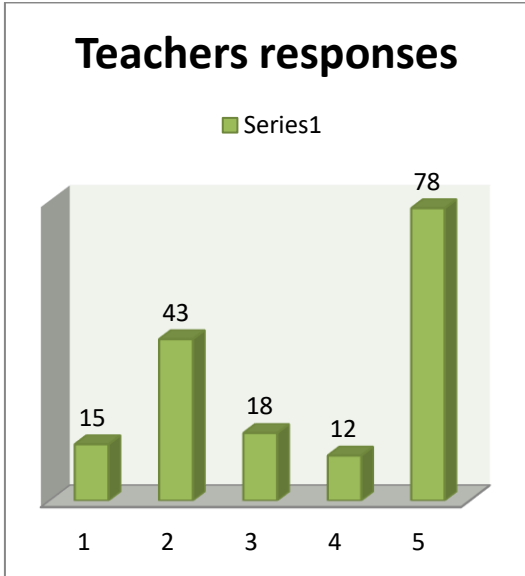
## Teachers responses

Series1

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 15 | 43 | 18 | 12 | 78 |

## Percentages

1  2  3  4  5

- 47%
- 9%
- 26%
- 11%
- 7%

## Students responses

Series1

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 9 | 14 | 21 | 32 | 81 |

## Percentages

1  2  3  4  5

- 6%
- 9%
- 13%
- 20%
- 52%

**5.Kinesics**

**Q:** *Teachers who usually sit in their desks without moving anywhere can be considered as lazy, fatigued, bored or unenthusiastic (unless they are sick)*

## Teachers responses

Series1

| Category | Value |
|----------|-------|
| 1 | 39 |
| 2 | 27 |
| 3 | 11 |
| 4 | 21 |
| 5 | 59 |

## Percentages

1  2  3  4  5

- 25%
- 17%
- 7%
- 13%
- 38%

## Students responses

Series1

| Category | Value |
|----------|-------|
| 1 | 67 |
| 2 | 62 |
| 3 | 0 |
| 4 | 12 |
| 5 | 16 |

## Percentages

1  2  3  4  5

- 43%
- 39%
- 0%
- 8%
- 10%
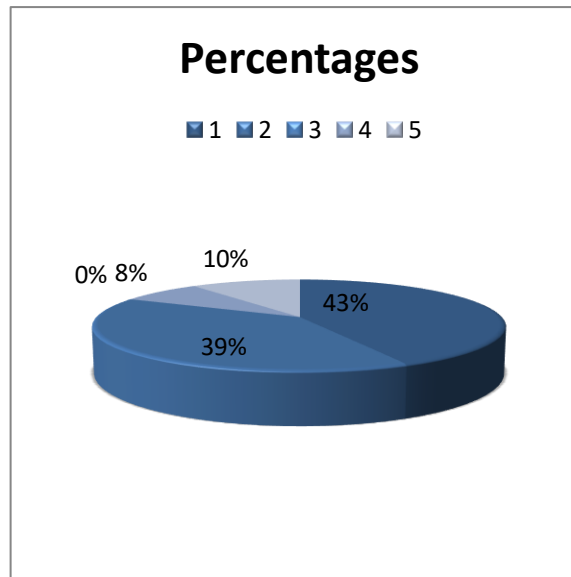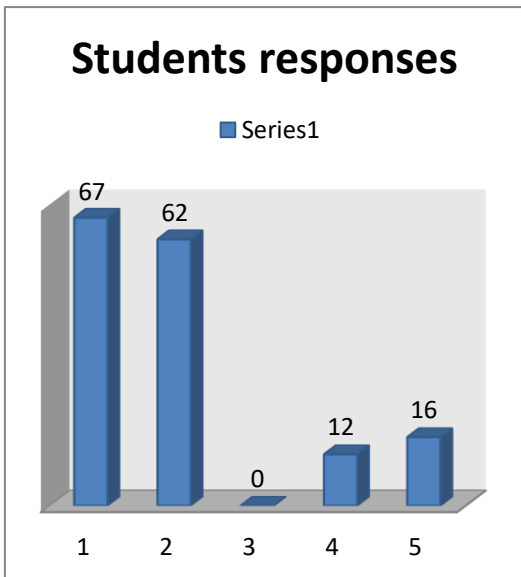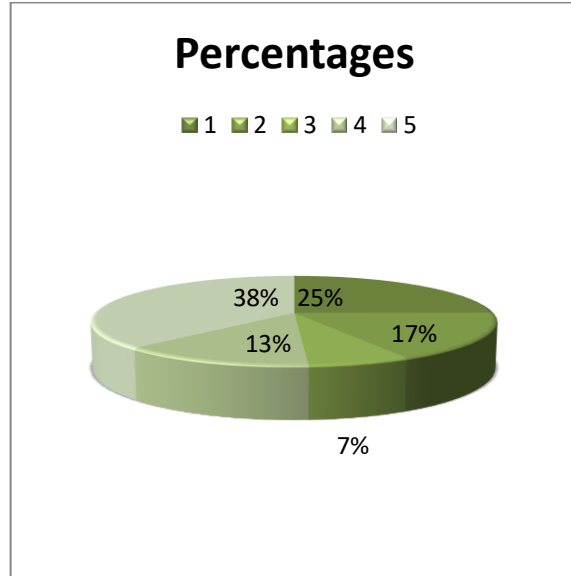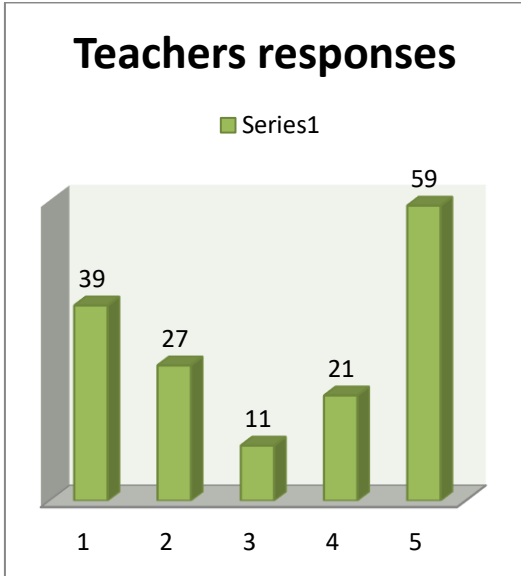
**6.Vocalics**

**Q:** *The teachers' voice is, communicatively, attractive. They use multi-toneous vocalic styles.*
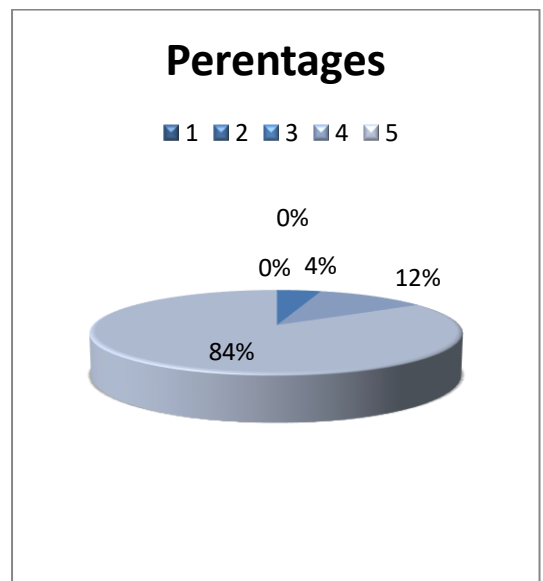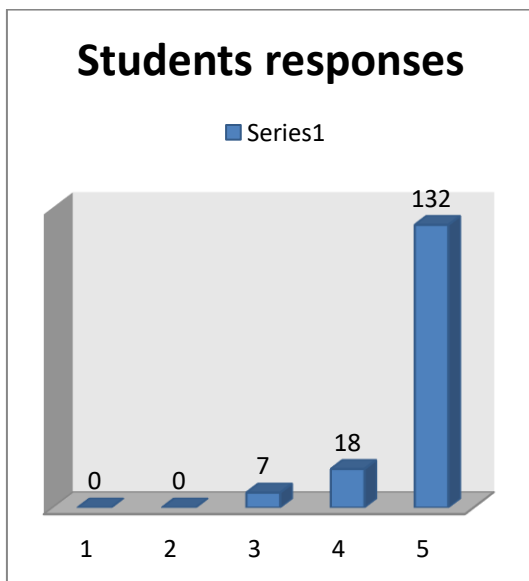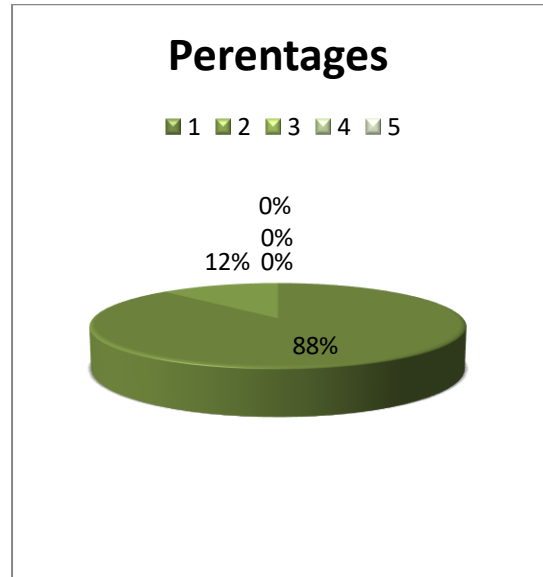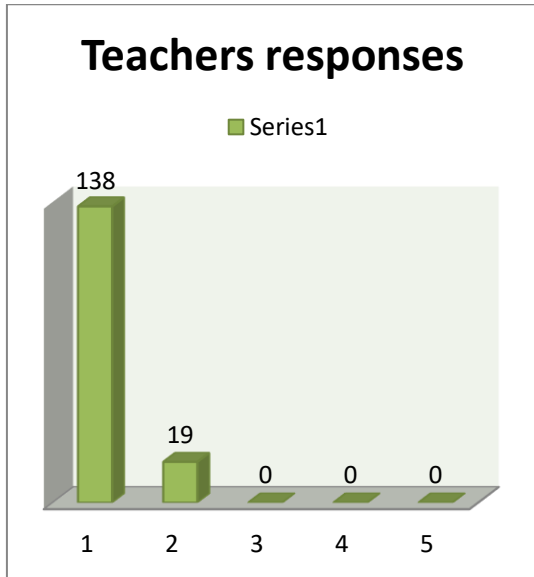
**Teachers responses**

■ Series1

138

19

0    0    0

1    2    3    4    5

**Perentages**

☑1 ☑2 ☑3 ☑4 ☑5

0%
0%
12% 0%

88%

**Students responses**

■ Series1

132

0    0    7    18

1    2    3    4    5

**Perentages**

☑1 ☑2 ☑3 ☑4 ☑5

0%
0%   4%
12%

84%

**7.Objectics**

**Q:** *Students clothing style may provoke misunderstanding, verbal, nonverbal or even physical violence.*
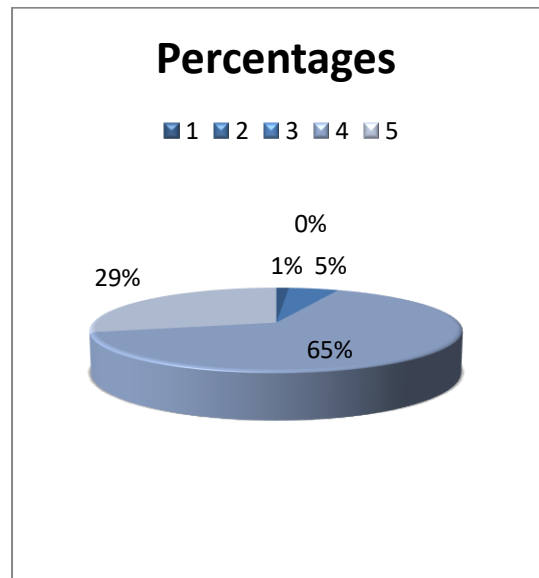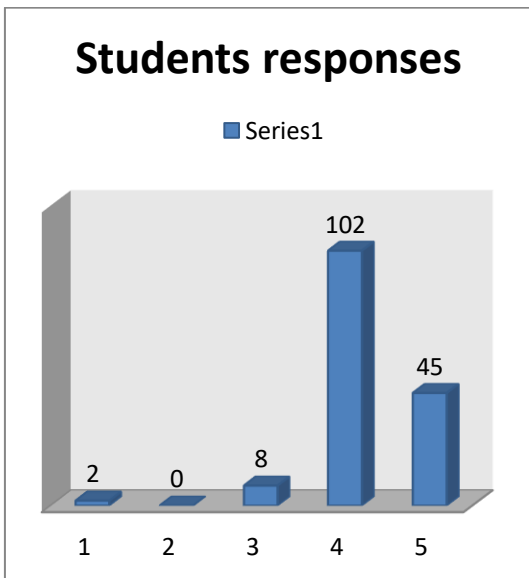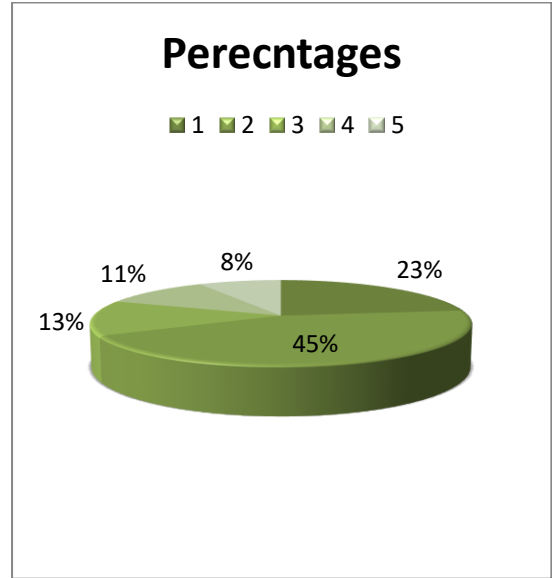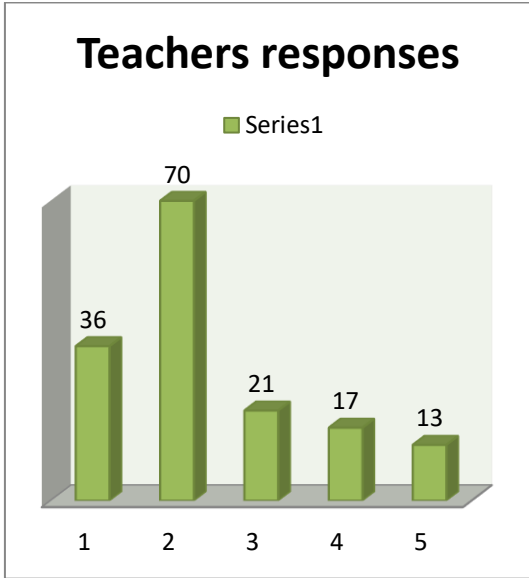
**8.Physical surrounding**

