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The Impact of School Climate and Student's Family Socioeconomic Status on Violence Levels in Arab Vocational Secondary Schools in Israel

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Abbreviations

ADHD= Attention Deficit and Hyperactive Disorder

CD= Conduct Disorder

CDC= Center for disease Control

Ramh= Rashot Arzeet lemededa vhaaracha(Israeli National Authority for

Measurement and Evaluation

SES= Socioeconomic Status

ABSTRACT

The objective of the current study was to examine the impact of the school climate, the student's family socioeconomic status and the student's self − efficacy on the violence levels in the Arab vocational secondary schools.

The violence problem in schools is dangerous, disruptive and destructive to the schools' atmosphere and whole learning system.

One of the leading questions in schools' violence is what are the reasons that encourage violence in some schools and decreasing it in the others?

Many researches have been done for identifying and pointing out the reasons that could explain this hazardous phenomenon. Many researches tried to explain the reasons by the school climate, the student's features, the student's family traits, and the school environment.

The current study is examining the correlations between the school climate components, the student's family features, and the student's self- efficacy and the violence levels in Arab vocational schools

The methodology

The dependent variables: In this research we included much violence types like verbal violence, moderate violence, serious physical violence, digital violence (cyberbullying), bullying, and vandalism.

The Independent variables: The school climate components, the student's family socioeconomic status, and the student's self-efficacy

The Study Hypotheses

. The Study Hypotheses

This project examines the correlations between the independent variables and all the students' violence types.
The research hypotheses are:

H.1.The school climate hypotheses

H.1.1 – Is there statistical significant correlation between clear school policy and low violence levels.

H.1.2 – Is there statistical significant correlation between good school atmosphere and low violence levels.

H.1.3 – Is there statistical significant correlation between student involvement / participation against violence and low violence levels

H.1.4 – Is there statistical significant correlation between good students' – teachers' relationships and low violence levels.

H.1.5 - Is there statistical significant correlation between safety feeling and low violence levels.

H.1.6 – Is there statistical significant correlation between the student's attachment to school and low violence levels.

H.2 - The family socioeconomic status hypotheses

H.2.1 is there statistical significant correlation between high living standard and low violence levels.

H.2.2 – Is there statistical significant correlation between good home atmosphere and low violence levels.

H.2.3- Is there statistical significant correlation between high Parents' education level and low violence levels.

H.2.4 –Is there statistical correlation between high Student's home dwelling density and violence levels.

H. 3 - The student self- efficacy hypotheses

H.3.1- Is there statistical significant correlation between high student self-efficacy and low violence levels.

The Research population

The data of this research collected from two regional vocational schools in which study students from ten different Arab towns and villages.

The students of those two schools represent all the ethnic (clannish) groups of the Arab community in Israel (Muslims, Christians, Druze, and Bedouins).

We sampled all students of the two schools, grades 10-12, who attended the school in the survey day, and agreed to participate in filling the questionnaire after had been told that they have the choice to fill it or not.

The questionnaire was carried out in every school in different day, by the schools' counsellors after guiding them how to explain and help the students to fill it correctly.

The counsellors delivered the questionnaire to the students in their classes, and the majority filled it in 30 minutes. This long time was needed because there was need to explain the questions to the students who are week and have difficulties in understanding written materials.

From the 290 filled questionnaires, I disqualified 10 questionnaires which were filled in improper way or with missing data, means I obtained 280 proper filled questionnaires.

I also sampled 22 students for the case study. The students for this purpose were chosen in a random way by picking up every second student from a list of 44 students who have missed more than sixty days within six months.

Additionally I arranged 6 focus groups, two students' focus groups, two parents', and two teachers'(60 people),and made three observations.

The Study Paradigm

The mixed approach

In the current project used the mixed approach which uses both the quantitative and the qualitative approaches. From the quantitative approach I used the structured questionnaire for the students and teachers, and from the qualitative approach I used the observation, case study and the focus group**.**

The research tools

1. Focus group: we arranged and interviewed 6 focus groups of 60 participants,10 persons each by 8-11 questions.

2. Case study on 22 students with exaggerated absenteeism by 13 question's questionnaire.

3. Three observations on the behavior of three students.

4. Self-repot questionnaires: In the current study we used two self-report questionnaires one for student and one for the teachers.

4.1 Student's questionnaire composed of 6 subscales as follows:

a. Violence at school subscale consists of 16 items which we took from the instruments which were developed by Furlong,Greif, Bates, Wipple & Jimenez(2005) and furlong & Morrison(2006).

In this section the students were asked to answer according to Likert scale of five grades ranges from zero (Never) to four (At least five times)

b. The school climate subscale composed of 36 items we took from Tzuoriel(2013). The students were asked to answer according to Likert scale of five grades ranges from one (Totally disagree) to five (strongly agree).

c. The digital violence (cyberbullying) subscale includes 8 items which were taken from Patchin & Hinduja (2012). Also here the student has to answer according to Likert scale of five grades ranges from zero (Never) to four (at least five times).

d. The self-efficacy subscale composes of 10 items were taken from Schwarzer & Jerusalem (1995). The answers have to be on Likert scale of five grades ranges from one (not at all) to five (very true).

e. The teachers' violence against students subscale was taken from Elbedor, Asser, Center, & Maruyama (1997). Also here the students have to answer according to Likert scale of five grades ranges from zero (never) to four (at least five times)

4.2 The teachers' questionnaire was taken from the same sources of the student's questionnaire and consists of 65 items. Also here the teachers were asked to answer according Likert scale in the same manner mentioned in the student's questionnaire.

The data processing and analysis

1. Focus group data: the answers and the phrases which were used by the participants were summarized and calculated by percentages for every group and in the second step we collapsed the phrases to the most used phrased and calculated them by percentages.

2. The Case study Data: the data here was collected by 13 questions and calculate by percentages.

3. The observations: here we checked the documented data about three students with many delinquent behaviors and the way they were treated.

4. The students' and teachers' questionnaire data was processed and analyzed statistically by Pearson, Spearman, Regression and T test.

Findings

The school climate findings

The analyses of the data shows that the most effective variable affecting the violence levels in Arab vocational schools are the : school policy supported by (Welsh ,2000;Eliot et al.,2010;Marachi,et al., 2007; Gottfredson et al.,2005; Adams,2000; Dwyer et al.,1998; Stephebs,1994 , and Astor & Benbenishty, 2005)) , the school atmosphere Supported by Lukas (2007) , the students'-teachers' relationships are in agreement with the findings of Dwyer et al.(1998), the safety feelings are backed by the findings of (Freiberg,1998; Dwyer et al., 1998 ;Gregory et al.,2010), and attachment to school supported by the Attachment Theory (Cherry,2017) and by Morrison, Furlong & Morrison ,1994). Those findings are supported also by our findings of the Focus groups analysis(PP.114-142).

We find also that the involvement of students in preventing violence is very low and has no significant correlation with lowering the violence levels in schools. This is in disagreement with the findings of (Marachi et al., 2007; Stephens, 1994).

The socioeconomic status findings

Of the four hypotheses of the socioeconomic status two were accepted and two rejected. The two accepted and who contribute to decreasing violence rates were the

home atmosphere backed by the findings of (connor, 2002; Weatherburn& Lind, 1998; Fergosson & Horwood, 1998), and the high living standard which is supported by the findings of (Mcloyed 1998; Kalil.2012; Siu Na Ho, 1991).