**Q:** *Schools should be closed in extreme temperatures (+45° for summer, or -10° for winter) until things get fixed.*

## Teachers responses

■ Series1

64  68

1  2  3  4  5

64  68  0  18  7

## Percentages

■ 1 ■ 2 ■ 3 ■ 4 ■ 5

0%  12%  4%
41%
43%

## Students responses

■ Series1

93
55
0  9  0

1  2  3  4  5

## Percentages

■ 1 ■ 2 ■ 3 ■ 4 ■ 5

6%
0%  0%
35%
59%
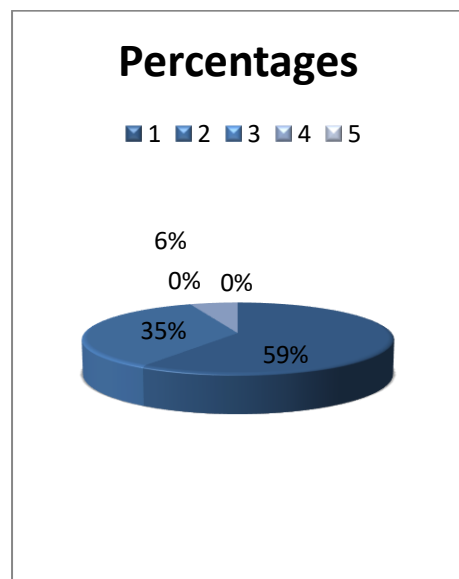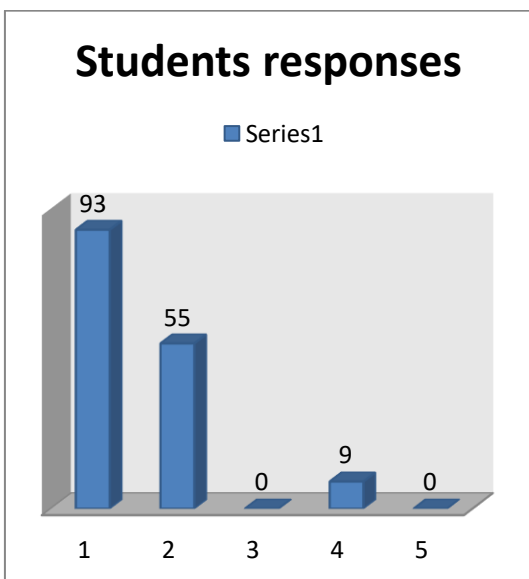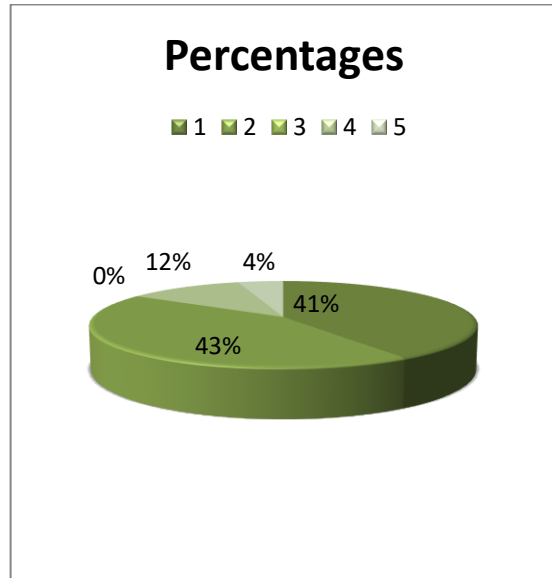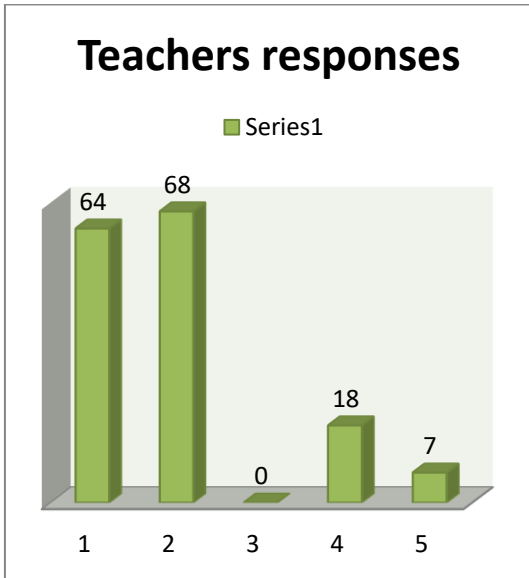
## 5.8.2 Data analysis

Interpretation of teachers vs. students' responses:

**Question 1: Oculesics**

**Q:***My teacher maintains a friendly eye contact with some students of the classroom only*.

When compared with the students responses the teachers' response seems to hide certain dishonesty at a high level. The reason of that dishonesty when analyzed can be interpreted as:

a. Hiding the truth (1) ,Lying, (2), Shame (3), The desire to appear as a person who shows perfectness and professionalism(4), Escaping any blames from the community of researchers(5) , parents and officials or any responsibility (6), Escaping culpability (7), Saving face (8).

From a closer angle these psycho-social attitudes seem to be legitimate. Nobody wants to be shown as THE guilty person. Teachers are always blamed by the other stakeholders to be "the source of all evil in Algerian schools" and are always portrayed as "incompetent as far as pedagogy is concerned". Teachers "don't want to be presented as scapegoats anymore" (source: interview). There seems to be an incompatibility between the questionnaire responses and the interview responses.

How can a teacher keep eye contact simultaneously with every single student in a classroom? Sometimes it is impossible in large classrooms (more than 30) mainly, not to mention amphitheatres. Teachers tend to make and maintain eye contact with the following types of students:

a. With those who are following using eye contact,
b. With those in the front rows,
c. With the brilliant ones only,
d. With the attractive ones only

For the sake of intellectual honesty, the teachers responses were not used to demonize them since most of the cited psycho-social attitudes and behaviors are according to us intentional (1), related to individual teaching style (2), driven by a sheer ignorance, and thus remote of any intentionality.

We predicted those large "yeses" that reveal an interesting subtext. The teachers responses are another way to say: "am cool with that", "I already know that", "I am competent", "I am a

careful teacher". However, what was not predicted in the 26 responses of those who strongly disagree about the necessity of making eye contact with every single student during sessions. The responses were probably driven by:

a. A necessary "frankliness,

b. Prior knowledge,

c. Impossibility of that occulesic style in large classrooms and amphitheatres,

d. Looking at a person is rude,

e. Female students cannot look at boys' eyes and inversely, Male teachers may think that looking at girls is invasive and may even bring suspicion about the teacher's credibility and reliability. Many teachers were suspected to harass their students by simply staring at them longer than necessary (eye contact time span).

f. Oculesics in all its dimensions is a debatable issue in Muslim countries like Algeria.

The difference of responses might be symptomatic of a difference in culture, sex difference, difference in knowledge/training, teaching style, difference in psycho-social attitudes (traits, phobia).

On the other hand, the disagreement between teachers and their students is strikingly surprising. One cannot be sure about the students' honesty/dishonesty. It is very hard to know the respondent intentions especially when we know that the face of the respondent cannot be seen at the moment of filling in the questionnaire. We wish we could confront the teachers' responses with the students' responses as a way to check reliability.

## Question 2: Proxemics

Q:*My teachers spend much more time on the stage or behind their desks than in any other place in the classroom.*

The question about proxemics has divided the respondents (teachers) into 2 sub-groups, those who strongly agreed and agreed vs. those who strongly disagreed. The epistemological basis of the respondents seems to stem from two kinds of approaches. This implies that there is a great and urgent need to "correct" the teachers' knowledge about proxemics through a systemic in-service/pre-service training. We have suspected a teachers' confusion about the place this NVC channel (proxemics) could be used.

What we can be sure of, however, is the disagreement between the teachers themselves due to the factors already mentioned like training deficiency-not to say absence- in NVC in the one hand. In the other hand, there was a disagreement between the teachers and their students about proxemics.

## Question 3: Chronemics

**Q:***My teachers spend much more time interacting verbally with a minority of students than the rest of the classroom.*

Chronemics (time use and perception) and chronemic style are the issues about which teachers and students disagree. Teachers chose to show their "carefulness" and "equitability" as a responding strategy by opting for a "strongly agree". Nobody (teachers) could disagree/ strongly disagree. There was no hesitation about the issue of chronemics and the necessity to be equitable with student when spending time during sessions.

Teachers' consensus was probably an attempt to save face or/and to show a mainstream concordance with the implied theory that says: be equitable, share your knowledge with your students share your time and power too. The responses of students, however, showed certain credibility. We can suppose that those students who thought that there is (yes) an equitable time sharing in the sessions are the brilliant ones mainly. Another possibility would be that the respondents are highly interactive, communicative and having interpersonal intelligence (Gardner, 1983) therefore they thought that their teachers share time with them more than the others.

## Question 4: Haptics

**Q:** *It is ok if a teacher touches me to encourage, support, praise, or for disciplinary reasons.*

The opinions and attitudes about/towards the issue of haptics - what is more commonly known as "touch" - were divergent. This divergence is probably a symptom of a theoretical haziness. Those who agreed/strongly agreed counter-balanced those who strongly disagreed about the necessity to touch students to support, encourage and manage a class.

Again the disagreement between teachers informs us well about the lack of an accurate theoretical reference and frame. Two haptic styles emerged from the responses, the pro (117) and the con (122) "touch" in classrooms. A minority, however, hesitated opting for a "neither nor" strategy.

The same disagreement marked the students' responses. The attitudes towards "touch" were divergent with a hesitating minority opting for a "neither nor" type of response.

## Question 5: Kinesics

**Q:***Teachers who usually sit at their desks without moving anywhere in the classroom can be considered as lazy, fatigued bored and unenthusiastic (unless they are sick).*

Teachers are not always aware of their movements and postures in the classroom. The different opinions are symptomatic of that training deficiency. Movements and posture if considered by teachers would promote a good communicative relationship between teachers and students.

There was a balanced distribution of the responses showing the result about the question investigating kinesics and the kinesic style of teachers inside a classroom in particular.

Some of the teachers, however, showed a hesitation with a "neither nor" response which informs about a serious need to revisit the notion of kinesics with all the dos and don'ts that those teachers should be trained about. Still, and this is what we expected, the majority strongly disagreed to qualify sitting teachers as lazy, fatigued, bored, and unenthusiastic.

Surprisingly, there was an agreement among those who found no harm to qualify the sitting teachers as lazy, fatigued, bored and unenthusiastic which implies that they are teachers who prefer standing in the center stage or walk through the rows of a classroom. Those who opt for standing as a kinesic style are qualified by authorities in kinesics as having the feet of clay syndrome (Kizlik 2018).

On the other side, students were divided between a large majority who agreed to qualify sitting teachers as lazy, fatigued bored and unenthusiastic. Their response was probably triggered to uncover the truth of what is happening "behind closed doors". It may be a subtle way to "harm" their teachers, which informs of the kind of communicational relationship in the classroom. This attitude could stem from a desire to verbally offense their teachers. Some students know that telling the sour truth about their teachers would be the best way to retaliate. It also implies that

the respondents do not like lazy, bored, seemingly fatigued and unenthusiastic teachers. If teachers get bored, their students get bored too as an unintentional psycho-behavioral process.

**Question 6: Vocalics**

**Q:***My teachers' voice is, communicationally, attractive. They use multi-tonous vocalic style.*

For the first time there was an agreement between teachers. All of them agreed when asked about their opinions about the issue related to vocalic or what is commonly known in popular culture as  a large majority strongly agreed that a teachers should show a multi-tonous vocalic style when using their voices in a classroom and especially when explaining during sessions.

This response is probably driven by a psycho-social need to:

- please the potential readers,

- Save face,

- Follow the trends (bandwagon effect).

However, that response is categorically refuted and contradicted by students, which implies the teachers' unawareness of the dramatic role of the voice in a classroom in terms of encouraging, supporting or managing students.

Those who agreed that their teachers use a multitonous vocalic style are probably telling the truth. According to the authorities in the sub-field of vocalic and if we assume that the responses are true they would inform of:

-Thorough knowledge about NVC, and mainly the power of the teacher's voice,

- Are using their natural voices,

- Have a charismatic personality

**Question 7: Objectics**

**Q:***Students clothing style may provoke misunderstanding, verbal, nonverbal or even physical violence in schools*

Objectics is one of the major nonverbal channels according to us. Yet, NVC literature, empirical researches and the present one seem to confirm one thing: teachers show a great NVCD towards the issue due either to its complexity, or a training deficiency on NVC in general and objectics specifically. The teachers' response and their multiplicity confirm the above remarks.

There was a large confusion displayed in fig n° 6. This multi-responses is probably an effect of the scarceness of research about objectics in schools that is still in its infancy. The "neither nor" type of response is highly symptomatic of that confusion and thus hesitation. Surprisingly, there was a large consensus among the students who agreed, or strongly agreed. A small minority, however, opted for a hesitational stance. After a gender analysis we found that girls were a majority among those who hesitated.

Attitudes about clothing, fashion, religion, and culture, governed the responses of the questionees. The issue of objectics provokes highly emotional and passionate responses. The presence of passion and emotions might explain the cause of such discordance.

**Question 8: Physical environment**

**Q:** *Schools should be closed in extreme temperatures.*

By physical surrounding -sometimes called physical environment or surroundics- we mean: temperature, comfort, lighting, size of rooms, architecture, buildings security and olphactics. Studies treating physical environment in schools is still in its infancy. This avenue of research is worth developing in a more focused way in future theses or articles.

We have asked teachers about their attitudes towards extreme temperature due to abnormal heat, malfunctioning heaters, lack of air conditioners, broken windows, absence of norms based windows, obsolete or out of norms materials (walls, roofs etc) during summer and/or winter. Studying in summer time in a mal aired, non air conditioned, and small room with metallic structure functioning as a roof, is the typical example of inadequate physical environment in some schools around the country. We do not have statistics to quantify that *"some"* -

unfortunately- which is again another interesting avenue of research in surroundics related violence (SRV).

The large majority of teachers agreed to close school. This implies that they are ready to stop working in extreme condition -heat, cold caused by different factors- until heating/ cooling devices get repaired or the scheduled sessions changed. Only 16%, which is a small minority, disagreed to "close" schools under extreme conditions (heat, cold). They probably found no harm to study under conditions since they have always endured those conditions before without any necessity to close schools. This implies that teaching and studying in extreme conditions became "normal".

In Northern Algeria temperature can often reach extremes like 45° Celsius or 5° to 10° Celsius. In both cases schools have never been closed and both teachers and students were obliged to endure those disturbing temperatures. This is probably a non-sense in some Western schools and universities, like the US ones, where an extreme temperature was enough to make officials and teachers think twice about the potential negative consequences of keeping schools open.

In Algerian schools teachers and students found no solutions against extreme temperature but getting over-dressed in winter inside the classrooms or under-dressed in Summer and beginning of autumn (June /July/September). The other solution was simply skipping sessions at universities mainly. Using simply clothes seems to be THE ultimate solution. Both teachers and students think that it is normal to be exposed to extreme temperatures for the sake of providing or getting a good education. We did not expect the teachers' consensus about the possibility to stop teaching and closing school. What we did expect, however, was the students' reaction who, unfortunately, "learnt" that relying on clothes is a practical remedy in extreme temperatures. This surprising reaction may simply stem from student's unawareness or carelessness as far as their comfort, and thus security, is concerned. Feeling too hot, or too cold? It is "ok". It's quite "normal" for some of them.

## 5.9 Interview analysis

## Aims, responses and interpretations

### Rubric 1: Oculesics

**Question:** The use of eyes in communication can be dramatic. How do you personally use eyes when communicating with students in the classroom during sessions?

**Aim:** The aim of this question is to assess the knowledge, beliefs, and attitudes of teachers towards the use of oculesics in their classrooms/amphitheatres as a means of communication with students. Tendencies, themes and sub-themes can be exploited as well. The question can also assess the teachers needs in terms of in-service training/ post- service training. Discovering the gaps can be highly useful to inform the teachers about the theory and improve their communicational/managerial styles.

**Responses:**

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 1-M-SS | "To tell you the truth, I have never asked myself such a question. Well, my eyes are focused mainly on the 'trouble makers' " | OLS | Managerial/disciplinary issue. |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 2- M-SS | As a Mathematics teacher, I use and look at the power point slides to explain. So, I don't see the usefulness to look at eyes. | OLS | -Priorities issue<br>-ICT<br>-Dehumanisation of interactions |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 3.M.TS | "In my classroom, everybody should go to the stage and say/explain an item. So, I have no problems with eyes communication" | OLS | -Engaging students |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 4.M. TS | "I try to communicate with everybody, but students often avoid looking at me. So, I do the same… It's a problem" | OLS | -Affective issue <br> -Helplessness <br> -Gender issue |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 5.M.TS | "Iook, when you are in amphiteatres or a large classroom, which is my case. I look at the group not at the persons. It's impossible to choose faces" | OLS | -Tips use |

**Interpretation:** The quasi totality of the teachers interviewed could not recognize/define the term "oculesics". It is not a surprise when we know that in-service training programs do not (until now) take into consideration the paramountcy of NVC in school context.

Three tendencies have appeared in the responses as far as the use of eye contact is concerned. The first tendency concerned those teachers who "struggle" with disciplinary issues in the classroom and thus are obliged to keep an eye on the "trouble makers" (term used in the transcript). Those teachers are diverted from the core professional task which is learning/teaching. The second tendency concerned those teachers who prefer to communicate with screens and slides instead of students. Their attitude is maybe functional, but leads to a de-humanisation of the classroom communication as explained by coaches and theorists in NVC. It seems that there is a problem of priorities in the pedagogical style of some teachers. Humans are more important than walls screens and careers. The third tendency implied from the responses

was the probably clever-yet insufficient- teaching style consisting on exchanging roles or using tips to communicate like scanning the room with eyes. In other words, inviting students to "say/explain" an item on the classroom stage might work. However, students cannot do the teacher's job alone. Teachers are expected to explain and thus to interact with faces. Scanning the room with eyes might be a good tip, but it does not satisfy students who expect face to face communication. A stricking remark noticed in the last response and that may open a new avenue to research concerned the reluctance of some students to fix, and maintain an appropriate eye contact with teachers. This might be explained by an avoidance attitude, shame, or simply boredom.

## Rubric 2: Proxemics

**Question:** *What distance do you prefer to keep between you and your students in the classroom while teaching? Where do you often stay in classrooms? Do you move?*

**Aim:** This question investigates the proxemic style of teachers and their attitudes towards distances between them and their students in terms of gender, level, and race. Some teachers would prefer to stay behind their desks; some others would rather prefer an individualized teaching style and thus opt for a closer distance similar to intimate space. Between the two extreme choices are those who would prefer the personal space as distance.

**Responses:**

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 1-M-TS | " …I use the desk to communicate …" | PXS | Staticism |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 2-M-SS | " …I stay at the center stage …" | PXS | Stage |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 3-M-TS | " …I explain, then walk through the rows to check if tasks are done, and if there is any undesirable item used by the students like mobiles …" | PXS | Multiple proxemic styles |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 4-M -SS | " …I can be closer to only those students who ask or need my assistance …" | PXS | Selective care |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 5-M-TS | " …I avoid being closer to girls … it brings suspicion …you know… the Algerian mentality …" | PXS | -Reluctance<br>-Gender issue |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 6-M-TS | " …I usually spend seconds besides students to look at their works in progress during TDs, and interfere whenever there is a need to do so …" | PXS | -Equity<br>-Interference/need |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 7-M-TS | " …I move towards disrupting students to express my presence, or if there are any suspicious activities mainly at the | PXS | -Discipline<br>-Back of classroom |

| | | | |
|---|---|---|---|
| | back of the classrooms …" | | |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 8-M-SS | " …It depends on the class population, boys, girls, mm yeah, it depends …" | PXS | -Gender issue |

**Interpretation**

The data about proxemics is, as we expected, rich in valuable information concerning the different proxemic style of teachers, their attitudes and conception of the notion of space and distances. Five main tendencies can be scrutinized. The first concerns the proxemic styles of teachers. The teachers style can be subdivided into three: those who prefer to hide behind their desks (a) , those who opt for investing the center stage of classrooms and amphitheatres (b), those who walk after explaining, and finally those who would rather vary the proxemic style (distance vs. closeness).

Sometimes the proxemic style depends on the classroom social configuration in terms of gender difference/ homogeneity. When a teacher decides to stay at a desk, it means that he/ she unintentionally wants to hide half of his body and isolate him/herself by a barrier (desk), which might limit the distance to a minimum of one meter (width of a desk). Staying the whole sessions in desks is probably symptomatic of staticism and hate of dynamism. This would probably picture teachers behind desks as: "lazy", effortless, sick, fatigued, or affected by the burnout syndrome.

Sitting on chairs for whole sessions is negatively perceived in academic literature. Kizlik has even qualified that static choice as a syndrome, "the Posterior of clay syndrome" (Kizlik, 2018). While, moving closer towards students can be perceived/ misperceived as a suspicious move and an attempt to "violate" the safety zone of students, girls mainly. This can probably explain the reluctance of the teachers' majority to leave their safety zones (desks, stages) to move closer to

students. This might show more readiness and interest towards students needs whether those needs are psychosocial (love, attention), or instructional/ cognitive.

The teachers' misconceptions and reluctance to be closer to students stem from the belief that being in the intimate zone of a student means a violation of his/her intimacy. This is true if the teacher is alone with a student outside the educational frame. Closeness to students might bring suspicion under certain circumstances and in certain contexts. Many teachers implied the fact that we are not in European countries but Muslim country with deeply rooted beliefs, visions, and cultural expectations for both male and female student/ teachers.

Some teachers stated that they usually invade the intimate / personal zones of their students for managerial reasons, mainly in case of behavioral issues, like disrupting or if they notice any suspicious activities like playing with mobile devices (Ipads, smart phones, and smart watches). This seems to be acceptable and legitimate to invade the intimate / personal space of students as a proxemic style.

Another approach has been discovered through investigating the proxemic styles of teachers when instructing, teaching, or managing. Students usually appreciate that teachers spend seconds with each student, look at responses, and give hints and remarks about the job done. Students like the presence of teachers when they have a task or when they show nonverbally difficulty to finish a task.

**Rubric 3: Chronemics**

**Question:** *Time has a great value in teaching. How do use your time when communicating with students in terms of instruction and education?*

**Aim:** The aim of the above question is twofold. On the one hand, it investigates the chronemic style of teachers in the classroom. On the other hand, it sensitises the teacher about his own chronemic style to adopt then the adequate one. It finally informs the researchers about any potential training deficiency about the use of eyes for nonverbal communicational purposes.

This question looks for motives that urge teachers spend more time vs. less time vs. no time with students -when conversing about an academic content- with a closer focus on the teachers perceptions of equitability. In the same vein, the question makes the teachers aware of their "natural" vs. "learnt" chronemic style. It sensitises them about their potential communicational chronemic style deficiency or CCSD.

**Responses:**

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 1-M-SS | " …It's the first time I have to think about that.. , frankly I need more information on chronemics, a book, a guide or something else …" | CMS | Training |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 2-M-TS | "…I communicate with the whole classroom during TDs and lectures, so no need to do that individually. It's a myth, an ideal…" | CMS | Communication with whole audience |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 3-M-TS | " …We don't have the time to do that we are more absorbed by the content than the way we deliver that content …" | CMS | Content prevalence |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 4-M-TS | "…I could do that with a small group around 10 or 15, but not 40. It worked magnificiently with small groups…" | CMS | Class size |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 5-M-MS | " …I give my time to the bright ones… they can ask whatever they want about the content …" | CMS | Favoritism |

**Interpretation**

Teachers' responses differed according to their honesty and social desirability, experience, commitment, adaptability and readiness to adopt lifelong learning. Few teachers showed their honesty by asserting that they "ignore" about the subject of chronemics as a subfield in linguistics or as a channel in nonverbal communication.

Others have insisted on the fact that an individualized communication is a "myth", and "ideal". We communicate with the whole classroom or a group, "that is the norm", seems to say the respondents. This can be true if we talk about lecturing large classes which implies talking to the group as if it is one person. The communication during lectures is a one way communicational mode.

However, in classrooms, lecturing would not work since the literature about memorisability of content asserted and insisted on avoiding lecturing as a unique communicational mode or teaching style. Obliging students to endure long hours of lecturing is encouraging them to skipping these lectures, daydreaming or playing with mobile devices. Students can easily get bored when lectured asserted scholars. Post millennial students cannot be spoon fed the way their parents have been.

Some of the teachers have surprisingly drawn my attention on the fact that paradoxically and ironically they "don't have time to give time" to students on a individualized and regular basis. Doing so, would deprive the students from the joy of becoming themselves teachers and lecturers in terms of ownership. Time can be given to students through asking them about their queries, comments, giving time for debates, remarks, and practice. Giving room for students to talk is a healthy communicational style. It sends a strong message to the interlocutors that their schools listen to them, that there is a real exchange based a two way communicational interactive, democratic and dynamic mode.

The respondents have also insisted on the prevalence of content over process. Being "absorbed" by the content may be problematic. Teachers -and this is true- are pressured by the Ministry, local Inspectors and educational authorities to accomplish their duties on time. Time constraint itself deprives the student and teacher together to provide an exchange debate time. Content prevails. The syllabi completion became more crucial than the students intellectual benefit.

Two teaching styles emerged from the interview. The first chronemic teaching style is based on a one way communicational mode. The second is based on a selective mode, i.e., interacting with those who want to learn, often called the "bright elements".

There are many alternative techniques, strategies and approaches to present content different from the traditional and canonical ways adapted by the majority of schools. A majority can make mistakes the way a minority does. Lecturing cannot be THE way lectures can be organized. Students can lecture other students including their teachers. In the post millennial schools teachers can become students and students can become teacher.

Whether portfolio based or presentations based, students can be assessed the way they themselves deliver knowledge to their peers from a methodological perspective exclusively. Content is not a norm in knowledge acquisition. Students cannot be passive recipients, but are active dynamic co-teachers who own their knowledge and can construct it gradually following their individual paces.

Other teachers have tried to explain that real dynamic interactions where students are given opportunities to express themselves works better with small groups only, but never in large ones where teachers are required to face more than forty students at once. So, the number of students and the size of the classroom may dramatically affect the quality of interactions in classrooms - TD/lectures- and the teachers' chronemic style as well.

As far as assessment is concerned, we believe that the uniqueness of the evaluative process is a risky procedure. Assessing students on the way they write a learnt content is considered as insufficient and biased. The same can be true if we over-emphasize the oral competencies only. Both of the two competencies are complementary. Teachers may lower their students self esteem by simply over-exposing them to failure in oral tests like exposes through stigmatizing their mistakes and blaming them publicly over that.

**Rubric 4: Haptics**

**Question:***Touch is a nonverbal channel of communication. How do you use it in communicative contexts when teaching students in the classroom?*

**Aim:** When we know that some participants have "never touched a student in [their] entire life", the reasons of such a behavior is probably worth investigating. This "don't touch" teacher's policy urges any researcher to investigate the teachers' haptic style and their reluctance to use touch as a communicational powerful NV channel. The outcome of such an investigation would probably correct the teachers' misconception about haptics in the classroom whether we are teaching gymnastics or purely intellectual content.

**Responses:**

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 1-M-MS | " …I don't like touching students …" | HPS | -No touch policy |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 2-M-TS | " …I am not against shaking hands with a student when that student give his hand first, but generally I don't …" | HPS | Restricted openess |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 3-M-SS | " …I slap the students back to maintain discipline, to awake them when I feel they are lazy, but usually in a humorous way …" | HPS | - Discipline<br>- Humor |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 4-M-TS | "…With boys it's ok, from time to time, it may work. But touching girls is going to be interpreted the wrong way… you know parents, other students… so I personally prefer no physical contact whatsoever… you know…" | HPS | Gender |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 5-M-SS | " …I encourage them with a soft tap on the shoulder or the back …" | HPS | Caring |

**Interpretation**

Haptics, and proxemics seem to be two similar nonverbal channels. One cannot touch a person unless he gets closer in terms of distance. Teachers generally speaking, "hate" touching students. They "do not like" to shake hands with them since shaking hands with students implies familiarity; and familiarity, in turn, brings despise.

Teachers through their responses try to convey a strong message: they want to save and protect their personal zone to expose and maintain the exclusive professional relationship with students. Students generally are perceived as a peculiar social /academic class and thus of lower status. Some teachers responded that they are often forced to "touch" a student to punish them, but never to praise, encourage or sooth them. Teachers are even hesitating to bring assistance to female students who fall down on the ground due to physical/ medical, or emotional causes. The teachers' reluctance to "touch" other students stems from a personal perception about the right communicational mode and the relational strategy often based on status rather than a professional, ethical considerations.

Some male respondents showed a reluctance to touch female students only. The considerations policing such an exclusive relationship and based on selectiveness can be explained in terms of gender difference, religious and/or cultural considerations. Teachers' refusal to touch any student and especially female students is often motivated by the "what are they going to say about me" attitude. Teachers are perfectly aware that in a conservative society like Algeria, teachers are constantly under scrutiny. Parents, officials, peers, community can and may judge a teachers behavior according to simple beliefs or misconceptions, assumptions even.

Cultural, social, religious, managerial, personal norms often govern the way teachers would choose their haptic styles. There are no rules, no regulations guiding teachers' behavior. The appreciations are usually the interpretations of officials who often opt for a de-escalation strategy based in turn on hidden curriculum.

## Rubric 5: Kinesics

**Question:** *Sitting behind desks might be interpreted as laziness. To what extent do you think this statement is true?*

**Aim:** The kinesic style of teachers can be identified, analysed than interpreted. Whether static or dynamic, or both of them, the teachers' movement is an overlooked issue since many think that dynamism is not a criterion to judge a teacher's competency. That could be true. However, the perception of the others (students, parents, and administrative staff) about the teachers' kinesic style can have an infectious effect on the interlocutors. Furthermore, psycho-biological parameters can be described through investigating the teacher's choice as far as kinesics is concerned. In this regard, we think the question can diagnose precocious symptoms that might affect the teachers' career and the students' expectations as well.

**Responses:**

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 1-M-TS | " I prefer the center stage, that way everybody can see my gestures…" | KNS | -Gestures awareness |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 2-M-TS | "…I move a lot in the classroom especially between my desk and the blackboard… | KNS | -safety zone |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 3-M-SS | " …I lecture from my desk …" | KNS | -Safety zone<br>-Insecurity |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 4-M-SS | "…The voice is sufficient no need to use gestures to explain…" | KNS | -Voice based lecturing<br>-Kinesics issue |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 5-M-TS | "…I explain from desk, I often dictate, and write the key concept, phrases, then at the end of my session it's practice time where I move around to check and correct." | KNS | -Multi Kinesic style |

**Interpretation**

Teachers were presumed to know the term kinesics or deduce it from the stem "kine". However, when asked about the meaning they could not give any answer. This implies the serious absence of the cognitive requirements that concerns the teachers training as far as classroom communication is concerned. We have explained that we meant by kinesics "the study of communication through body motion" (Ricketts & Ricketts, 2010).

Unsurprisingly, the kinesic styles of teachers differ from one teacher to another. Some of the teachers asserted the importance of gestures and movements in the classroom as being the best and the most complete way of communicating with learners, mainly those who can be categorised as visual learners.

Conversely, others did not see any importance in gesticulating but admitted that they might be important in certain topics, subject matters and specialties like grammar, physics, and communication in business, tourism, and theatre.

The two contradicting viewpoints informed us about the different cognitive, pedagogical, and communicational background of teachers in terms of pre-service and in-service trainings. Some teachers, actually only two, have been trained to use the classroom stage and insisted on the visual communicational benefits of body posture and position. According to them, being on the center stage is the most adequate position. This allows to display the whole body, including the facial expressions, gestures and even affect. The display can be facial, vocal, or gestural.

Teachers admitted, however, their training deficiency to read faces and emotions. The difficulty is enhanced by the vast array of affective display that can range from the most subtle to the most dramatic (Batson, 1992). Teachers helplessness to read, understand, decode, and interact with students language stems from the social configuration of school calluses, i.e., the exclusive presence of teenagers (10-20) in 90 percent of the classrooms.

Teachers often feel that teenagers speak a "foreign" language. Adults live in a thinking brain, whereas teens live in feeling brain. (Gregg Cohen, 2015). This might explain the communicational disconnection between teenagers and adults we can perceive everyday in Algerian schools and not only.

Some respondents preferred a student based-learning/teaching style. They simply leave their stages and their desk to students to experience teaching the whole class including the teacher

him/herself. This approach of teaching may work within TD classes mainly. Teachers had just to sit in the back, guide, and assess and can even interfere when necessary to explain, emphasize or redirect the student. Leaving the stage for students to lecture can boost their self esteem and remove any self-defeating attitudes from those who thought that they cannot progress in their academic lives.

Some teachers, however, seem to give no importance to gestures in pedagogy and facial expressions in communication. Whether, a neglectful attitude or a training deficit, teachers should be trained and retrained to use all their bodies to convey their messages to learners.