The two rejected hypotheses were the parents' educational level and the density of dwelling.

Our findings shows that the parents educational level does not affect violence levels significantly and this finding contradict the findings of Etim & Egodi(2013). The second hypothesis which was rejected is the hypothesis that dealing with influence of the dwelling density on violence.

Our finding reveals that the dwelling density does not affect the violence levels and this contradict the findings of (Connor, 2002; Weatherburn& Lind,1998; Ba-On & Ben-Ari,1992).

The self-efficacy findings: our finding in this domain shows that high self-efficacy contributes to decreasing the violence levels and is supported by findings of (Caprara,Regalia& Bandura.2002; Ojewola,2014; Ozer& Bandura,1990; Samson 2009; Bandura Pastorelli, Barbaranelli & Caprara,1999)

Our study findings reveal also that the variables that make the variance in school violence according to the school teachers are the family status and the self-efficacy which explain 46.2% of the variance of violence.

According to the students' report the most effective variables are the school itself, the school policy, the safety feelings, and the teachers' violence against students, which explain together 25.8% of the variance in the school violence levels.

Violence rates: The present study findings show that there are 26% of the students suffered verbal violence from their peers, 20.2% of moderate violence, 5.75% of serious violence, and 10.6% digital violence.

These rates are very low when compared with the findings of Khoury-Kasabri ,Benbenishty ,&Astor (2008).who reported that there are 70% of the students reported

that they suffered verbal violence from their peers, 61% suffered from moderate violence, and 27% from serious violence

Bringing weapons and theft

Weapon

The research findings reveal that there is 50% of the students reported that there are weapons in the schools, but when asked if they suffered threatening by knife, gun, or injured by a knife 95% answered never, means that the real percent is 5% .The later finding is very low when compared with the findings of Khoury −Kasabri et al.(2008)who found that there are 10% of the students suffered from weapon threatening.

Theft

Our findings show that 50% of the students reported that there is theft in their schools, but when they were asked if any of their belongings was stolen 86% answered never, means only 14% suffer from this phenomenon.

Bullying

Our findings show that there are 8% of the teachers reported that bullying exist in their school. This percent is low relatively when compared with the findings of (Ramh, 2016; Olweus ,1994; Kaltiala-Heno, Rimpela,Rantanen & Rimpela,2000).

Digital or cyberbullying

Our project findings show that there is 10.6% of the students reported that they suffered digital violence in the last month.

For comparison the findings of Ramh (2016) showed that there are 14% of the Arab students (in general) suffering from cyberbullying

Vandalism

The current study results reveal that 10% of the teachers reported that there is vandalism and property damage to personal and school furniture. This finding is not high when compared with the findings of De We (2004).

Sexual violence

There are, according to our project findings, 14% percent of the students reported that they suffered from sexual violence in the form of sexual advances (touch) and of sexual comments.

For comparison Rama's finding showed that there are 19% of the Arab students had suffered from sexual violence in 2015(Ramh ,2016)

Teachers' –students' reciprocal violence

Teachers' violence against students

Our current findings show that there is high rate of teachers' violence toward their students, 29% in average. When we check the violence types, we find that there are 37% 0f the students suffered verbal violence, 27% of moderate violence, and 24.4% of serious physical violence.

Our findings are lower than the findings of Khoury-Kasabri,Benbenishty,&Astor (2008), who found that 43% of the students suffered verbal violence ,37% of physical violence. It is worthy of note that the findings of Khoury-Kasabri relate to the whole Israeli Arab students, while ours express the rate among Arab vocational schools.

Students' violence against teachers

Our study's findings indicate that 27% of the teachers suffered verbal violence, 14% moderate violence and 1% of the teachers suffered either digital or serious violence (Table 3 Appendix 2). For comparison, Dzuka & Dalbert(2007) reported that 55% of the teachers of the Slovakian vocational schools suffered at least one violent act in the last 15 days.

Gender

Students' violence against students

When examining the violence among the students themselves on gender bases we find that boys suffered in all violence types more than girls except in the digital violence, where the girls suffered more than the boys and in the sexual violence where both genders suffered the same level of violence.

In all types of violence, except the digital and the sexual violence , our findings are in agreement with the findings of Chen& Astor (2009) who reported that male students were more involved than girls in all types of violence; with the findings of Khoury-Kasabri (2002; 2008) who wrote that boys are more involved in violence than girls both as perpetrators and as victims; and Khoury- Kasabri, Benbenishty,Astor & Zeira (2004) who argued that boys suffer victimization more than girls in all types of school violence.

The research implications and recommendations

Our current research checked and found that the school climate and its components and especially the school policy and student's safety feeling are the most effective variables in explaining the variance in the school violence. Even though, there still a high unexplained   variance in the school violence.

In order to increase the explained variance, we recommend to check, in future researches, the impact of parents'- teachers' relationships and the influence of practical enjoyable and attractive lessons in preventing violence.

Since the current research's findings show that the school climate component are the most affecting factors in explaining the variance in the violence rates, therefore we recommend for the school administration and specially for the school principal to lead clear fair and consistent policy, to intensify, the student safety feeling, and attachment to their school.

To the municipalities, we suggest building and implementing a unified set of rules in all schools stages and supervise its implementation strictly and in consistent way.

To the Ministry of Education, universities, and colleges, we suggest building a qualification plan which prepares the teachers to know how to manage crisis situations and how to prevent escalation by regulating theirs and the students' anger.

1. Introduction

The violence in large and the violence in school in particular is a very dangerous phenomenon which is getting worse (Ohsako, 1997)

According to the World Health Organization (2002), there is no country or community untouched by violence and that violence is found in our streets, homes, schools, workplaces and institutions" (p.1). According to the same source, violence is defined as an intentional use of physical force or power, against oneself, another person, or against a group, which results in injury, death, psychological harm, or inappropriate development (The world Report on Violence and Health: Summary, 2002.)

When we talk about school violence we intend to what happen in the school itself, like verbal violence like cursing, threatening and humiliating; physical violence like pushing, kicking, punching and beating; and weapon use like carrying, threatening and using the weapons(Benbenishty &Astor ,2005)

Most of the researchers investigated the violence problem in the academic schools and only few relatively tried to study this dangerous phenomenon in the vocational schools like (Chen &Astor,2011; Dzuka& Dalbert,2007; Selah- Shayovits,2004)

There were many researchers who studied the violence problem in Israel, and one of the pioneers in studying this issue were Horowitz & Ameer (1981), who checked violence in 16 schools who suffer from violent behaviors.

The authors found that the causes of the violence were hardship areas, crime culture, alienated youth, and fear to inform authorities. The factors inside schools were the absence of consistent discipline, lack of appropriate workforce to deal with exceptional problems, ignoring minor issues, tolerance, and ignorance of students with learning and behavioral problems. They also found that the violent students are underachiever children with a negative attitude toward their schools.

Among the leading and the biggest researches was the study of Benbenishty, Zeira, & Astor (2000) which based on 32246 students' grades 4-11, 197 principals, and 1509 class tutors, and concluded that schools' violence in Israel is a serious problem.

Khoury-Kasabri(2002) in a doctorate dissertation which based on a sample of 10400 students , and checked the correlations between the victimization at school and students' characteristics ,the school climate, the school organizational structure, the socioeconomic status of the students' families, the school surrounding ,and the ethnic context, concluded that the impact of the dynamic of what happen inside the school on the violence behavior is greater than those exist and brought to school from its surrounding.