## Rubric 6: Vocalics

**Question:***Teaching requires the use of the appropriate voice depending on the communicative context. How do you use your voice when communicating during sessions?*

**Aim:** The quality of the voice is closely related to the notion of boredom and interest in the classroom. It can even inform of more paralinguistic information about the communicators like uneasiness, anger, shame, fatigue and so on. The teacher tone can dramatically influence the students' attentiveness and investment and can be a great sensor of teachers' level of enthusiasm, passion and motivation. The question is therefore an excellent tool to diagnose the above parameters namely: boredom, interest, and even charisma. The tone used by the teacher can even betray his emotional profile on a daily basis as well to prevent any signs announcing close burn out.

**Responses:**

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 1-M-TS | "…My voice is loud enough to carry… I have no problem …" | VCS | Loudness of voice |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 2-M-TS | " …I have a difficulty to explain in amphitheatres … sometimes I need a microphone, impossible to get sometimes…" | VCS | -Voice issue<br>-Material issue |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 3-M-MS | "…How can you teach when you've got an informal market at a distance of two meters only selling vegetables and fruits? Am struggling …" | VCS | -"Surroundics" issue (architecture)<br>-Building accoustics |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 4-M-SS | "…I use all the tones, but the students don't seem to be interested anymore especially today's generation… gone are the days when students used to listen with crossed arms…" | VCS | -Boredom<br>-Relevance<br>-Passive resistance |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 5-M-TS | "…As a teacher of phonetics, am perfectly aware of the quality of my voice and its importance from a pedagogical point of view. I use a medium speed, multitonous voice, emphasis, and repetition whenever | VCS | -Teacher phonetic training<br>-The specialty as advantage |

| | needed" | | |
|---|---|---|---|
| | | | |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 6-M-TS | "…The classroom acoustic is a real issue, you can hear all the voices and noises from the inside of classrooms …" | VCS | Acoustics issue |

## Interpretation

Many respondents thought that what we mean by vocalics is "voice use" only. Teachers have shown a real training need. They have even betrayed the deficient training programs in their pre-service training. Many teachers wanted to exhibit their satisfaction and ability to make their voices loud enough to be heard by all their students even in large classes and amphitheatres. We can interpret that by a teachers' desire to appear as authoritative. Teachers usually conceive low voices as weakness and unauthoritativeness.

Others have openly admitted their helplessness to make their voices audible in large classrooms. The teachers' voice is sometimes overlapped by other sounds that interfere and that come from the outside. Informal markets and bus stations closer to schools -often at a distance of two meters only of the classrooms- are the nightmare of teachers and students even with small groups or small sized classes.

Teachers confirmed that traffic noise, and even construction site creates acoustic disturbance that make all communication quasi impossible. How can we teach when we know that nobody can intervene and remove informal markets occupying the back street walls of schools?

Literature teachers showed better vocalic styles than their colleagues teaching other modules. Those teachers are aware of the usefulness of dramatizing when speaking to an audience. Other teachers insisted on the fact that, in spite of the use of a multitonous voice, students mainly post-

millennial students seem to be insensitive to tones and thus not interested by the content. This might be explained by the nature of the content that lacks appealingness.

As far as phonetics teachers are concerned, or those with a good phonetic level, they seem to be perfectly aware of the quality of their voice and tend to vary their tones, intonation, and rhythm like professionals do. Pauses, silences, and repetitions as vocal /and non vocal techniques are also used. Experienced teachers succeeded to fine tune their vocalic styles, whereas phonetic teachers those who taught phonetics seem to be more professional than the rest of their colleagues who did not taught that module.

## Rubric 7: Objectics

**Question:** *Clothing can negatively affect the teacher-student or/and the student-student communicative relationship. Do you agree?*

**Aim:** The question scrutinizes one of the most prominent NV channel. Deserted by Algerian researchers so far, the issue of clothing style in school is more frequently debated in the US academic literature and non-academic spheres than the rest of the world. Debating such a problematic with teachers through this question can undeniably ignite a real research dynamic. The absence of news (only one news in 2017) about clothing in schools does not mean the absence of victims caused mainly by bullying or namely "clothing- based bullying".

**Responses:**

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 1-M-SS | "…Generally I have no problems with students clothing styles… I am actually not here to educate them about what to wear and what to avoid, that's the parents business …" | OBS | -Parents' responsibility<br>-confusion (education vs. instruction) |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 2-M-TS | " …There is a minimum of decency to respect …" | OBS | -Hidden curriculum |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 3-M-TS | "…We have no authority on the students clothing styles unfortunately, they are free but …" | OBS | - Regulations issue<br>-paradox<br>(freedom/authority) |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 4-M-TS | " …I usually avoid interfering in that issue… it's too sensitive …" | OBS | -Fear<br>-Gender issue |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 5-M-SC | "…The last I sent off a female student from my classroom I had to face the parents and the administrative resistance and blames…" | OBS | -Regulations issue<br>-Hidden curriculum |

**Interpretation**

The teachers Reponses are very symbolic of many attitudes, beliefs, and perceptions. Those attitudes vary between fear, and helplessness. The investigation has been carried about teachers has even shown teachers low expectations, conflicting beliefs, opinions and cultures. The inaccurateness of concepts in Arabic like "*hindam" (attire),* and the equivocal rules about clothing policy in Algerian schools, may explain some teachers' powerlessness/ unauthoritativeness.

The factors influencing the teachers' policy towards objects worn or used in schools vary according to their cultural background, clothing, religiousness, sex, age, and probably their own parenting styles. The majority of teachers found that the schools clothing style is not an issue, students can thus choose whatever they want as far as they do not over-distract the rest of the groups in a classroom. Other teachers insisted that they see no reason to debate clothing style as far as those students conform to the teachers rules of behavior.

The second group of respondents does not simply want to interfere in the student clothing styles. They find the issue too sensitive, extra scholastic, or not included in the already long list of responsibilities. They might think that it is rather the parents business. We could, therefore, perceive the teachers attitude as a "not my business attitude". Teachers' reactions inform us of evasive responses. This directly implies that teachers do not want to interfere in the subject of clothing or objects in general because they simply cannot do that.

Schools rules and regulations are either inexistent or vague. Hence, no one among the respondents could give an explicit text regulating the students' clothing choices or other controversial objects. Rules and regulations differ from a country to another, from even a school to another sometimes. The rules and regulations seem to be the same in every school in Algeria. However, the interpretation, or/and the degree of conformism to rules often left to school officials who show either a zero tolerance policy or explicit/ implicit laxism. Some districts in the US allow schools to come with their own dress codes. One of female teachers said that girls are often unfairly targeted when talking about school dress codes.

Whether it is about the skirt length, the pants length, caps, or *Jilbabs*; whether it is about major, or minor dress code violation, the issue of clothing and other objects will ignite endless debates here and there. Introducing and reintroducing decency rules - as clothes grow skimpier and more distractive- will be considered and reconsidered every year, remarked another teacher.

Boys are likely to be more distracted than girls by what female students are wearing than vice versa. Therefore, some teachers advised to separate the boys from the girls in schools. Separating students seems to be a very simplistic solution. Objectics based violence can occur in every single school around the world even in an exclusively feminine school. In Algerian schools the issue of dress codes seems to be too sensitive to be debated openly. A consensual policy -rules and regulations - is still out of reach.

No rules can be shown, read or spoken, but ONE single rule: "conform!" "Setting rules about clothing is a nightmarish dilemma. Conversely, not setting any rule would seem better because safer in terms of school management. The teachers' responses were often predicted. One can imagine that veiled / bearded/*qamissed* teachers -but not all of them- champion a "veiled" school. Whereas non veiled / non bearded/ non *qamissed* teachers would rather champion a democratized attitude about students clothing choices. This might show the tremendous social, religious, and ethical metamorphosis in the Algerian society when it comes to morals and ethics in schools.

**Rubric 8: Physical surrounding**

**Question:***Extreme temperatures can affect teachers, learners, and non teaching staff. Do you think that closing schools in extreme temperatures is the solution?*

**Aim:** Asking about the physical environment as a nonverbal violence (NVV) might be perceived as an unconventional problematic. The above question investigates the extrinsic parameters that would reinforce the feeling of uneasiness of the whole school community- students, teachers and offices/security personnel. Reactions and perceptions can be understood to assess the degree of satisfaction of the school community.

**Responses:**

**Physical surrounding:**

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 1-M-MS | "…The heaters malfunction mysteriously each winter…" | PS | Recurrence of technical problems |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 2-M-TS | "…Thanks God we leave schools in June, otherwise…" | PS | - Recurrent issue |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 3-M-SS | "…The problem is the building architecture not anything else, we don't respect the norms when we build schools, That's a shame!…" | PS | -Architectural norms |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 4-F-SS | "…It took two weeks to fix a broken window in my classroom, nobody seems to care today…" | PS | -Hidden curriculum |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 5-F-SS | "…Instead of closing schools, let's fix them…" | PS | -Pragmatism |

| Respondent | Excerpt | code | Theme |
|---|---|---|---|
| 6-M-MS | "…It would be great if all the teachers were "civilized" and ready to close schools or opt for strikes instead; this will make officials think twice…" | PS | - Strikes<br>-Hidden curriculum |

**Interpretation**

Malfunctioning heaters, broken windows, absence of air conditioners, dripping roofs, inadequate architectural norms, and acoustic issues: this is a short list of imperfections and flaws respondents try to denounce. The respondent's voices and their facial expressions confirmed and emphasized their reactions to questions concerning the physical environment.

Only few teachers talked about the classrooms size, the library comfort and the classroom acoustics and the esthetic façade of buildings, facilities and gardens. Some teachers have even stated that it is "normal" to have abnormalities in schools in our country implying the officials or and technical personnel's carelessness or neglect. This reaction informed us about fossilized learnt attitudes.

Teachers became helpless, and insisted on the fact that nobody can change that sour reality. Teachers have even proposed long strikes to change things in their schools to make officials think twice before assessing their outcome. Teachers discourse betrayed a deep dissatisfaction towards the officials' policy.

It seems that nothing is inciting teachers to surpass themselves professionally speaking. Everything seems to discourage and invite them to either desert the libraries, the classrooms as soon as classes are over. This attitude might explain the large number of teachers who explicitly expressed their intention to quit the profession and retire in the three last years. The degrading socio-professional situation has apparently impacted the teachers' decisions to retire. That exceptional situation has been qualified in the Algerian media as the "saignée" (bleeding) in El watan, 2016. According to the same media, more than 50.000 teaching staff wants to leave schools for retirements or layoffs.

## Conclusion

A substantial amount of research confirmed that school phobia does not affect primary students only, but teachers too. The presence in schools is more motivated by an obligation to learn than by a pleasure to learn. Students and teachers do not enjoy staying in classrooms. School yards, hallways, gardens, and teachers' lounges are perceived as being more interesting than those poorly furnished classrooms where only uncomfortable chairs make the décor.

The questionnaire has revealed a discrepancy between teachers and students perceptions about nonverbal communication and nonverbal violence. Teachers' responses were characterized by a

tendency to please. Teachers were presumed to have a good knowledge about terms like *kinesics*. However, their unfamiliarity informs about an alarming need to revisit some theoretical concepts dealing with NVC and NVV. It was not, thus, surprising that they would encounter real challenges when managing classrooms without communicational theoretical tools. Their profession was more shaped by rational -sometimes irrational- personal educational/managerial choices than a strong theoretical background based on in-service training and/or pre-service training.

# CHAPTER SIX: RESULTS, IMPLICATIONS, AND RECOMMENDATIONS

# CHAPTER SIX: RESULTS, IMPLICATIONS, AND RECOMMENDATIONS

## Introduction

It is commonly agreed that what any reader around the globe is waiting for are: results. All any researcher is waiting for are: implications. All what any decision maker, school officials, and authority figures are waiting for are: recommendations. Therefore; I thought it would be practical to divide up the present section into the three sub-parts mentioned in the title of the chapter.

The results are the reflection of real world situation facts that have been proved by empirical research and re-proved through research. They are explicit findings. However, any explicit results deserve a thorough analysis through generating implications. Implications, as their names show, are implied hidden results and thus deserve more attention since hidden in codified subtle subtext known in the sociology of education as the hidden curriculum. Peer pressure, school pressure, parents' pressure, representing the triptych is the perfect epitome of the manifestation of pressures in school.

## 6.1 Results, implications and recommendations

### 6.1.1 Peer pressure

**Result 1:** *Peer pressure exists in every school from primary to secondary school. It tends to disappear in tertiary school, but reaches its peak at middle schools.*

**Implication:** Middle schoolsare the most dangerous peer pressured zones maybe in the world.

**Recommendations:** A special program –an anti peer pressure organism- should be created in school and mainly in middle schools proposing solutions like:

a. A systematic audit to diagnose the symptoms or potential threat to be eradicated.
b. A zero tolerance policy against bullies, students or teachers might they be.
c. A cyclic "listening cell" where bullied (victims) or bystanders can voice verbally (written/oral) their SOS, or to denounce any suspicious bullying case.
d. A reward can even be created from private or governmental funds for any person who would denounce bullies with proofs.

**Result 2:** *Peer pressure can be channelled through the following:*

*-Verbally: Verbal abusive remarks, "Hey, you nerd, what's up", "Can't you stop cleaning the shoes of teachers!?", "Wow, you are among the brilliant students, just like the girls of the classroom, congrats!"*

*-Nonverbally: rejection from group, ostracism, ignoring, unwelcoming, winks, obscene gestures...*

*-Physically: Beating, punching, choking, shoving, arm twisting, pinching, kicking, biting...*

**Implications:** Rejection, ostracism, and ignorance as NVV can easily be identified through:

- Proxemics: the proxemic behaviour of a bully can betray his/her intentions
- Chronemics: the chronemic behaviour of a bully can betray the level of fondness/hatred.

**Recommendations:**

1. More attention through audit and observational research should be given to the nonverbal manifestations of peer pressure that may take the form of hidden curriculum.
2. Observational research is probably the most efficient way to identify, diagnose, and predict NVV. E.g., a serious academic study can be conducted to prove the presence of a given type of nonverbal violence like: neglect, ostracism, threatening, self-mutilation, sarcasm, humiliating, intimidating...

The presence of factors reinforcing NV behaviors in schools should immediately be "publicized" by informing the school authorities and decision makers.

## 6.1.2 School pressure

**Result n°3:** *School pressure (teachers, officials) is that second hidden pressure part of the triptych of pressure. Excluding students for instance from decision making is a hidden curriculum and thus a subtle forms of nonverbal violence.*

**Implications:** The manifestations and symptoms of school pressure can occur intentionally or unintentionally. The boundaries between the intentional and the unintentional are may be blurred. Interpretations can thus be right or wrong. Here are some examples of these manifestations:

   a. Very strict and abusive regulations
   b. Over-loaded time tables
   c. Over-crowded classrooms
   d. Absence of extra-scholastic activities
   e. Irrational dead-lines for tasks
   f. Prevalence of written exams over oral exams
   g. The obligation of teachers to provide over-challenging academic tasks
   h. Content-based learning/exams instead of process-based learning/exams.
   i. An obligation to over-achieve in academics only without giving any attention to artistic or/and sportive activities. Students have brains and bodies too.
   j. Irrelevant and thus boring learnt content.
   k. Feeling of insecurity, unhappiness, and rejection from the classroom or group.

**Recommendations:**

**1.** Art contests and activities should be included as a part of school activities and programs. Shakespearian plays in English classes can for example be an optional part in tertiary schools. Reading comprehension tasks can also be completed with theatre plays. Choral and music activities as well can dramatically enhance student' interest and boost their motivation.

**2.** Sport as a non-academic activity has a great psycho-sociological function in creating and maintaining self esteem, championing the feeling of belongingness, and fostering communicational notions like team work. The creation of a sport contest and local/ national prizes can build up a healthy environment in schools and lessen the feeling of failure in academics.

**3.** The democratization of school decisions through intelligently power sharing with students can be of a paramount importance to reduce tensions between the different stakeholders. Giving voice to students and parents can strengthen ownership in schools. Issues like time tables and deadlines for example can be discussed with students' representatives to avoid any feeling of bullying or rejection from decision making.