The first research that investigated and made a comparison between violence levels in academic and vocational schools in Israel was Selah –Shayovits (2004). Selah-Shayvits surveyed 921 Israeli students of whom 614 students from academic schools (301 males and 313 females) and 211 students from vocational schools (153 males and 58 females). The researcher found that rates of physical, verbal and property aggression were higher in males than females. The author also found that physical aggression rates in vocational schools were higher than in the academic ones.

Benbenishty, Khoury- Kassabri, & Astor (2005) relying on a sample of 27316 students from 526 schools, found that all the students experienced verbal violence in the last month; approximately fifty percent of the students suffered moderate violence and twenty percent suffered serious physical violence. They found also that boys suffered from all violence types, and that girls suffered more by indirect social violence.

Since the violence in schools is a dangerous and destructive to educational system, it is urgent and compelling us as educators to try and endeavor to find what are the factors that can help in decreasing and minimizing its hazardous consequences.

Therefore object of the current study is to examine and investigates the impact of the school climate components, the student's family socioeconomic status, and the student' self –efficacy on the violence levels in Arab secondary vocational schools.

This study will contribute to widen the knowledge relating the violence in schools in general and the knowledge in vocational schools in particular.

2

Our present study investigating to what extent the school policy, the school atmosphere, the student involvement in school lives, the students'- teachers' relationships ,the safety feeling, and the attachment to school on the violence levels in schools.

Additionally, this study is examining the impact of the self-efficacy and the socioeconomic status on the violence rates.

Our current study based on analyzing data collected by four resources: the student and teachers self-repots, 6 focus groups interviews(two groups of students, two of teachers, and two of parents), absenteeism case study of 22 students, and three observation on students' misbehaviors and how the school staff deal and solve them.

Moreover, in this study, we checked the following questions:

1. which are the most effective variables that affect the violence levels?

2. Are there differences in the in the repot of violence levels between teachers and students?

3. Which are the variables that make the differences between the schools in the violence domain?

4. Are there differences between the genders in perceiving violence or in experiencing violence at school?

5. To what extent there is mutual violence between teachers and their students?

Chapter I

1. Relevance of the research

Violence is a societal problem, which affects societies in general, and schools in particular, Kopka (1997). Ohsako(1997) argued that violence in society and in schools is becoming more severe and dangerous at an alarming rate worldwide.

Many researchers, who studied the schools' violence, investigated the violence phenomenon, in academic schools, and did not pay enough attention to violence in the vocational secondary schools, who absorb underachiever students with problematic behaviors; Fisher &Kettle,2001; Osher, Dwyer,Jimerson & Brown, 2012;Goldstein & Conoly,1997;Zeira Astor,& Benbenishty,2003;Khoury-Kassbri,2002; Khoury- Kassabri Astor, & Benbenishty,2009; Khoury- Kassabri Benbenishty,Astor,& Zeira, 2004; Khoury-Kassabri,2006; Benbenishty & Astor2005; Iram,1997) . Only few studies tried to explore the violence in the vocational schools and found that the violence levels in the vocational schools are higher than in the academic ones(Chen &Astor,2009; Chen & Astor,2011; Dzuka &Dalbert,2007; Selah- Shayovits,2004;Nartgn&Cicioglu,2015). Therefore, this project will enrich the knowledge about the violence in vocational schools and be a pioneer in exploring vocational secondary schools' violence in the Arabs' sector in Israel.

2. The Israeli Educational system

According to the Israeli Knesset Knowledge Center (2015) the Israeli Educational System is divided into four divisions.

2.1 The Educational Stages

The first educational division is the **Educational Stage** (The student's age). According to the student's age the Israeli education system is divided into four stages: A. the pre- elementary stage which includes kindergartens for children between the ages 4-5 years old. B. the primary stage which constitutes grades 1-6 (ages 6-11 years old). C. The secondary or high school stage, which divided into two sub- stages: Junior high school, grades 7-9(ages 12-14 years old), and High school, grades 10-12(ages 15-17 years old). D. The academic or postsecondary school stage, 18 and more years.

2.2 The Legal Division

This division is divided into two subdivisions**:** a. official educational schools which are managed by the state (The Ministry of Education)**,** or by the municipalities**.** Those institutes include elementary and junior high schools. The Ministry of Education is the employer of the teachers in those schools. b. institutes, which are recognized but not official schools . These schools do not belong to the Ministry of Education but supervised by it, and receive their budgets from the Ministry of Education. It is important to notice that the budgets of these schools, is only 70% from the amount that allocated to the formal schools. In spite of this disadvantage, these schools have more freedom in enrolling new students, and in employing new teachers than formal schools. Most of the high schools are recognized but unofficial and a significant part of them belongs to the municipalities.

2.3The Supervision Type

According to the monitoring type**,** the**r**e are two kinds of supervision categories: a. National Educational Schools which includes nonreligious schools from the Jewish and Arab sectors; b. Religious National Schools, which include religious educational plan and who have their spiritual teachers and supervisors.

2.4The Sectorial Division

In Israel, there are two sectors, Jews and Arabs. The Jewish sector encompasses all the Jewish students and all the students who are not Jews and are not Arabs. The not Jewish sector includes all the Muslim students, the Bedouin, the Druze, and the Chercassian students.

2.5 The Israeli Educational System from the Legal Point of View

Following are the laws that regulate the Israeli educational system, its activities and the range of responsibilities of the individuals who stand in its leading positions.

2.5.1 The Imperative Learning Law from the year 1948

This law (Knesset knowledge center, 2015) indicates that the state is responsible for giving necessary and free education for every child in Israel from 3 years till 17 in a

recognized institute and that the child parents are obliged to send him/her to an educational institute.

The objective of this law is to afford an equal opportunity for every child in the state without discrimination of economic, sectorial or clannish background.

2.5.2 The Law of National Education from the year 1953

This law indicates and emphasizes the responsibility of the state to establish a National Education with two types, national and religious national systems.

2.5.3 The Schools' Control Law from 1968

This law stresses that every educational institute with more than ten students has to get an official license. This law talks about the instructions for opening, maintaining schools, licensing schools, supervising safety, health, employing teachers, and about the conditions for closing school.

2.5.4 The special Education Law from 1988

This law deal and talks about the responsibility for providing education for children with special needs, appointing reassignment committee, and appealing board, and about the right of the children with special needs for special education.

In the year of 2002, the Israeli parliament amended this law to give these students the opportunity to learn in the regular educational system. This amendment stresses that a child with special needs, who has been accepted into the regular educational system, by a decision of the integration committee of the educational institute, has the right to additional learning hours and other special services.

2.5.5 The Student's Rights Law of the year 2000

This law addresses the right to education, the right to matriculation exams, the right to confidentiality, the prohibition of discrimination, the forbiddance of any corporal or humiliating punishment. The law also forbidding of punishing the student because of his/her parents' deeds or neglect, the avoidance of exclusion of any student without giving him/her and the parents to express their allegations. This law obligates all the official Israeli schools, and the recognized, but not official, schools.

2.5.6 The long learning day law from 1997

This law designed to add new learning hours additionally to the existed hours to widen the knowledge and insight of the students, and educate for values and also expand the social activities. The Minister of Education is the one who decides which settlements and neighborhoods will carry out the long day learning (Knesset knowledge center, 2015).

Currently, the law is partially applied and only in part of the grades 1-6 and the kindergartens. The existing law indicated that the law would be fully implemented in September 2015, but the Israeli government had declared that it would postpone the law execution until September 2021(Knesset knowledge center, 2015)

3. Violence and Aggression

The World Health Organization (2002), wrote that" there is no country or community untouched by violence and that violence is found in our streets, homes, schools, workplaces and institutions" (p.1). According to the same source, violence is defined as an intentional use of physical force or power, against oneself, another person, or against a group, which results in injury, death, psychological harm, or inappropriate development (The world Report on Violence and Health, 2002.)

Delaney (2013) argued that violence includes many domains like conflicts between nations, civil wars, national uprising, gang violence, organized crime and interpersonal violence. She continued by pointing out that maltreatment of animals and irreparable damage to the environment is a type of violence. Horowitz (2000, 2006, 2008), indicated that the *v*iolence's construct deals with a broad range of activities that done by one person or more and harm individual or community.

Benbenishty & Astor (2005) defined school's violence as any behavior that intends to harm, physically or emotionally, individuals in school and their property including the school property. They described as victim of school's violence, any student who reported that another student or teacher perpetrated school violence against him/her.

The authors include in school's violence verbal, social violence at school (such as curses, humiliations, and social exclusion), threatening (direct, indirect, and

extortion), physical violence (pushes, Kicks, punches, beatings), stealing and damaging property, weapon use (carrying, threatening, using) and sexual harassment.

In the professional literature, which deals with violence, researchers distinguish between two aspects aggression and Violence. In the focus of aggression is the individual, but in the center of violence is the society. While aggression is a behavior that intends to hurt, violence is a continuous social phenomenon in which involved more than one person (Horowitz, 2000).

3.1 Violence / Aggression as Interchangeable Synonym

The words violence and aggression are used interchangeably and many people perceive them as synonyms. There is a slight difference between aggression which is the potential to harm, and violence which is the act of harming others (Buss, 1961; Leober & Hay, 1997). Since there are other researchers who use the violence and aggression interchangeably (Anderson & Bushman, 2002) who contend that all violence is aggression, we intend to use the two constructs as synonyms.

Buss (1961) defined aggression as a response that delivers harmful act to another organism. Buss indicated that others see in human aggression as any behavior that directed toward another person and carried out with actual intent to cause harm. The perpetrator must believe that the action will harm the target while the target is motivated to avoid the damage. He added that accidental injury is not aggression because it is not intentional. A similar definition is found in Bushman & Anderson (2001).

Loeber &Hay (1997) defined aggression as "behavior that causes or threatens physical harm to others" (p.373). They continued that they specified the harm without the intention, because it is hard to identify intention, but easy to notice the effect and consequences of damage and injuries. They added that aggression consists of different forms of violence including verbal aggression, bullying, physical fighting, robbery, rape, and homicide.

Geen (2001) argued that aggression is any behavior exerted on another person, against his/her well with the intention to harm that person. The author included spreading gossips and damaging another reputation, as a kind of aggression and added that destroying another's property is a way of aggressive behavior.

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3.2 Violence/Aggression Definition from professional Perspectives

Aggression can be defined by various interpretations depending in the unique system perspective. The professional perspective of the multiple systems (see below) that deal with children has developed many constructs to describe children with misbehavior, like "aggression," "violence," "conduct disorder," "delinquency," and antisocial behavior. All these constructs have something in common, but each one has its particular characteristics that distinguish it from the others (Connor, 2002).

3.2.1 The juvenile justice definition of aggression, emphasize the constructs of "antisocial behavior," "criminality," and "delinquency," and refers to the latter two as subsets to the first one.

While "Antisocial behavior" is a behavior that violates the rules and laws of society, no matter what the age of the perpetrator, and "Criminality" talks about grave crime committed by an adult, the "Delinquency" includes serious criminal acts, less severe crimes, and anti- social behaviors perpetrated by a minor. (Steiner & Cauffman, 1998).

3.2.2 The clinical mental health definition of aggression talks about "conduct disorder" (CD) which refers to an individual under 18 years old who shows symptoms of aggression, deceitfulness, rule violation, and property destruction" (American Psychological Association ,1994, in Connor, 2002, p.8).

To label a child as CD, he or she has to commit many antisocial acts for an extended period. Stability and intensity of the antisocial acts are essential to the conclusion that the child behaviors are driven by an inner deficit, which causes him/her to behave independently of his/her environment (Rogers, Johansen, Chang, &Salekin, 1997).

Connor(2002) wrote that many aggressive youths suffer from conduct disorder(CD), attention-deficit and hyperactivity disorder (ADHD), which characterized by age-inappropriate attention deficit, like impulsivity and motor over activity. He added that children who are with both CD and ADHD are at risk for early aggressive behaviors, a persistence of aggression over time and poor outcomes over their development.

3.2.3 The psychometrical definition of aggression is an approach that relies on statistical information. Psychologist defines the individual behavior according to the

child's problems as recorded in clinics, consultation with professionals, and from parents and teachers ratings of his problematic behavior at home and classrooms.

According to this approach, there are two children' behavior syndromes: Externalized and Internalized behaviors. The externalized behavior includes uncontrolled child acts like impulsive, hyperactive, aggressive and delinquent behavior. The internalized symptoms include anxiety, fearfulness, depression and social withdrawal (Achenbach & Edelbrock, 1978).

3.3 Subtypes of Aggression

Research presents several types of aggression like**:**

3.3.1 Overt and Covert Aggression. Overt aggression is a confrontational act of physical aggression and includes physical fighting, bullying, using weapons and defiance of rules. On the other hand, covert aggression includes stealing, fire ignition, truancy, and running away from home (Connor, 2002).

3.3.2 Reactive and Proactive Aggression. The reactive aggression is also known as frustration- aggression which occurs in response to a failure in reaching the desired goal (Dollard, Doob Mowrer & Sears, 1939). The purpose of the reactive aggression is to defend oneself against a threat or to inflict harm to the source of frustration. Initiators for this kind of aggression could be threats, goal blocking, frustrated expectations, overcrowd places and hot temperatures (Berkowits, 1993). Proactive aggression is a calculated behavior usually used to obtain a wanted and desired goal (Crick &Doge, 1996).

3.3.3 Instrumental and Hostile Aggression

According to Feshbach (1970), **instrumental aggression** provides rewards or advantages to the aggressor, while **hostile aggression** intends to inflict injury or pain upon a victim with little profit.

3.3.4 Offensive and Defensive Aggression

Offensive aggression is unprovoked attack on another, while defensive aggression is a provoked by threatening situation (Blanchard & Blanchard, 1984).

3.3.5 Relational/Indirect Aggression

Relational aggression (Crick &Werner, 1998) and indirect aggression (Hood, 1996) is related more to girls. Aggressive behaviors among girls take form of harming another child's friendship by excluding him/her from playgroup, rejecting another, spreading rumors and so on(Connor,2002).

Also, when talking about violence (aggression), some use other constructs like bullying and cyberbullying.

3.4 Bullying and Cyberbullying

3.4.1 Bullying

Olweus (1993) Defined bullying as a repetitive negative behavior, against others, for a long time by one person or more. Negative actions can be verbal like threats, mocking, harassment, and cursing, or physical like punches, kicks, pushes and pinches. Olweus added that we can also act in negative behaviors, without using verbal or physical force, by making faces, rude gestures or exclusion from a group. He emphasized that to use the bullying construct, there has to be an imbalance in power between the bullies and the bullied individuals.