**4**. Championing process based learning instead of content based learning is dramatically important to lessen the students feeling of rejection and thus failure. Great orators can be bad writers; while good authors can be poor oral performers.

**5**. Considering and reconsidering the endlessly over-debatable notions like academic failure, success, the notion of challenge vs. over-challenge, and relevance can be of a great value for the school community that would undoubtedly reduce violence and miscommunication.

**6**. Schools are supposed to be safe learning environment, where students learn relevant content with a possibility of having fun (Use of Humour in EFL Learning) together.

## 6.1.3 Nonverbal communication

**1. Oculesics:**

**1.** Teachers may leave their students behind while progressing if they do not maintain a professional/ friendly eye contact with all their students.

**2**. Students usually switch off when they feel that the teacher does not want to make eye contact with some of them.

**3**. The teacher's eyes radiate confidence, professionalism, security, and care if used instead of stares.

**4**. Eyes are effective tools to maintain discipline in the classroom as well.

**5**. Staring at students without any objective reasons may cause embarrassment, confusion, stress and insecurity.

**6**. Avoiding eye contact while speaking is rude and may be perceived as offensiveness for some students for it radiates neglect, carelessness and thus rudeness.

**7**. Eye contact and attention are two related concepts. If you want a listener attention "give" him/her your eyes. Be all eyes and ears for your students.

**8**. Talk to the students and not to the board or the screen.

**9**. The bigger the amount of eye contact you give to students, the more hands are raised to participate.

**10**. As a rule, give a minimum of three seconds to each of your students in a classroom, this will create a safe nonverbal communication.

**11**. Give the impression that you can see everyone and everything around you by scanning the room and by sending warnings with your eyes that can be interpreted nonverbally as "*don't do that, I am watching you*!"

## 2. Proxemics

**1**. Cultural or religious considerations should not prevail in classrooms and schools during interactions with students of same/opposite sex.

**2**. A too close teacher proxemic style with students might be interpreted as favoritism or worse as a suspicious abusive chronemic style. Students, mainly girls, do not like that teachers invade their intimate space that represents their safe bubble.

**3**. A dynamic proxemic style is recommended for it might be the key for successful classroom interactions.

**4**. There is no harm to stay behind a desk. However, moving towards students to explain or maintain order should be part of the duties of teachers too.

**5**. Keeping a personal space between the speaker -teachers namely- and their students is considered as a safety communicational zone.

**3. Chronemics**

**1**. Maintaining an equitable chronemic style with all the students seems to be idealistic. However, the literature about chronemics shows that sharing time in classrooms could be possible if teachers make more efforts to manage their time and thus earn the students respect by showing fairness and care.

**2**. Sharing time is a very powerful communicational channel.

**3**. Teachers with their high status can control the waiting time, talking time and working time of those with inferior status -students namely. So, time and power are two related concepts in classroom management.

**4**. If students feel that they are losing power and have no control over their time they may revolt and resist passively or actively learning, and may even challenge the teacher's authority.

**5**. Over-controlling time in classrooms may have counter-productive repercussions on the learning process. Teachers should "give" their time to students to allow them to talk, perform, ask, debate or think.

**6**. A one minute discussion with every student might be possible to "listen" to all the voices of the voiceless in a classroom.

**7**. Opening a debate can give opportunities to students to express their worries, thoughts and expectations. It is a unique way for a teacher to show openness, and readiness to become a "student"/ learner again.

**4. Haptics**

1. Haptics (touch) should be used in a classroom to support, encourage, and manage a classroom.
2. Haptics should not be used however, to hit, kick, and threaten a student by seizing them firmly by one of their body parts like chest, arms. Corporal punishment is considered the anti-thesis of good classroom management. "There is no successful dictatorship" warned many authorities in classroom management.
3. Supporting and encouraging students in school is recommended. However, we would recommend against patting or taping when communicators belong to opposite sex.

Parents and officials generally approve do not approve touching person from different sexes. The same recommendation is probably true for any other Muslim country since the majority of parents in those countries display patriarchal parenting style and want teachers to respect those traditional norms. The issue is certainly debatable. Taping the back or the head of a student girl in a classroom rules by a male teacher might be seen by the same teacher as "normal". The same behavior might be seen as "abnormal" by that girl, or worse the parents of that girl, and by extension the school officials and why not by the whole community as a flirtatious behavior that can be a prelude to sexual abuse or harassment.

4. Haptics is a lightly sensitive issue when it comes to touching between opposite sexes. If you are a teacher, and your students belong to the same sex as you, it is generally an accepted behavior to do so. So no shaking hands, no pats, no taps, no hugs, with students especially if you have a mix gendered class.

Self touch, however, has long been that unexplored facet of haptics in schools. The subject of self touch is often related to people's behaviors like shame, lying, hesitation, anger, and other more or less negative behaviors that teachers are not always aware of. Here is a series of haptic styles we would recommend teachers against choosing:

  a. Touching one's mouth while speaking.
  b. Scratching head when asked a question by a student.
  c. Scratching ear when asked a question by a students.
  d. Scratching one ear when asked a question by a student.
  e. Scratching a part of one's body several times.
  f. And other self soothing base line behavior like seizing one's hands, brushing hands or arms.

**5.Kinesics**

1. Teachers should always have an erect posture. Erect body means: confidence, good health, enthusiasm, energy, passion, interest.
2. We would recommend against leaning backward since body leaning backward is often perceived as powerfulness, wealth, high status, carelessness, distance, and even arrogance.

3. Leaning forward is also another posture to avoid since informing about teachers fatigue, carelessness, lack of enthusiasm, low status, exaggerated modesty, powerlessness, and lack of interest.

4. Modesty is good, but too much modesty might bring contempt.

5. Arrogance might be perceived as a form of authoritativeness, but too much authority kills authority and might shift to authoritarianism. Staying in a safety zone might be the best policy, i.e., avoiding "the too much" and opting for a balance between the two attitudes (authority and modesty). So the erect posture is according to NVC authorities the adequate posture for teachers, non teaching staff and even parents.

6. Negi's findings show that "students would feel embarrassed and nervous when a teacher indicates a particular student while asking a question".

7. Teachers' movement in the classroom keeps students active (Negi, 2009). Definitely, teachers' movements and proxemics force the students to stay alert which make them busy. Conversely, a teacher staticism at his desk or on stage give opportunities to students to do something else like using their electronic devices which distract them , their classmates sitting around, and thus obliging the teachers to interrupt the lesson each time when necessary.

8. Hand gestures dramatically improve learning, found Cook (2007) in her study about gestics. Students' memory function much better when accompanied with gestures while learning /teaching, asserted he same authors. The information can be remembered three weeks later if gestures are used to learn an item.

## 6. Vocalics

1. Some teachers seem to ignore the dramatic role a teacher' voice can have to convey ideas and thus maintain students' interest and attention.

2. **99%** of the teachers seem to ignore NVC terminology. Revisiting pre-service and in-service training about these issues might solve hundreds of communicational problems.

3. If the teacher's voice is too loud, too fast, shrill, or too slow; students as listeners will certainly switch off assert experts in NVC.

4. Teachers, however expert they might be, should learn how to attract their audience when speaking if they want to convey their messages.

5. Yawning, faces down, faces up, drawing, daydreaming, writing, chatting, clowning, and playing with phones  are the main symptoms  that radiate boredom when exposed to a monotonous voice.

6. Consider your voice, get your colleagues feedback and ask them how they find your voice. Videotape yourself, or use a mirror to assess your verbal and NV behaviour in front of an audience.

7. Drama and great orators are two "schools" for teachers to attend. Be inspired by actors/actresses and great politicians like Dr Luther King.

8. Consider what you eat/drink before and after long days of classroom talk this can have a tremendous effect on what you say.

9. Consider your vocal variety, pauses, slowing down, articulating, breathing and body language while speaking.

## 7. Objectics

1. Parents, teachers, and officials (and why not students), if sensitized, should consider and reconsider the potential harm objects and artifacts can cause.
2. Health and safety should be the priority of all the stakeholders including the students themselves.
3. A booklet (guide) can be edited to guide all stakeholders with different styles.
4. There should be a stricter enforcement of dress codes that ban specific items such as athletic shoes, flip flops, jewelry, mini and tight fitting shirts, and other items that distract and invite anti-social behaviors.
5. Tensions,  whether  apparent  or hidden , between "the *haves* and the *have nots*"  can be lessened if we can define "school dress" and invite everybody to discuss the issue and create "a national consensual guide about the dos and the don'ts related to objectics that includes even cars.
6. A student parking a luxurious car in front of his school or classroom is not doing a smart practical choice. Students should learn about the harm they might do to the have nots. The majority of students cannot afford buying the cheapest car.

7. Obliging students to leave their cars in a distant and well designed parking can lessen the provocative unwanted -even if intended- nonverbal behavior.

8. Signs can be posted outside at the gates and entrances to remind the students the "accepted" and adequate objectics-related behaviors (ORB). That "good" behavior should stem from a consensual managerial disciplinary committee where parents, teachers, officials, and students representatives can decide in a collegial way. If there is no consensus, a preliminary list of banned items might be sufficient as a basic list. That list can be extended, shortened, or revisited according to changing context

9. In primary and middle schools mainly, objects related violence (ORV) can be reduced by banning distracting items, or other potentially hazardous items that might endanger health and affect security and social life in schools. Besides, school uniforms- but not school aprons- can offer a safer environment for all the stakeholders. We cannot repeat that enough, school aprons are not the solution against objectics-based violence. Statistics, facts, related to ORV, assert this hypothesis.

10. Inviting youth popular fashion and sport brands companies to revisit their "highly aggressive" marketing strategies targeting young consumers might be an option. Researchers about the harmful effects of those big producers/ marketisers are categorical, fashion kills. By (re)ethicalising the marketing hyper aggressive approaches towards vulnerable consumers like middle school children and beyond. Youth brands companies can join the fight against ORV by sensitizing school children in different media or through financing institutions like schools to buy uniforms for instances. The potential positive effects of implicating big fashion producers are endless.

## 8. Physical surrounding

**1**. Unfriendly surrounding should not be the least important "thing" teachers and mainly students would care of. Comfort is a part of good learning.

**2**. It is probably "cool" for students to laugh at adversity and bad conditions in school. But denouncing filthiness, incomfort, and insecurity should be a priority.

**3**. School officials should consider the great impacts comfort can produce. This might ultimately influence the students' feelings of wellbeing, and accordingly their self-esteem, motivation, and reinforce belongingness to the learning community.

**4**. School architecture should be revisited to meet the international norms in terms of lighting, spaces, security, esthetics, comfort, temperature etc.

## 6.2 Scenario-Based Approach

## Introduction

The following scenarios have been inspired of /from formal and informal sources. We have used police reports, school administrations reports, news stories in daily newspapers, and informal stories told by students, teachers, retired schools headmasters, and non teaching staff.

 The following reports, anecdotes and stories are of an inestimable value. They are highly precious data for researchers who want to understand the dynamics of school violence through this corpus from different perspectives- psychological, social, communicational, judicial, verbal, physical, nonverbal, and the list is not exhaustive. These reports are usually written down for pure administrative and bureaucratic reasons. Official reports have never been shown to the public. Researchers for instance cannot easily access this literature for its secrecy and sensitiveness.

They are considered as private documents belonging to schools, administrations and they are usually kept jealously in locked metallic cupboards. The sensitiveness of these kinds of documents is controversial. Researchers have to struggle to obtain copies, otherwise they have got to find and use connections to obtain just some of them as if they are highly confidential documents.

One can easily decode the unpublicness of these reports. One of the probabilities is that the antagonists of incidents are identified and named. Names of teachers, students, officials, and parents cannot be divulgated. The identities of the antagonists are protected by the law. The second reason is the crucial need to hide compromising sensitive information about school staff for a legitimate quest to protect the "sacred" reputation of the schools. The third reason is probably related to protecting the teachers and the school personnel from the consequences of unlawful actions like the use of dangerous devices like belts, chairs, rods, or /and highly offensive language subject to ban.

Distorting the facts is another issue. We are quite sure that researchers or investigators cannot obtain the whole picture through reading reports unless the incident happens in a public space like the classroom. In that case, stories are probably reported, then told by the witnesses - the students in the classroom- which is very beneficial for news reporters or researchers investigating the facts and beyond.

News stories are simply a collection of sensational stories gathered from witnesses or victims and often accompanied by unrelated, magnified, biased pictures. Large headlines are frequently used to provoke the awe of readers or broadcast news on TV. For news -pseudo- professionals, a story about a student who received the highest grades in the town is a "non event". However, if the same student received a blow on the face this will be THE best story ever that will make the headlines of the front page of newspapers. Bias, is an eternal problematic in news reporting.

Besides, reporters are supposed to inform the public and not play with their emotions or try to convince them to condemn or syndicate with a protagonist. Sometimes it is very difficult to know who the victim is and who is the victimiser in a reported story for we have always that biased version of the reporter. His or her inclination betrays his/her sympathy with a given side against the other side- say adults vs. adolescents, men vs. Women- or vice versa. For this reason, we thought judicious to analyse news papers stories with more scrutiny and attention in order to reach unbiased conclusions based on objectivity and reliability.

The following section of the chapter is going to be organised this way: The title of the scenario, the scenario summary, the whole scenario, the analysis, and finally the implication. We must insist on the fact that such a methodical and rigorous analysis based on violent incidents as an approach has never been conducted before by any other university. The uniqueness of the approach will certainly open perspectives towards further and more complex multidisciplinary data collection and analysis.

The usefulness and the interest of the following section lie on -again- its unprecedentedness. The following scenarios are going to be the experiences that teachers, theorists, practitioners, school official parents and some managers have fortunately not gone through and would probably and unfortunately re-live in a day or another with the same details or in similar contexts.

## The scenarios

**Scenario no 1**

**Title:** Teacher vs. VIP's daughter.

**Summary:** *A student caught cheating tried to intimidate an invigilator by exhibiting the identity of her father.*

**Whole story:** It is a typical exam day. A female teacher is invigilating students she has never taught before. They are all unknown to her. One of the students - a girl- was reading a small piece of paper probably a magnified text related to the exam's content prepared at home using the computer zooming option.

Without any hesitation, and after being sure of the misdemeanour, the invigilator decided to verbally (orally) intervene asking the girl to give her the piece of paper used for cheating without going through any warning.

The student denied the fact. Having noticed the invigilator unperturbedly reporting verbally the illegal action, the incriminated student reacted saying:

*"Write you report! It is useless! You are just wasting your time! Do you know who my father is? Do you know that he is a highly ranked police officer?!"*

In a threatening tone she continued, *"You will have trouble, think of your career. It's my advice to you..!"*

Confidently, the invigilator finished the report, took the girl's exam sheet. In a hopeful attempt, the girl tried to disobey by keeping the copy with her and stayed until the end of the exam thinking that the invigilator is going to be dissuaded and withdraw/unwrite the report.

End of the exam time. The students gave back their copies. In the corridor - after the exam- the girl addressed the invigilator with a loud angry voice, " You bully !! You bully!! You bully!!". Many students and colleagues witnessed that corridor incident.

Having felt intimidated, threatened, accused and bullied, the invigilator decided to bring the case before the disciplinary committee to punish the incriminated girl.

Informed, the girl's father intervened and tried in his turn to intimidate the Head of the Department by emphasising his VIP status thinking mistakenly that it gives him and his daughter

super rights. In vain. The report has been filled in, signed and given to the authorities. The Head of the Department can do nothing. It is now between the teacher and the girl. The Disciplinary Committee decided finally to punish the incriminated girl. End of the story.

**Analysis:**

- Interpersonal violence
- Verbal, and nonverbal violence
- Paralinguistic features are apparent ( tone, loudness)
- Unrelated persons involved
- Exceptional context ( exam period)
- Both of the antagonists are female
- Loss of face
- Public confrontation
- Escalation

**The teacher's mistake:**

- Showing a Zero Tolerance Policy, .i.e., no "yellow cards", "red card" instead. The immediacy of the teacher is perceived as a mistake.
- Disproportional reaction
- Not having warned the student that she is entering – in the second phase of the conflict- a dangerous territory. In other words, we could warn somebody that if he does not stop immediately misbehaviour he will aggravate his situation.