Smith & Sharp (1994) used the bullying construct to portray the violence at schools. They said that bullying occurs when one child or a group of children says nasty and unpleasant things to another child. When a child is hit, kicked, threatened, and locked inside a room. According to Smith& Sharp (1994) there is a bullying act when a child receives nasty notes; children refuse to talk with another child, and when a child repeatedly teased in a nasty way. They said that bullying happens when a child cannot defend himself, and they emphasized that when two people of the same strength fight, no bullying exists.

Recently, there is growing concern about another type of violence which known as cyberbullying.

3.4.2 Cyberbullying

3.4.2.1 Cyberbullying Extent

Using the electronic devices by young people for bullying their peers becomes a global problem with many incidents in many countries (Campbell, 2005). Dooly &Cross (2009) said that cyber bullying received attention because of some recent cases, which resulted in criminal or civil lawsuits filed against the perpetrator and in some situations against the school.

Smith et al. (2008) defined cyberbullying as "An aggressive, intentional act carried out, by a group or an individual, using electronic forms of contact repeatedly and over time against a victim who cannot easily defend him or herself."(Smith et al., 2008, p.376)

Cyberbullying is an act of harming others intentionally by using electronic devices (Ybarra & Mitchel, 2004; Willard, 2005; Hinduja & Patchin, 2008).

Willard (2007) organized the cyberbullying in 8 categories: **Flaming,** an online fight using electronic messages with angry language; **Harassment,** refers to repeatedly sending nasty and insulting messages online; **Denigration**, refers to posting gossip or rumors about a person to damage his reputation; **Impersonation,** is pretending to be someone else and sending or posting material to get that person in trouble or damage that person's reputation or friendship; **Outing**, refers to sharing someone secrets, embarrassing information or images online; **Trickery,** happens when talking with someone and bringing him to reveal secrets or embarrassing information, and then sharing it online; **Exclusion**, occurs when intentionally and cruelly excluding someone from an online group.; and **Cyberstalking** is referring to a repeated, intense harassment and denigration that creates significant fear. Other researchers wrote Cyberbullying is becoming critical problem for schools and the whole society because it harms many and affect their lives (Li, 2006; Hinduja& Patchin, 2008)

 Research has measured the extent of cyberbullying, and this phenomenon was addressed in several countries.

A global cyberbullying survey, which conducted in 24 countries by Reuter in 2012, found that 80% of the participants perceive the cyberbullying as a severe problem. The same sample also showed that the most widely cyberbullying used tool was the social networking sites with 60%, followed by mobile phone and chat rooms with 40% (Reuter,2012)

National children's home (2002 in Li, 2006) conducted a survey in Britain, and found that 25% 0f youngsters aged 11-19 were cyberbullied. Another survey of the National Children Home (2005 in Hinduja & Patchin, 2008) showed that 20% of the students were bullied by electronic tools, 73% knew the perpetrator compared to 26% who reported that they did not know the offender.

Li (2006), in a survey of 264 students from three junior high schools, found that 25% of the participated students were cyberbullied and 53.6% reported that they knew someone being cyberbullied. The author also found that male students were more involved in cyberbullying (as bullies) than females (22% versus 12%). She found no significant difference between males and females as cyberbullied. Backer & Tanrikulu,(2010) argued that when dealing with gender in cyberbullying we should not check gender and age separately. This because when they checked these two variables together, they found, that 14 years old girls had higher scores in cyberbullying more than other girls' ages and higher than the 14 years old males.

In Another study,   researchers relied on a survey of 92 students aged 11-16 years old, from 14 London schools, found that 22% were victims of cyberbullying at least once in the last two months, and 6.6% experienced cyberbullying more frequently((Smith, Mahdavi, Carvalho, & Tippett, 2006)

In the United States of America, based on a survey of 3767 students of middle schools, Kowalski & Limber (2007) found that 11% of the students reported being cyberbullied at least once in the last 2 months, and 4% had bullied other at least once in the last two months. The authors indicated that 50% of the victims did not know the perpetrators.

In an Australian study, Price & Dalgleish(2010) based on a sample of 548 youngsters, found that most of the participants reported that cyberbullying happened in the transition from primary to high school, 71% of the victims knew their bullies. The researchers also found that traditional bullying is more common than cyberbullying (Ibid).

The National Crime Prevention Council(2007) based on a representative sample of 834 middle and high school students aged 13-17, found that 43% had experienced

some form of cyberbullying in the last year. It indicated that cyberbullying is common more among high school students than middle schools (46% compared with 35%).

A Canadian study, which was done by Beran & Li (2007), showed that 58% of the students experienced cyberbullying once or twice, and 26% of the students had cyberbullied others at least once or twice. Hinduja & Patchin(2007) relying on an online survey of 1388 internet using adolescents, they found that 32% of male students and 36% of the females students suffered cyberbullying victimization.

Mishna, Koury-Kasabri, Gadalla,& Daciouk (2012) who collected data from 2186 middle and high school students, found that students were highly involved in cyberbullying. They found that 23.8% of the sampled students reported being victims of cyberbullying. Boys reported bullying others, more than girls, and girls victimized more than males were. Younger children reported victimization of cyberbullying, more than older children did. Ybarra & Mitchell (2004)based on a survey of 1501 regular internet users aging 10-17 years from the USA, found that 19% of the participated students were involved in online aggression and that 12% were aggressors only.

3.4.2.2The negative impact of cyberbullying

In cyberbullying, the audience is broad, because the emails could forward the person's contacts, and millions of people could visit websites, and more, the impact of the written texts could last for an unlimited time, so the bullied could see and read it repeatedly (Campbell, 2005). In a research which intended to examine the impact of cyberbullying on Australian young people, Price &Dalgleish (2010), found that cyberbullying impact the well-being, schooling, family and the peers' relationships of many young people

Patchin & Hinduja (2006) contended that while traditional bullying happened only when students at school or on their way to and from school, cyber devices enable the cyberbullies to harass others day and night. Willard (2007) argued that even when cyberbullying happened outside the school, it might affect the school climate and influence the student ability to succeed in school. The author contended, also, that cyberbullying may cause great harm because it could be wicked, unescapable, easy distributed, irreversible, and its anonymity could encourage its usage.

Cyberbullying differs from the traditional bullying because it allows the bully to remain anonymous and the victim accessible at any time, and because the victim cannot avoid it by escaping to his home since the cyber devices are available anywhere(Burnet,Yozwiak,& Omar,2013). Cyberbullying victims suffer depression, anxiety, anger, worry, and a decline in school performance. More, the Cyberbullying can result in severe psychological distress increase in substance abuse and suicide (Burnet et al., 2013).

Tomsa, Jenaro, Campbell,& Neacsu(2013) wrote that cyberbullying consequences could range from negative feelings (fear, anxiety, sadness and embarrassment) to damage to self-esteem and disruption of persons' lives. Also, Campbell(2007) argued that there are dangerous consequences of cyberbullying stressing that cyberbullying as it can be more serious than face- to- face bullying because it includes broad audience, anonymity, enduring, and the possibility of reaching the victim at any time even at his home. In contrary, Olweus (2012) contend that the claim in the media about cyberbullying is exaggerated and have no significant scientific support. He also said that the prevalence of this phenomenon is low and has not increased over time.

3.5 The Theories of Violence and aggression

To understand people aggressive/ violent behavior, we have to know what the factors and reasons, which make an individual become an aggressive/violent person, and this, we can learn by the theories that deal with this phenomena. Horowitz (2006) contended that the social theories do not contradict the biopsychological theories which argue that violence is an instinct behavior and influenced by the person hormonal balance and his neurological system, but endeavor to find and give an explanation to the human behavior. There are many violence theories and following are some of them:

3.5.1 Frustration-Aggression Theory – Many researchers wrote about the frustration- aggression responses. Berkowitz (1989) argued that intentionally blocking of desired goals could create instigation to aggression, adding that situational and personal conditions might affect the aggressive reaction. He also indicated that barriers and obstacles to desired goals could arouse instigation to aggression if they generate a negative effect. Horowitz (2008) contended that frustration is a reaction or

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response to blocking the desired goal and thwarting the achievement of that goal arouses impulse that leads to aggressive behavior.

3.5.2 Learning Theory – This theory talking about how a person acquires a new behavior. Bandura as one of the theory formulators argued that a new pattern of behavior could be learned through direct experience or by observing the behaviors of others. He contended that any learning of new behavior influenced by the rewarding or punishment following an action. In social learning, reinforcement plays a major role in learning new behavior (Bandura, 1971).

3.5.3 Social Interaction Theory - This theory that developed by Tedeschi& Felson(1994) talks about aggression behavior, as a social influence behavior, which someone uses to make a change in others behavior by coercive actions. An individual, may uses coercion behavior when he/she wants or desires to achieve information, money, goods or when he/she wants to make justice

3.6 Theories related to schools' violence and Origins of Conflicts

3.6.1 Theories of violence

3.6.1.1 Strain Theory: The strain theory talks about the social relationships that lead to delinquency and the motivation for crime. It focuses on negative relationships with others, relationships in which others prevent the person from achieving positively valued and desired goals (Agnew, 1992)

3.6.1.2 Labelling Theory

This theory, which developed by Polk& Schafer (1972) argued that school creates different academic tracks for achievers and underachievers. The underachievers who feel labeled, become strain and frustrated, and this leads to violence. (Horowitz, 2008)

3.6.1.3 Control Theory
This theory says that good relationship between the students and their teachers could prevent unaccepted behavior (Hirschi, 1969).

3.6.2 Origins of Conflicts

3.6.2.1 Basic needs: almost every conflict originates from an attempt to meet basic needs that if not satisfied, the conflict would continue even after reaching an agreement (Bodine, Crawford, & Schrumpf, 1994).

Glasser (1984) identified four basic psychological needs that motivate behavior**: Belonging**, this need fulfilled by loving, sharing and cooperating with others; **Power**, this need met by achieving, accomplishing, and being recognized and respected; **Freedom**, the feeling of possessing the ability to make choices; **Fun**, this need to be fulfilled by playing and laughing.

3.6.2.2 Limited Resources and Different Values: Conflicts can arise when there is a conflict over scarce resources. The best strategy, in cases of limited resources, is cooperating and not competing for different values (Crawford & Bodine.1996). Conflicts that originate from various or opposing values are the more difficult to resolve because the disputants think regarding right/wrong, or good/bad. Resolving conflicts of values do not mean that disputants have to change their values, but by understanding, and paying respect for others (Ibid).

3.7 Schools' Violence and risk factors

Furlong &Morrison (2000) contended that **school violence** is a multi- dimensional construct, and, therefore, there is a need to distinguish between "school's violence" and "violence in the school." They added that "violence in the school" talks about violence that has roots in the community, and that "school's violence" talks about the violence that originates from the school experiences itself.

The Center for Disease control (CDC, 2015) defined **school violence** as youth violence that occurs in school property, on thy way to and from school, or at school-sponsored events. They include in school violence acts like bullying, pushing, assaults with or without weapons that could cause injuries and death.

Violence at schools, although not new, there still variety and ambiguity in its definition. Kopka(1997) referred to school's violence, as an act that inflicts physical harm. She added that many programs include, in violence, verbal, visual and physical deeds which intend to harm or violate others' civil rights. Also, she wrote that many researchers included in school violence what happened inside the school and all

violent acts that occur on the way to and from school and what occur in events sponsored by the schools.

This project adopted the violence's definition of Benbinishty & Asto(2005) which included all the violence types we are going to check like verbal violence, stealing, property damaging, physical violence, sexual harassment, threatening, and weapon use.

3.7.1 Individual Risk Factors

Research has shown that violence behavior is influenced by many individual factors.

3.7.1.1 Temperament, There are differences in child's personality. Temperament is defined as an individual's characteristic style of emotional response in a variety of situations and environmental stimuli (Prior, 1992).Temperamental patterns are discernible in early life years and persist over time, and are derived from a combination of genetic central nervous system and postnatal environmental factors (Connor, 2002).

3.7.1.2 Infant-Caregiver Attachment, among the early environmental significant influences on child personality, including risk for psychopathology, and aggression, are the quality and the pattern of the infant's attachment to the caregiver. Severe behavior problems in early childhood are results of unhealthy rearing environment (Shaw, Owens, Giovanelli &Winslow, 2001). During the first year, the infant uses preadapted behaviors to communicate with his caregiver to attract his attention (Carlson, 1998). Over time the toddler, regulate this behavior to receive different needs, and the quality of the relationship between the toddler and the caregiver can influence the child development (Ibid).

Characteristics of the caregiver and family environment can risk the infant development, especially in families with more than four stressors such as parent criminality, maternal psychopathology, overcrowding in the home and diminished marital relationship (Shaw &Vondra, 1993).

3.7. 2 Family's Risk Factor

3.7.2.1 Ineffective Parenting Practices, Connor (2002) argued that improper rearing ways and educating children are responsible for the beginning and maintenance of

violence and antisocial behavior in children and adolescents. These methods include harsh and inconsistent discipline practices, poor monitoring, poor supervision, and low involvement with their children. Negovan (2006) considered the lack of emotional support for children from their parents, as a form of psychological abuse with consequences which are bad as of an emotional terror.

3.7.2.2 Family Functioning, the family functioning domain includes parental separation or divorce, marital conflicts, and domestic violence (Najman et al., 1997). Many researchers found that children from broken homes suffering from lessened well-being and high rates of antisocial behavior than children from well-functioning two biological parents. Children from divorced families are two - fold to three times likely to drop out of schools, to engage in delinquent and other antisocial behavior and associate with delinquent peers (Najman et al., 1997)

3.7.2.3 Family Structure, Some family structure features, is connected and may cause increased risk for youngster delinquency and other antisocial behaviors. This feature, which includes family size (more than four children), birth order, parenting status, are correlated with an inclination toward behavior problems and aggression (Raine, 1993).

3.7.2.4 Parental Pathology, Cantwell & Baker (1984) said that children whom parents have a psychiatric disorder would have higher rates of emotional or behavioral problems than children of parents who have not mental problems.

Children of alcoholic parents have more behavioral problems than children whom parents are not alcoholic. Children of alcoholic parents show an increase in externalizing behavior problems including ADHD (Earls, Reich, Jung & Cloninger, 1988)

3.7.2.5 Child Abuse, Child Abuse is a sexual or physical mistreatment of a dependent child by an older caregiver (Maxfield & Widom, 1996). Child abuse includes physical injury like bruising, bone breaks, and burns. Sexual abuse means an assault on children with the intent to satisfy sexual desire (Ibid).