**The student's mistakes:**

- Not expressing her *mia culpa*
- Use of her father's status to intimidate
- Threatening the invigilator by insinuating that nobody can be more powerful than him
- Cheekiness ( Addressing an adult authority with despise and disrespect)
- Accusing the invigilator of being a bully
- Stalking, and yelling at an authority figure publicly inside an educational institutional

**The father's mistakes:**

- Tried to intimidate the headmaster by exhibiting his status
- Reinforced the feeling of victimisation in the invigilator perception
- Escalated the situation by affirming the innocence of his daughter instead of her guiltiness

**Implications:**

1. Expect to face and manage unpredictable dangerous situations before they occur. Example of the dangerous situations you may face are :

Stares /staring, yelling, intimidations, threats, harassments, stalking, losing face. Which might cause losing self esteem, feeling of victimisation, feeling of amateurism, and in extreme situations burnout syndrome.

2. Safety zone is the ideal policy. i.e., do not be so tough that you would be broken, in the same vein do not be so soft that you will be squeezed.

3. Adjust the "dose" of your reaction according to the seriousness of the behaviour. In a more literary style, don't kill a fly on your face with a hammer. It would be a non sense to enter a game chosen and initiated by an adolescent. React proportionally if you have to do so. However, bear in mind that proactiveness is better than reactiveness.

4. Never confront a student publicly. It would be better to initiate a face to face – or better- a *mouth to ear* communication. Make it private, never publicise your messages. The other persons are not concerned with it. They should not be. They need to be concentrated in their exam subject. Don't get the whole class /amphitheatre (which is worse) out of track for something that you can treat secretly.

5. Exams are high stake moments. Do not overload the already overloaded, stressed, and anxious student with your over-reactiveness and authoritarianism. A smile, accompanied with few words whispered into the ear of that girl would have solved the problem. i.e., nip it in the bud. E.g. Eye contact, warning using the index on an eye or frowning with waving the index right and left – signifying *"don't do that , I am watching you, think twice before doing it"*- , would have dissuaded with dignity anyone to misbehave and - again- solved and saved the faces of everybody (student and teacher) .

**Implications:**

1. Be proactive not reactive
2. Be alert from bell to bell
3. Use eye contact
4. Use body language instead of your outloud voice it is *deadly* for your self esteem if you do that.
5. Dissuade instead of catching suspicious students cheating this will prevent escalation, verbal and /or nonverbal violence.
6. Smile, this will rehumanise the profession that has been dehumanised by myths in managing classooms like the Zero Tolerance Policy or the "*Don't smile until Christmas*" educational mistake. Besides, smiling is highly infectious. Furthermore, when you smile during a high stake situation like exams, this will defuse the dangerousness and intensity of the situation. Smiles can also force the students to give you back respect instead of perceiving you as a police officer who wants to enjail them for misbehaving. Zero Tolerance Policy has proved its limits in many situations, and in different schools around the world. No one could prove that that policy alone is the panacea.

**Scenario No 2**

**Title:** Doors speak louder than words

**Summary:** *A disruptive student in middle school has been sent out by his female teacher. When leaving the classroom he slammed the door behind.*

**Whole story:** After having been warned twice a disruptive student (boy), the teacher decided to send the boy out of the classroom as a punitive managerial procedure which is highly frequent in Algerian middle and secondary schools and very rare in primary and tertiary schools.

*"Pack your things and get out you donkey!"* burst out the teacher with an angry loud voice and a redden face. (note the use of a dysphemistic epithet).

The boy executed the order, packed his things hastly and angrily muming unintelligible words and utterances? Students around and probably the teacher can hear him saying *"only me, only me, only me"*.

With one arm thrown in the air signifying discontent, the boy stood up angrily causing his chair brisk and loud removal as if kicked. He walked face down to the door and finally closed abruptly slammed the door when leaving. End of story.

**Analysis:**

1. The student disruptive behaviour is symptomatic of a pedagogical loss. He was lost in the flood of information. And because of that he felt that everybody left him behind including his classmates. When we feel lost after trying hard to understand what is going around him he had a need to fill in this void.

2. Disruptive students are simply students who wanted to succeed but they failed because their guide left them behind which is aggressive in itself. And aggressiveness asks/call for revenge. That revenge takes the form of disruptiveness as a non verbal reaction to another nonverbal action which is leaving someone behind signifying in a decoded language: *"Walk or die"*.

3. Disruptive behaviors as legitimate reaction take the forms of teasing the others, clowning, smiling aimlessly, creating one's own fun, distracting they others. This is what every lost normal boy does. It is Normal.

4. Disrupting/misbehaving is of course perceived by teachers as a disrespectful action. However, it has a deeper significance, a sub-text that should be decoded as an SOS and

which signifies "*Hey, teacher, don't leave me behind, I want to walk with you, I belong to the group, to this second family, take my hand, let me taste the feeling of success with you, I am one of your students too, I am here to succeed. Give me a chance, show me the way for success, aren't you paid for that?*

5. The use of dysphemistic epithets (Allan, Capone, & Kecskes, 2017) in schools by teachers/ educators is violation of the ethics of the profession. It is an educational paradox. Caring of students is the core principal of teaching.

**Implications:**

1. The loss of a student in an academic teaching process can be detected and diagnosed by teachers by simply "reading" their body language and mainly their facial expressions. No child should left behind in that process. We cannot apply the "walk or die" principle in our school for the sacred reason of the necessity to finish the program.

2. Euphemism and dysphemism should be part of the teachers training as far as classroom communication is concerned. The use of dysphemistic epithets by any stakeholder should be discussed, criminalized and condemned because it is highly abusive and offensive. The traumas caused by those offensive words/phrases can last forever. It would be very difficult to forget such verbal violence. Almost everybody knows someone who has been victim of abusive verbal attack in Algerian schools. Again, words kill.

**Scenario n°3**

**Title:** School boy bit by a snake

**Summary:***A school boy has been bit by a snake. The school official(s) sent the boy home. Parents decided to sue the school for neglect.*

**Whole story:** A school boy has been bit by a snake during recess. Instead of alerting the anti-poison center, the school officials called the parents of the victim. The victim's health situation reached a dramatic state since there was no medical assistance. The parents took themselves the boy to the hospital to receive the appropriate treatment.

The parents then tried to sue the school for "neglectful attitude"

**Analysis:**

1. The presence of dangerous animals like snakes means that the whole school is insecure (security issue)
2. The school official lack training as far as first aid protocols are concerned.
3. Calling the parents did not solve the problem, it made it worse.

**The officials' mistakes:**

1. Under-estimating the security issues in their school.
2. Not being prepared for security and health emergencies. The incident unveilled a real training deficiency
3. Not calling the emergency / civil protection/ ambulance

**Implications:**

1. Parents, students and teachers can assess the level of security in their school and the efficiency of reacting to emergencies on time when analyzing events like the one we explained.
2. Not reacting properly to emergencies by taking responsibly is going to affect the students, parents and teachers feeling of security and thus the reliability of schools representatives.
3. Insecurity in schools can be perceived as carelessness and thus as a nonverbal micro violence.
4. Training teachers, and non-teaching staff and even students can save lives in schools.

5. The likelihood of Incidents like poisoning, fire, rampages, physical violence/ aggressions, earthquakes should be taken seriously by officials and decision makers in schools.

6. The local school decision makers' responsibility is to be questioned. Is there an audit that can assess the level of security that includes: buildings, walls, fire, slipperiness, doors, emergency exits, width of doors etc…?

**Scenario n°4**

**Title:** Hair style story

**Summary:** *A middle school boy excluded from school after assaulting the Headmaster. Earlier the Headmaster insulted and humiliated publically the student in front of the whole school. Feeling that his honor has been affected, the boy in a rage crisis, lost his mind control and assaulted the Headmaster…*

**Whole story:** A middle school boy has been excluded by the headmaster after remarking his excessively distracting new hair cut (spiky hair style) inside the school while waiting the teacher. The incident happened in the afternoon. The student was present the morning but the teachers did not exclude that student, they just made remarks to him ordering him to cut his hair. Surprised by the Headmaster, the boy has been insulted and humiliated in front of his peers and other schooled students belonging to different classes. The whole school witnessed the incident. The boy then, outraged by the manner the Headmaster "corrected" him verbally, assaulted the Headmaster causing him quite serious bruises on the face. The boy has been presented to the Disciplinary Committee who decided to exclude him.

**Analysis:**

**The Headmaster's mistakes:**

1. Verbally publically shaming the student who interpreted that as a public humiliation (verbal abuse/violence)
2. Deciding to "punish/ discipline) the boy publically instead of ordering him to go to the office.
3. The Headmaster seems to ignore a fundamental rule that concerns boys psychology, mainly the notion of "face loss"
4. The Headmaster reacted without any precise law regulating students' hair style, he risks to be sued by the students parents. There is no clear and explicit law banning a given hair style for boys or even girls.

**The student's mistakes:**

1. Ignoring his rights and duties as far as school regulations and laws are concerned.
2. Reacting/Overeacting physically is a wrong way to solve problems. Some students cannot communicate and negotiate properly. They lack the fundamentals in communication.

**Implications:**

1. Teachers, Headmasters, and even students should be trained to communicate in a proper way, and negotiate calmly, democratically using communicational strategies to avoid any misunderstanding or shift towards physical violence or verbal abuse.
2. School officials should make the laws and regulations explicit and clear enough -mainly for school uniforms-, attire, appearance, hair style, objects, and artifacts.

**Scenario n°5**

**Title:** Facebook in the classroom

**Summary:** *While inspecting the progress of a written expression activity, a teacher saw a student "facebooking" on his smart phone. The teachers confiscated the phone and broke it. The students parents decided to sue the teacher for destroying their son's property.*

**Whole story:** While inspecting the progress of a written expression activity during a TD, a teacher saw a student face down looking at something that he was holding in his hands. Curious, the teacher discovered that the student was busy with his smart phone. When checking, the teacher found out that the student did not use his device to answer but to communicate with his friends via Facebook. The teacher decided to confiscate the student's phone. The student reacted inappropriately saying: "this is my phone you don't have the right to take it from me I will tell that to your boss…". Interpreting that reaction as a menace, the teacher in a rage crisis, seized the phone and threw it against the ground causing its destruction. The boy packed his things and left the classroom murmuring discontent.

**Analysis:**

**The teacher's mistakes:**

1. The teacher is faced with this situation for the first time. He was not prepared to deal with that type of situations mainly cases of use of social media like Facebook in a classroom for intellectual or even social, entertaining objectives. He could have thought, asked for guidance before facing those types of predictable situations.
2. The teacher did not make his classroom rules explicit by posting them or verbally defining them in his very first session.
3. The teacher seems to ignore the students' rights like the right to bring devices, use them, etc. There seems to be a real haziness in the information pertaining to ownership and use of devices inside schools.
4. The teacher does not know that destroying somebody property like an electronic device (Phone) is forbidden by the law.
5. He does not know that he risk to be sued by the student or his parents for property destruction.

**Student's mistakes:**

1. The student use of Facebook in the classroom without permission.
2. The student use of Facebook for extra scholastic purposes, i.e., chatting.
3. Students' ignorance of rules and regulations. School's rules may differ from a school to another. Likewise, classroom's rules may differ from a teacher to another.

**Implications:**

1. The teacher could have used humor to lower the intensity of the situation.
2. Minor misbehavior can be solved with milder solutions
3. Students' ignorance of rules of conduct often brings them trouble and sparks misunderstanding
4. Teachers should be taught how to solve minor and major misbehaviors with adequate communicational tools far from reactionary anger, physicalness, and destruction of belongings or even furniture that express anger or extreme anger, or frustration.
5. Students' ignorance of rules of conduct often brings them trouble and sparks misunderstanding.
6. School's rules are supposed to frame and control classrooms rules, however they are often contradictory which creates a dangerous and total confusion in students, teachers and parents perception of rules and regulations in a school. The explicitness of rules is of paramount importance.

**Scenario n°6**

**Title:** Girl assaulting her teacher

**Summary:** *Ordered to leave the classroom, a secondary school girl assaulted her female teacher causing her serious bruises. She was taken to the hospital to get appropriate traumatic and psychological care.*

**Whole story:** A teacher ended up in the Emergency Room after being assaulted by her student in her classroom in front of the other students. This saddening scene took place in a secondary school. The aggressor is a first year high school student who beat her teacher because she dared to ask her to leave the classroom after distinguishing herself in indelicate behavior during the course. The teacher, was wounded as a result of this attack, and was taken to the hospital. The teacher decided to file a suit before the Courts.

**Analysis:**

**Teacher's mistakes:**

1. Sending out a student from a classroom
2. Sending out a student in front of her peers which is usually perceived as a public humiliation.
3. The teacher miscalculates the consequences of her acts (shouting at a student and ordering her to leave, probably in a rude manner which might extremely hurt self-esteem).

**Student's mistakes:**

1. Misbehaving in the classroom probably ruled by the wrong person (bad tempered person), in the wrong place, at the wrong time, and in the wrong circumstances (teacher being probably stressed out/ or at her worst mood, at the end of a week for instance)

**Implications:**

1. Girls can be sensitive too.

2. Girls can be violent too.

3. Sending out a student might be symptomatic of the teacher's helplessness

4. When someone is publically humiliated he/she usually tries to publically retaliate verbally or physically which is the case in this incident.

5. Sending out a student from the classroom can inform of a classroom communicational dysfunction.

6. The teacher seems to ignore notion of public humiliation, and face loss.

7. Sending out a student from a classroom in front of his/her peers might be counterproductive and bears unpredictable consequences.

**Scenario n°7**

**Title:** Document loss, face loss

**Summary:** *An administration school officer asked for an "illegal favor", i.e. giving extra marks to a student. He politely refused. Six months later his documents disappeared lost under the pile…*

**Whole story:** A school officer at a university asked a teacher for a "favor" implying that he would give him back "administrative favors" as a reward. He asked him to "help" his daughter by giving her extra marks to get the average. The teacher politely rejected the suspicious offer. Six month later the teacher was informed that his application was "lost" under the bottom of the pile. Rewinding back in the timeline of events, and concluding that there should be a relation between the loss of his documents and the refusal to "help" the student, the teacher knew what happened to his documents. He undoubtedly interpreted that incident as a form of sabotage.

**Analysis:**

- Sabotage, non-compliance, or foot-dragging is a predictable answer. A face loss can result in some form of sabotage, non-compliance, or foot-dragging. For instance, you're frustrated by an employee who is processing your visa or permit. You start ranting and raving loudly demanding to see the manager, etc.

- making someone lose face can sometimes insult someone so deeply to create an enemy for life. Indeed, revenge is very much part of the equation.

**Officer's mistakes:**

-   He wanted to get a favor in exchange to another delayed favor.

**The teacher's mistake:**

-   He made the Administration Officer feel that he lost face which pushed him to seek a way to revenge.

**Implications: 1.** Making someone lose face can sometimes insult someone so deeply to create an enemy for life.

**2.** Teachers can be subjected to other kinds of violences like sabotage if they do not conform to one of the rules in the hidden curriculum, i.e., giving favors to colleagues at the same school.

**Scenario n°8**

**Title:** Words kill

**Summary:** *A student came to his teacher's office and asked him to correct a grading mistake. The teacher refused and the discussion ended up by the student's decision to quit the department.*

**Whole story:** A student came to his teacher office and asked him to correct a grading mistake. Furious, the teacher replied violently with a "how dare you come to my office, I did not give you the permission to meet me". The student insisted, but instead of getting his right, he got a shocking sentence: "I suppose your parents did not raise you well, you are really impolite!" Upset and outraged by the response, the student replied saying that he is an orphan and decided to abandon his helpless request and quitted his department for another one to study a different branch as a reaction against frustration and injustice.

**Teacher's mistakes:**

1. Unfairness. The teacher was supposed to welcome the student, give him a satisfying response by checking his marks, and giving him what he deserves.
2. Unprofessionalism: Teachers' offices are places where one can meet students, parents, colleagues or officials. Refusing to welcome a student is unprofessional as far as communicating with the others is concerned.
3. Verbal violence .i.e., use of inappropriate tone, insulting parents and students in an offensive and degrading way.

**Implications:**

1. The student could have replied violently (retaliating with insults, incivilities, sabotage, or physical violence), but his reaction was -fortunately for the teacher- a wiser nonverbal response (quitting, and changing branch).

2. With their inappropriate responses, teachers are taking big risks when opting for verbal humiliating responses betraying arrogance, insensitiveness, and carelessness.

3. Teachers should be trained to communicate appropriately with students and mainly with boys since they are more sensitive to inappropriate verbal and nonverbal language

4. A good communicational strategies can defuse conflicts and misunderstanding

5. Welcoming a student in an office can protect his/her self-esteem and pave the way to a better communication even if the reply would be a polite refusal to give extra grades for instances explaining the rules of the game in a school.

6. Late adolescence can make things go wrong in terms of communication and understanding vs. misunderstanding. Students' ages can dramatically affect communication with authorities like teachers or officials.

**Scenario n°09**

**Title:** Parents "correcting" teachers

**Summary:** *Dissatisfied by its organization, a teacher gave back the copybook to the student by furiously throwing it in the ground. Mad with anger, the student's mother came to school then assaulted the teacher.*

**Whole story:** A mother assaulted her daughter's teacher. The teacher, according to the daughter has thrown the student's copybook in the ground. Upset by the degrading way to "correct" his mistakes, the daughter burst in tears when getting home and told her mother the entire story. Outraged in her turn, the mother went immediately to the teacher asking for a valid explanation ended up with a louder tone, then blows followed. Hearing the shouting of the two women, colleagues interfered to end up the violent dispute.

**Analysis:**

**Teacher mistakes:**

1. Throwing a copybook to the ground
2. Entering in a tense verbal conflict with the furious mother.
3. Replying to verbal violence with the same verbal violence
4. Escalading from verbal violence to physical violence

**The mother's mistakes:**

1. Entering in a tense verbal conflict with the a teacher representing a disciplinary authority
2. Replying to verbal violence with the same verbal violence (Talion law)
3. Escalading from verbal violence to physical violence

**Implications:**

1. Throwing a copybook to the ground when it is supposed to be a valuable document bearing learnt knowledge and the name of the student is an uncivilized action that deserves an adequate reaction from the school's administration.
2. A copybook is a person's property that should not be degraded or devalued.
3. Incivilities can have serious repercussions

4. Throwing a student's property can have serious repercussion on students self esteem since belongings represent a part of a person's identity and can be an extension of a psycho-emotional and social identity

5. Treating a student differently may provoke a feeling of injustice

6. Throwing somebody's property -for instance- in the ground is nonverbal message that can be decoded as : "your work is like trash, and should be then treated as such"

7. Violence may trigger counter violence

8. Violence may trigger more violence

**Type of violences:**

1. Nonverbal
2. verbal violence
3. Physical violence

So 3 different successive violence(s)

**Scenario n° 10**

**Title:** About frustration, fury, and fire

**Summary:** *Frustrated by the amateurism of certain teachers, furious about the marks he got at the end of the first term, and outraged by the remarks of some of his teacher, a schooled boy set fire in the laboratory.*

**Whole story:** After a police investigation a schooled boy admitted that he intentionally set fire in the school laboratory. When asked for his motives, the boy responded with a short statement that he "hate[s] school". He was brought before the disciplinary council. The school psychologists intervened later to get more details about the real events and the story behind that ambiguous statement i.e., hating school. He finally replied that he hates some teachers not as persons but as teachers having no sense of fairness and justice. He also admitted that burning the lab was motivated by a quest of revenge against "teachers bullies" who repeatedly publically insulted him with sarcastic remarks after each failure to respond the questions.

**Analysis:**

**Implications:**

1. Some people useviolence to release and express feelings of stress, anger, frustration, injustice, pain, indignation, and disenchantment

2. School "is supposed to be a time of great enjoyment and growth, intellectually, spiritually, physically and emotionally" (Franzese, 2015 )

3. Fire is a symbol of pain and frustration and it is highly visual and thus extremely communicative

4. **"Arson** is the crime of intentionally starting a fire in order to damage or destroy something, especially a building or other property with the intent to cause damage ("Arson", 2018).

5. Fire is a very powerful means of communicating ones dissatisfaction.

- Degrees: First-degree arson: The act in which the arsonist sets fire to an occupied domain or building such as a school. ("Arson", 2018)

## Conclusion

Words can kill. Violence begets violence. School violence often stem from confusion and misunderstanding. It would be needless to say that settling rules at schools and classrooms create a better and safer learning environment. School and classroom rules can warrant an efficient management, limit disruptive behavior and help teachers to work in a predictable atmosphere. Settling norms creates a context of responsibility awareness which is a kind of initiation to enter adult world. Still, publicizing and explaining explicitly classroom/school rules as norms of conduct is not always sufficient. Teachers should consider the imperativeness of negotiating these norms, because just explaining norms will not be sufficient if we don't go beyond that explanation.

Before teaching, students' needs should be analysed first. Needs analysis is one of the most efficient ways towards power sharing in schools and even inside classrooms. Again, ownership is the chief concept. Students want to learn things that are made inside their classrooms and not "made for them" inside laboratories. Involving students in the learning process is a proof of the validity of a whole pedagogy. It is a reflection of the learner-centered pedagogy. Students are THE real clients of the educational system. Students will be become active and responsible participants of THEIR own learning. Learners can be the first decision makers that would influence the whole process in a "customized" and contextualized approach rather than a "one-size-fits-all" approach. Students would accept more easily knowledge as a product and would adopt it when they own it as producers and consumers.

Three types of violence(s) in schools may occur in the same day, same school, same classroom, and even at the same time. Physical violence is simply the tip of the iceberg of school violence. Verbal and nonverbal violence through their apparent and mainly hidden manifestations maybe the first phases of violence. So, three different successive violence(s) may occur in the same incident. Usually violence dynamics in school is typically psycho-social and by extent communicational (persons communicating with themselves/ or with other person(s). The teacher's nonverbal violence (throwing a property at the ground) triggered verbal violence -the two women insults-, that in turn caused physical violence. It is true, the explanation of such events might seem simplistic, but can also show variances and complexity that take a form of nine different unpredictable combinations.

# General conclusion

School violence is a multi-faceted issue. The large -often changing- variety of violences in school is today incredible. Bullying, cyberbullying, corporal punishment, verbal abuse, psychological violence, gangsterism, weapons possession or use, vandalism, toxical substances, gossiping, stealing, swearing, sexual harassment, peer pressure, assaulting, threatening, cheating, and shaming are just a sample of what teachers, students, and non teaching staff can endure almost every day round the clock.

People can remember where exactly they were when they heard emotionally arousing bad news of the loss of someone they know -or even someone they do not know. This is called flashbulb memories. When I started this work, it was the year when a colleague from Mostaganem made the news with his tragic loss murdered at the campus. When I finished this work, it was almost the day we heard of the loss of another colleague in similar circumstances, killed apparently by his own student. Smiles and tears make and break (un)fortunately school days.

A large community of educationists, lawyers, criminologists, psychologists, anthropologists, sociologists, biologists and even neurologists, are working day and night on the different complex issues related to violence. It is a big challenge for those researchers around the world who are trying helplessly but faithfully to understand, comprehend, diagnose, analyse, debate, and write books and reports that contribute -with the  modestly few they offer- in order to complete the so far incomplete gigantic picture of what we call school violence or violence in school. The enterprise is for sure titanic, but brick after brick, the wall of research can someday see daylight.

Algerian schools, unlike American schools, were not the theatre of mass shooting, but still witness an incredibly big number of mass bullying, and interpersonal violence between –and among- the different stakeholders inside and outside school. We don't need bullets to kill somebody, words can kill as well by making someone think of smoking, drinking alcohol or drugs, revenge, quitting or bullyciding. A simple photo -taken by a student and shared on Facebook- can damage the reputation of the whole school, and consequently, threaten the stability of families. A simple chat between two students can be misinterpreted as an affair

and transform both lives into hell. The scenarios are unbelievably endless today with the democratization of high tech devices including the World Wide Web.

The effects of school violences on the educational community -in and outside schools- are astonishingly alarming. Physical scars, bruises, broken arms or ribs, head trauma, loss of an eye or teeth, and cuts can be the saddening results of physical violence. Psychological harms might be also more devastating than visible scratches and bruises. They encompass anxiety, stress, mood swing, irritability, self-destructive behavior, suicidal thoughts, isolation, humiliation, low self esteem, depression, and psychological dependence.

The title of this thesis is probably implying that violence is only *in* school, not *outside*. But the sociological realities tell another story. They tell that schools alone do not create violence. They might be the extension of other social contexts and microcosms like homes, stadiums, mosques, and street that affect the school community. School violence does not start in schools only for it might also start outside schools in an emulative process. Children see, children do. When a child learns at home that physical strength is a way to win, he will lose his faculty to communicate. The social reproduction of behaviors is an issue that heavily impacts a student's behavior as a child and even as an adult later.

Since the function of a conclusion is to refresh the readers mind at the end of an intellectual journey, I presume it would be judicious to restate the results in a concise way. The first chapter displayed a deceptively scientific helplessness to find a consensual definition for school violence from a conceptual perspective. Still, the contextualised/decontextualised definitions -even if calling for skepticism- have tried to complete the puzzle with an immodest -often arrogant- authoritarism. This approach might stem from a narrow nationalism that could be decoded as: "my definition is better than yours", "I am right, you are wrong". Such definitions could not - intentionally or unintentionally- include environmental factors like heat, cold, quality of light in a classroom, and esthetics as elements contributing in building a dangerous feeling of dissatisfaction and thus invisible anger.

Verbal abuse seems to be the norm in Algerian schools. The results of the three research tools reinforced that feeling. Teachers, students and reports tell almost the same story: verbal abuse exists in our schools, and there is even a tendency to prefer and perpetuate that form of aggression to avoid physical violence that leaves scars and in the bodies of the victims. Verbal violence is admitted, accepted, and even concealed to save the reputation of the whole school and mainly the reputation of those "educators /aggressors" inside schools who systemize

verbal abuse in the name of order, discipline, and the immutable punitive traditional inherited fossilized procedure "behind closed doors". Saying "shut up" seems to be "ok" in our schools.

There is an incredibly large void -sometimes due to ambiguous terms and phrases- that concerns the *dos and don'ts* when communicating verbally in classrooms between teachers and students , students and teachers, between students, or outside with parents, colleagues or officials. Schools stakeholders should urgently be trained to talk/write. For it seems that, communicating with the other(s) is an art before being a social communicative tool.

Because it is unheard, unwritten, unseen -since no scars could be seen- , subtle, hidden, and invisible, nonverbal violence might be considered as the worst forms of violence in schools and elsewhere, streets and homes included. Whether in schools, on the way to school, or on the way home, students, teachers, and officials, can be easy targets of perceived hatred that can take the forms of: arriving late, cheating, ignoring, rumor spreading, winking, offensive facial expressions, condescending looks, exclusion, ostracism, spitting, sexual provocations, staring, indecent offensive gestures, undesired touches, laughter, sarcastic smiles, olphactic aggressions, intimidating, helping to manipulate, hiding things, stalking, stealing possessions, refusing to cooperate/ participate, withholding something you need to get, threatening gestures, interrupting, slamming doors, brutally knocking doors, absenting, harassing with undesirable emails, taking/sending unsolicited photos, and the list can goes on and on.

The scarceness of references investigating nonverbal violence was the biggest challenge for me as a PhD researcher, things were even worse when it come to finding Algerian, Arab resources about verbal and nonverbal violence in schools. The nightmarish situation that hampered the progress of this research was the absence of books about the Algerian context. Libraries are still waiting for a book with a title closer to: Violence in Algerian schools. However, the few journalistic reports have magnificently filled that academic gap, even with lower academic standards of rigour and scientificity.

The approaches the Education Authorities and decision makers opted for were unfortunately deceptively simplistic. Reminding students only with posters showing a girl/ boy with a punched eye and showing a text that says: NO TO VIOLENCE seems to be misinforming, amateurish and extremely naïve. School violence is not necessarily physical violence. It is primarily verbal, and/or non verbal. In almost all the reports we analysed and where physical violence occurred, verbal or/and nonverbal violence preceded physical violence. The tip of the iceberg of violence is mainly nonverbal. Nonverbal triggers verbal or physical violence. In

the same vein, verbal violence can/may trigger physical violence. Therefore, the root of all violences lays in nonverbal violence.

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# APPENDICES

**(Questionnaire for students)**

Name of school: …………………………………………………………… (optional)

Sex:          F □      M □

Age: …….                          Level: ………………..

___

*Dear student,*

*You are kindly requested to follow the instructions of your teacher who will explain the content of the questionnaire and the procedure for you. Thank you. Your answers will undoubtedly contribute in scientific research to solve YOUR problems.*

Go through the following statements then:

-Circle **(1)** if you **strongly agree**.

- Circle **(2)** if you **agree**.

- Circle **(3)** if you **neither agree nor disagree**.

- Circle **(4)** if you **disagree.**

- Circle **(5)** if you **strongly disagree.**

___

1. **NVC: Oculesics**

   **Q:** My teacher maintains a friendly eye contact with some the students of the classroom only.

   <div align="center">

   1    2    3    4    5

   </div>

2. **NVC: Chronemics**

   **Q:** My teachers spend much more time interacting verbally with a minority of students than the rest of the classroom.

   <div align="center">

   1    2    3    4    5

   </div>

**3. NVC: Proxemics**

**Q:** My teachers spend much more time on the stage or behind their desks than in any other place in the classroom.

<div align="center">1     2     3     4     5</div>

**4. NVC: Haptics**

**Q:** It is ok if a teacher touch me to encourage, support, praise, or for disciplinary reasons.

<div align="center">1     2     3     4     5</div>

**5. NVC: Vocalics**

**Q:** My teachers' voice is, communicationally, attractive. They use multi-toneous vocalic style

<div align="center">1     2     3     4     5</div>

**6. NVC: Objectics**

**Q:** Students clothing style may provoke misunderstanding, verbal, nonverbal or even physical violence in schools

<div align="center">1     2     3     4     5</div>

**7. NVC: Kinesics**

**Q:** Teachers who usually sit in their desks without moving anywhere can be considered as lazy, fatigued bored and unenthusiastic (unless they are sick)

<div align="center">1     2     3     4     5</div>

**8. Physical surrounding**

**Q:** Schools should be closed in extreme temperatures (+45° for summer, or -10° for winter).

<div align="center">1     2     3     4     5</div>

*Thank you for your cooperation*
*For any query send me an email:*
**safireading@yahoo.com**

**APPENDIX TWO**

**(Questionnaire for teachers)**

Name of school: …………………………………………………………… (optional)

Sex:         F □     M □

Age: …….

---

*Dear colleague,*

*You are kindly requested to follow the instructions of your teacher who will explain the content of the questionnaire and the procedure for you. Thank you. Your answers will undoubtedly contribute in scientific research to solve YOUR problems.*

Go through the following statements then:

-Circle **(1)** if you **strongly agree**.

- Circle **(2)** if you **agree**.

- Circle **(3)** if you **neither agree nor disagree**.