3.7.2.6 Child neglect is the parents' deficiencies in nurturing their children as acceptable by the community and professional standards. Child neglect includes parent failure to satisfy food, clothing, shelter and medical needs of their children (

Maxfield & Widom,1996). Maxfield & Widom also found that children who suffered abuse victimization or neglect were more likely to be arrested in their juvenile and adulthood.

3.7.3 Extra- familial factors

Children behavior can be affected also by many extra familial factors like:

3.7.3.1 Peer factors

Aggressive behavior of a child leads to low acceptance of him by his peers, and this cause him to become more aggressive and joining to other similar rejected and aggressive peers (Parker & Asher, 1987)

3.7.3.2 Social deprivation

Social deprivation includes poverty, low socioeconomic status, unemployment, inadequate housing and overcrowded living conditions. There is a relationship between social deprivation and increased aggression rate, crime and other antisocial behavior among juveniles (Connor, 2002).

3.7.3.3 Neighborhood violence

Community violence may take many forms including direct experience (being shot, stabbed, raped), threats (being chased by an individual or gang with intent to harm).Violence exposure also includes witnessing or hearing about violence, having friends or family members who experienced violence (Jenkines & Bell, 1997). Chronic exposure to neighborhood violence has clear consequences on children and adolescents like increased rate of psychopathology, distress, fear and academic underachievement (Ibid).

3.7.3.4 Availability of Firearms

According to Christoffel(1997), there is a correlation between firearms availability and violent deaths.

3.7.3.5 Media Violence

Cantor (2000) argued that there is evidence that constant exposure to violence presented in the media, is unhealthy for children and adolescents. Singer, Slovak,

Frierson,& York.(1998) who surveyed 2245 elementary school students about their television habits, found a clear correlation between those habits and violent behavior.

3.8 Evolution and Manifestation of Aggression from Infancy to Early Adulthood

Researches show that like any learned behavior, aggression can changes during the child life stages**.**

3.8.1 Infancy

Most infants show signs of frustration and rage, and there is no clear difference between genders in this phase of life. Expressions of anger toward adults can be identified by the age of three months (Izard, Fantauzzo, Castle,&Putnam,1995)

3.8.2 Toddlerhood

During the third years of life, toddlers start to show signs of temper and aggression toward adults and peers with little differences between genders (Hay, 1984)

3.8.3 Early School years

In the early school years the two genders show aggressive behavior with apparent differences. Males show a higher rate of physical aggression than females.(Hay,1984). Girls often show relational aggression like exclusion, gossiping and collusion (Crick, 1995)

3.8.4 Early and middle childhood

In the early and middle childhood, there is decrease in aggression toward peers from both, boys and girls (Dunn, 1993 in Loeber & Hay, 1997)

3.8.5 Adolescence and early adulthood

The adolescence stage in the child life is a turbulent and his behavior unstable. In the adolescence and early adulthood occur notable changes in the levels and forms of aggression. In this period the aggressive acts are more severe and damaging because they cause injuries and death due to growing in age and physical strength and because of using weapons (Berkowitz, 1994 in Loeber & Hay, 1997). Second change in adolescence is that children become more engaged in common forms of violence such

as forcing younger children to do things against their will (telling on others or giving up possessions (Cairns & Cairns, 1994)

In the early adolescence, emerge organized gangs characterized by forms of dress, insignia, and other symbols and often engaged in violence (Howell, 1995).

In the middle of childhood, there are direct physical aggression conflicts of girls with girls and boys with boys. Over the years of adolescence, girls' conflicts become less violent physically, whereas boys continue to show aggressive confrontation (Olweus, 1991).

3.9 Violence in foreign countries

3.9.1 The United States of America

Heaviside, Rowand, Williams, & Farris (1997), relying on a nationally representative sample, conducted a survey of 1234 students from regular American public elementary, middle and secondary schools. They found that more than 50% of US public schools students reported experiencing at least one crime incident in the school year 1996-1997.They also found that 10% of public schools reported at least one serious violent crime during the same year.

Heaviside et al., (1997) found 190000 fights without weapons, 115000 thefts, and 98000 acts of vandalism. Additionally, there were 11000 attacks or fights with weapons, 7000 robberies and 4000 rapes. The same study, also found that school with serious discipline problems were more likely to have experienced one or more incidents of crime and more likely to experience severe violent crime than those with less serious discipline problems.

The authors(Heaviside et al.,(1997) reported, according to the mentioned study, that 37% of high schools' principals reported at least one serious discipline problem in their schools versus 18% in middle schools and 8% of elementary schools.

3.9.2 Malesia

A record of criminal offenses from 1993 in **Malesia** showed that 27.16% of the primary schools' students and 11.91% of the secondary schools' students were involved in bullying activities (Rahimah & Normani, 1997).

3.9.3 Taiwan

Chen &Astor (2009) relying on a sample of 14022 students from elementary to high schools (grades 4-12) in **Taiwan**, found that 59.7% of the Taiwanese students reported that they perpetrated at least one violent act during the last year, most of them were cursing or verbal insults(43.8%).

When checking the Gender Domain, the authors found that approximately 71.2% of male students and 48.5% of female students reported perpetrating at least one violent act. They also found that male students were more involved than females, in all violent types.

For School Type and grade level, they reported that 68% of the Taiwanese junior high schools' students were involved in perpetrating violent act compared to 58.8% of elementary schools, 60.4% of vocational high schools and 53% of academic high schools' students.

In another research ,Chen & Astor(2011) based on a sample of 7841 students grades 10-12 of vocational and academic high schools, found that students' violence against students was directly influenced by negative personal traits and victimization. The parental monitoring had little direct effect on students' violence against students. There is a direct connection between prior victimization and violence against teachers. Low level of school engagement, risky peers and the poor student- teacher relationship had a mediating effect on students' violence against teachers especially the dangerous peers' variable.

In general, the risky peers' variable was the best predictor of student violence against students and teaching staff. The authors conclude that negative personal traits, personal experience of victimization and risky peers are the most influential factors of violence in schools (Chen & Astor, 2011).

3.9.4 Thailand

Amarphibale, Rujipak &Payakkakom (2013) concluded, from a sample of 467 students from middle schools **in Bangkok** that males and females with high exposure to family violence and high situational reasoning would have high verbal and high physical violence. They also found that 53% of male students and 79% of girls who are with high verbal violence committed physical violence later. The authors indicated that the most influential variables over verbal and physical violence are the exposure to family violence and situational reasoning.

Amarphibal et al. (2013) contended that the vocational schools' students are the most violent group in all schools levels, and middle school students are the second. Additionally, they argued that middle school students who committed violence are more likely to develop more violence's behavior when they continue studying in vocational schools.

3.9.5 Slovakia

Metasoma (1997) contended that schools' bullying in **Slovakia** includes kicking, destroying things, damaging others' properties, name-calling, and verbal insults. The causes for these behaviors, according to the author, are a desire for power and domination, cruelty or boredom. The bullying in Slovakian schools took place in the restrooms, cloakrooms, and areas outside teachers' control (Metasoma, 1997).

3.9.6 Romania

The number of violent events in **Romanian** schools has increased in recent years (Chiriac, 2012). The journalist, relying on official data, contended that in the last three months (before June 2012), there were 431 cases of violent clashes, use of alcohol, and theft in schools. Chiriac added that the reported incidents included stabbing, harassment, theft of teacher's materials and other forms of class disruptions (Chariac, 2012).