- Circle **(4)** if you **disagree.**

- Circle **(5)** if you **strongly disagree.**

---

**1.NVC: Occulesics**

**Q:** I maintain a friendly eye contact with some of the students of my classroom only.

                       1      2    3    4    5

**2. NVC: Chronemics**

**Q:** I spend much more time interacting verbally with a minority of students than the rest of the classroom.

                       1      2    3    4    5

**3. NVC: Proxemics**

**Q:** I spend much more time on the stage or behind their desks than in any other place in the classroom.

<div align="center">1    2   3   4   5</div>

## 4.NVC: Haptics

**Q:** It is ok if I touch a student to encourage, support, praise him/her, or for disciplinary reasons.

<div align="center">1   2   3   4   5</div>

## 5.NVC: Vocalics

**Q:** My voice is, communicationally, attractive. I use multi-tonous vocalic style

<div align="center">1   2   3   4   5</div>

## 6. NVC: Objectics

**Q:** Students clothing style may provoke misunderstanding, verbal, nonverbal or even physical violence in schools

<div align="center">1   2   3   4   5</div>

## 7. NVC: Kinesics

**Q:** Teachers who usually sit at their desks without moving anywhere can be considered as lazy, fatigued, bored and unenthusiastic (unless they are sick)

<div align="center">1   2   3   4   5</div>

## 8. Physical surrounding

**Q:** Schools should be closed in extreme temperatures (+45° for summer, or -10° for winter)

<div align="center">1   2   3   4   5</div>

*Thank you for your cooperation*
*For any query send me an email:*
***safireading@yahoo.com***

Name of school: …………………………………………………………….. (Optional)

Date:……………………………..

Time:………………………….

Sex: M□                          F□

**Questions:**

1. **Oculesics:** The use of eyes in communication can be dramatic. How do you personally use eyes when communicating with students in the classroom during sessions?

2. **Chronemics:** Time has a great value in teaching. How do use your time when communicating with students in terms of instruction and education?

3. **Proxemics:** What distance do you prefer to keep between you and your students in the classroom while teaching? Where do you often stay in classrooms? Do you move?

4. **Haptics:** Touch is a nonverbal channel to communicate. How do you use it in communicative contexts when teaching students in the classroom?

5. **Vocalics:** Teaching requires the use of the appropriate voice depending on the communicative context. How do you use your voice when communicating during sessions ?

6. **Objectics:** Clothing can negatively affect the teacher-student or/and the student-student communicative relationship. Do you agree?

7. **Kinesics:** Sitting behind desks might be interpreted as laziness. To what extent do you think this statement is valid?

8. **Physical surrounding:** Extreme temperatures can affect teachers, learners, and non teaching staff. Do you think that closing schools in extreme temperatures (40°- 05°) is the solution?

**NB:** *These questions have been completed with follow up questions when needed.*

# APPENDIX FOUR: Twenty definitions of violence /school violence

**1** .The Center for Prevention of School Violence developed a research-based definition of "school violence" in 1997. The definition which emerged from a detailed microanalysis, suggests that school violence is any behavior that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons, property, drugs, weapons, disruptions and disorder. (Center of Prevention of School iolence, 2004 as cited in Miller, 2008)

**2**. School violence includes but is not limited to such behavior as child and teacher victimization, child and /or teacher perpetration, physical and psychological exploitation, cyber victimization, cyber threats and bullying, fight, bullying, classroom disorder, physical and psychological injury to teacher and student, cult-related behavior and activities, sexual and other boundary violations, and use of weapon in the school environment. (Miller,2008).

**3**. "School violence is defined as behaviour intended to cause injury, but it also includes threats" (Baldry & Farrington, 2006).

**4**. "Violence is not only an exceptional, brutal, unpredictable fact originating outside school, but also the result of frequent banal irritating, small aggressions… Violence will be viewed through three groups of variables: crime and offences, micro-violence and the feeling of insecurity" (Smith, P.K, 2004).

**5**. "Antisocial behaviour in schools refers to the full spectrum of verbal or non verbal interactions between persons active in or around the school and involving malicious or allegedly malicious intentions causing mental, physical or material damage or injury to persons in or around the school and violating informal rules of behaviour" (Dünkel, & Drenkhahn, 2003)

**6**. "Violence or violent behavior is aggressive behaviour where the actor or perpetrator uses his or her own body or an object (including a weapon) to inflict (relatively serious) injury or discomfort upon another individual" (Olweus, 1999, as cited in Smith, 2004:101)

**7**. "Violence is aggressive behaviour that may be physically, sexually or emotionally abusive. The aggressive behaviour is conducted by an individual or group against another, or others. Physically abusive behaviour, is where a child, adolescent or group directly or indirectly ill treats, injures, or kills another or others. The aggressive behaviour can involve pushing, shoving, shaking, punching, kicking, squeezing, burning or any other form of physical assault on a person(s) or on property. Emotionally abusive behaviour, is where there is verbal attacks, threats, taunts, slagging, mocking, yelling, exclusion, and malicious rumours. Sexually abusive behaviour is where here is sexual assault or rape" (Novas Res, as cited in O'Moore, n.d.).

**8**."School violence encompasses physical violence, including corporal punishment; psychological violence, including verbal abuse; sexual violence, including rape and harassment; and bullying, including cyberbullying" (UNESCO, 2017)

**9**. "The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or a community, that either results in or has a high likelihood of resulting in injury, death or psychological harm, maldevelopment or deprivation" (Krug, World Health Organization, 2002).

**10**. Violence encompasses a tremendous array of behaviours, ranging from verbally abusing a peer to deliberately bombing persons in a school building or shooting groups of persons with semiautomatic weapons. Despite their diversity, these are all overt, aggressive acts that result in physical or psychological pain, injury, or death (Frederick, Middelton, and Butler, 1995 as cited in Roberts, 2000).

**11**. Olweus (1999, p.12) defines it as 'aggressive behaviour where the actor or perpetrator uses his or her own body or an object (including a weapon) to inflict (relatively serious) injury or discomfort upon another individual'. (Olweus, 1999, as cited in Gittins, 2006)

**12**. "School violence is a global phenomenon that affects one of the core institutions of modern society to some degree in virtually all nation-states" (Akiba, LeTendre, Baker, & Goesling ,2002, as cited in Garner, 2013)

**13**. "School violence is a subset of youth violence, a broader public health problem. Violence is the intentional use of physical force or power, against another person, group, or community, with the behavior likely to cause physical or psychological harm. Youth Violence typically includes persons between the ages of 10 and 24, although pathways to youth violence can begin in early childhood" (CDC, 2016)

**14**. "School violence can be understood as any behavior that is intended to harm other people at schools or near school grounds. This may include bullying and victimization, or more severe forms of violence involving weapons" (Capp et al, 2017)

**15** 'School violence is a behaviour intended to harm, physically or emotionally, persons in school as well as their property and school property'. (Benbenishty, Astor, 2005)

**16** Furlong and Morrison note that there is no clear definition but they consider school violence to be "conceptualized as a multifaceted construct that involves both criminal acts and aggression in schools which inhibit development and learning, as well as harm the school's climate" (Furlong & Morrison, 2000, as cited in DiFonzo, Gall, & Quante, 2008).

**17**. I define violence operationally as a continuum of aggression ranging from non-physical to physical, incorporating low-level as well as more serious forms of interpersonal violence (Agnich, 2011)

**18**.La violence scolaire désigne les actes violents réalisés dans les établissements scolaires et dirigés contre les élèves, les enseignants ou les établissements eux-mêmes (dégradations, incendies) (« Violence scolaire », 2018)

*Translation: School violence refers to violent acts carried out in schools and directed against students, teachers or schools themselves (damage, fire).*

**19.** School violence is any activity that can create a disturbance in an educational system. It's not just school shootings. It includes verbal and physical altercations. It is also bullying through electronic means or social media, threats, weapon use, or gang activity. School violence can also be defined as a physical or verbal altercation on the way to school, on the way home from school, or at a school-sponsored event that can cause physical or psychological harm to another individual, school, or community (Blanco, n.d)

**20**. "The overt expression of physical force, with or without weapons, against self or other, compelling action against one's will on pain or being hurt or killed, or actually hurting or killing" (Gebner, Gross, Jakson-Beeck, Jeffries-Fox, & Signorielli, 1978, P.197 as cited in Potter & Potter, 1999)

**APPENDIX FIVE: Plutchik's Wheel of Emotions**
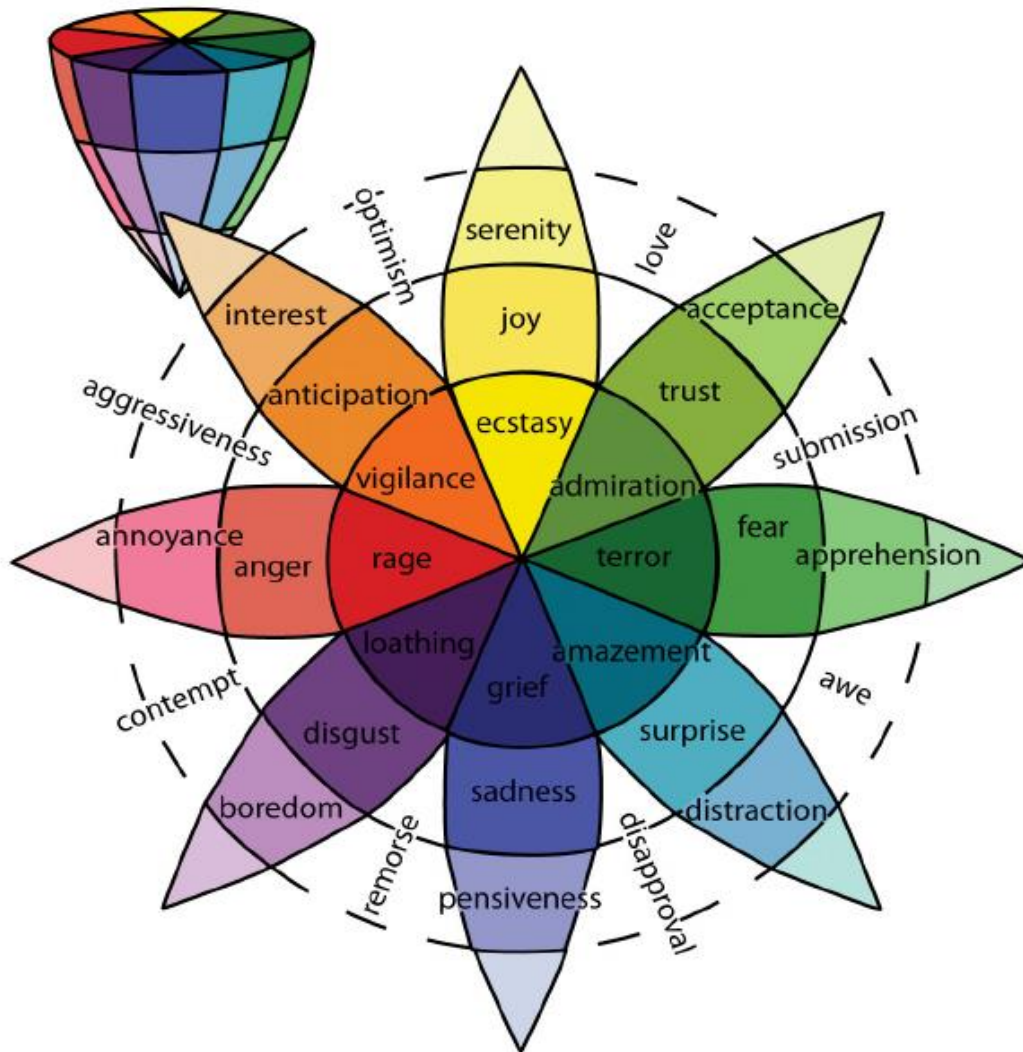


**Source:** https://www.researchgate.net/figure/Plutchiks-wheel-of-emotions-with-basic-emotions-and-derivative-emotions-and-cone-like-t_fig1_258313558

**« Violence verbale et non verbale dans les écoles algériennes: une approche sociologique et communicationnelle»**

**Résumé :**

        Un problème universel, une pandémie mondiale, un problème de santé, une épidémie sociale, une menace dangereuse, un problème alarmant. Ce sont les mots utilisés pour introduire la violence scolaire dans le monde. Des chercheurs, des experts, de leurs points de vue respectifs, ont tenté de définir la violence à l'école, mais de façon plutôt positive. Les écoles algériennes avec leurs spécificités différentes n'ont pas pu trouver les réponses dans des recherches décontextualisées. La plus grande partie de l'attention était malheureusement dirigée vers la conséquence, c'est-à-dire la violence physique, et non les racines cachées: la violence verbale et non verbale. Afin d'atteindre cet objectif titanesque, la présente étude était basée sur une approche de méthode mixte. La complexité du phénomène nous a incités à opter pour une multitude d'outils de recherche comme la recherche observationnelle, l'enquête et l'analyse de contenu. S'appuyer sur le chapitre méthodologique comme source de connaissance ne serait pas suffisant. Par conséquent, l'exploration des réponses fournies par la littérature a également été exploitée. Les résultats ont montré que presque tous les incidents physiques étaient précédés de phases de violence verbales ou principalement non verbales. Par conséquent, revoir les définitions, (re) former les parties prenantes, revoir les stratégies et les programmes devrait être la nouvelle priorité. La promotion de la paix est la responsabilité de toutes les parties prenantes. Toute la communauté peut être mise en danger par la violence à l'école pour ne pas dire violences si nous nous concentrons encore sur la pointe de l'iceberg. Ainsi, atténuons la violence scolaire dans l'œuf: la violence verbale et / ou non-verbale.

        *Mots clés :* Violence scolaire, violence verbale, violence non verbale, violence physique, écoles algériennes.


**«Verbal and Nonverbal Violence in Algerian Schools: A Sociological and Communicational Approach »**

     **Abstract :**

     A universal issue, a worldwide pandemic, a health issue, a social epidemic, a dangerous threat, an alarming problem. These are the words used to introduce school violence around the world. Researchers, experts, from their respective perspectives tried to define school violence but in vein. The Algerian schools with their different specificities could not find the responses in de-contextualized researches. Most of the attention was unfortunately directed to the consequence, i.e., physical violence, and not the hidden roots: verbal and nonverbal violence. In order to reach that admittedly titanic objective, the present study was based on a mix method approach. The complexity of the phenomenon urged us to opt for a multitude of research tools like the observational research, survey, and content analysis. Relying on the methodological chapter as a source of knowledge would not be sufficient. Therefore exploring the answers provided by the literature has been exploited as well. The results showed that almost all the physical incidents were preceded by either verbal or –mainly- nonverbal phases of violence. Therefore, revisiting the definitions, (re)training the stakeholders, reviewing the strategies and the programs should be the new priority.  Promoting peace is the responsibility of all the stakeholders. The whole community can be endangered by school violence not to say violences if we still focusing on the tip of the iceberg. So, let's nip school violence in the bud: verbal and /or nonverbal violence.

     ***Key words :*** School violence, verbal violence, nonverbal violence, physical violence, Algerian schools.


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*"العنف اللفظي وغير اللفظي في المدارس الجزائرية: نهج اجتماعي وتواصلي"*

**الملخص:**

قضية عالمية ، وباء عالمي ، قضية صحية ، وباء اجتماعي ، تهديد خطير ، مشكلة مزعجة. هذه هي الكلمات المستخدمة لإدخال عنف المدرسة في جميع أنحاء العالم. حاول الباحثون والخبراء ، من وجهات نظرهم المعترف به ، استندت الدراسة الحالية إلى منهج طريقة الخلط. حثنا تعقيد هذه الظاهرة على اختيار العديد من أدوات البحث والرصد وتحليل المحتوى. الاعتماد على الفصل المنهجي كمصدر للمعرفة لن يكون كافياً. لذلك تم استكشاف استكشاف الإجابات المقدمة من الأدب كذلك. أظهرت النتائج أن جميع الحوادث الجسدية تقريباً سبقتها إما مراحل عنف لفظية أو شبه لفظية. لذلك ، إعادة النظر في التعريفات ، (إعادة) تدريب أصحاب المصلحة ، يجب أن تكون مراجعة الاستراتيجيات والبرامج هي الأولوية الجديدة. إن تعزيز السلام هو مسؤولية جميع أصحاب المصلحة. يمكن أن يتعرض المجتمع بأسره للخطر من جراء العنف المدرسي حتى لا يقول العنف إذا ما واصلنا التركيز على قمة جبل الجليد. لذا ، دعونا نرمي العنف المدرسي في المهد: العنف اللفظي و / أو غير اللفظي.

**الكلمات المفتاحية:** العنف المدرسي ، العنف اللفظي ، العنف غير اللفظي ، العنف الجسدي ، المدارس الجزائرية.

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