Alecu (n.d   ) citing the Ministry of Education, contended that the violent acts, at the national level in 2011-2012 were 15358 verbal and physical events, of which 6275 incidents were moderate physical violence (40.8%) and 143 incidents of dangerous physical acts. The author indicated that 85% of the violent events occurred in the school yard or classes and only 15% in the vicinity of the schools.

According to Harel et al.(2011), the percent of students age 11-15 , who suffered bullying and harassment in Romanin's schools , at least three times, in the last two months was 17.2%, and the percent of students who bullied and harassed other students was 25.6%.

3.10 Violence in vocational schools

Chen& Astor (2011), Relying on data from a survey of 7841 students divided into 48.4% boys and 51.3% girls of whom 48.1% were from academic high schools and 51.9% of vocational high schools, found that students' violence against students was directly influenced by negative personal traits and prior victimization. The study also found that parental monitoring had little direct effect on student violence against students, but had indirect effect mediated through risky peers and school engagement. Moreover, the researchers found that low level of school engagement, risky peers, and the imperfect student- teacher relationship had a mediating effect on student violence against teachers, especially the dangerous peers' variable. The influence of risky peers on student violence against students was stronger for vocational schools than for academic schools. Besides, the research showed that students' prior victimization had a direct effect on students' violence against students and teachers (Chen & Astor, 2011).

The authors (Chen & Astor,2011) argued that, within school variables, could mediate the effect of the external variables ,they added also that negative personal traits, a prior personal experience of victimization and risky peer are the most influential factors of violence in schools. Furthermore, the authors contended that low school engagement, risky peers, and poor student- teacher relationships mediate violence in a similar way in academic and vocational schools

Dzuka & Dalbert(2007) in a study based on a sample of 108 teachers in Slovakian vocational schools found that 55% of the teachers experienced at least one violent act in the last 15 days.

Selah -Shayovits(2004) surveyed 921 Israeli students of whom 614 students from academic schools(301 males and 313 females) and 211 students from vocational schools(153 males and 58 females). In this survey, the researcher found that rates of physical, verbal and property aggression were higher in males than females. The study

also found that physical aggression rates in vocational schools were higher than in the academic ones; the rates of indirect verbal and property related aggression were higher in vocational schools than in academic schools, and those younger children showed somewhat higher levels of physical aggression than the older students did.

Chen & Astor(2009) relying on a survey of 1400 students grades 4-12 in Taiwan, found that 59.7% of all the participants reported that they perpetrated at least one violent act during the last year and that the most frequent violent acts, were cursing or verbal insults(43.8%).

In gender - related violence, the authors found that approximately 71.2% of male and 48.5% of female students reported perpetrating at least one violent act in the last year. Moreover, they found that male students were more involved than females in all violence kinds.

The authors(Chen& Astor, 2009) found that vocational schools' students reported higher rates of violence than academic schools' students did (60.4% versus 53%).

3.11 Violence in the Israeli Schools

Since this project investigating the violence in vocational secondary schools in Israel, it is important to portray the violence's levels in Israeli school.

The research about violence in Israel developed in parallel with studies in other parts of the world (Horowitz, 2006). One of the pioneer explorations, concerning school violence in Israel, was the research of Horowitz &Ameer (1981). The mentioned research conducted in 16 schools who suffer from violent behaviors. The authors (Horowitz& Ameer) identified seven types of violence, physical violence among students- students, teachers-students, parents- teachers, thefts burglaries, extortions, and vandalism.

Horowitz&Ameer (1981) found that the causes of the violence were hardship areas, crime culture, alienated youth, and fear to inform authorities. The factors inside schools were the absence of consistent discipline, lack of appropriate workforce to deal with exceptional problems, ignoring minor issues, tolerance, and ignorance of students with learning and behavioral problems. They also found that the violent

students are underachiever children with a negative attitude toward their schools (Horowitz & Ameer,1981)

In a report of Benbenishty, Zeira, & Astor (2000) which was based on 32246 students' grades 4-11, 197 principals, and 1509 class tutors, concluded that schools' violence in Israel is a serious problem. The results of this mentioned research revealed the following facts, more than two thirds of the high schools' students reported that they suffered cursing, halve of the students suffered derision or humiliation, and a quarter of the students indicated that they experienced violence acts on familial or sectorial background, in the last month.

Also, the authors found that halve of the junior high schools' students and third of high schools' students reported that someone pushed them at least once in the last month. The authors found also high rates of moderate physical violence like punches, and kicks (Benbenishty et al., 2000). They reported also about high rates of theft acts, social bans and sexual harassment. In this report, the authors indicated that they found very concerning facts about severe violent acts like using stones knives and even pistols.

In the same research, Benbenishty et al.,(2000) reported about the differences in violence rates between Jewish and Arab students. They indicated that the violence levels in the Arabs schools were higher significantly than in the Jewish schools.

Additionally, they found that the junior schools' students suffer more in all violence types than the higher schools' students.

When examining the nonattendance of students and the reciprocal students'- teachers' violence, they found that more than ten percent of the students suffered cursing and humiliation by their teachers and approximately the same percent suffer physical violence. In the same research also teachers reported significant rates of violence from their students, seventeen percent suffered verbal violence, six percent were threatened, and four percent reported vandalism to their properties (Benbenishty et al., 2000).

The findings of Khoury-Kassabri (2006) support the Benbenishty et al.,(2000) findings about teachers' violence against their students.

Khoury-Kassabri (2006) relying on a sample of 17465 students grades 4-11 from 319 schools across Israel found: that thirty percent approximately of the Israeli students suffer emotional abuse by schools' teachers; almost one fourth of junior and one fifth of high schools' students experienced physical victimization by schools' teachers; approximately ten percent of high schools' students reported sexual maltreatment by schools' teachers. Additionally, the author found that the most vulnerable students by victimization were boys, Arabs' students, and children of schools that found in low socioeconomic status surroundings.

Another research that supports the findings of (Benbenishty et al., 2000) was the research of Khoury- Kassabri (2002) which relied on a sample of 10400 students from 162 junior and high schools. The author found: a. Boys are more involved in violence than girls, both as perpetrators and victims. These differences were smallest regarding property damage and social- verbal victimization and largest regarding victimization by grave and mild physical violence; b. Positive correlation between families and neighborhoods' socioeconomic status and students' victimization of severe physical and threatening violence; c. Victimization rates are higher in crowded classes; d. The victimization rates are higher among junior than among high schools' students; e. where there are clear rules, concerning violence and good students'- teachers' relationships, there is less victimization; f. Salient difference in victimization, between Arab and Jewish, the rates among Arabs are higher than Jewish, and only in verbal and social violence, the rates among Jewish students higher than Arabs' student.

The author concludes that the impact of the dynamics of what happening inside the school, on violent behavior, is greater than those that exist in its surrounding (Khoury-Kassabri, 2002). She argued that to understand better the factors that influence school violence/victimization, there is a need to check more variables like teachers' qualifications, and the extent of school's- parents' cooperation. Moreover, in the students' level, the researcher suggested checking, in additional to gender, more demographic variables. The current research will take into account some of these suggestions, and will check among other things, teachers' using of variety of teaching devices and the students' and teachers' self-efficacy.

Astor, Benbenishty, Zeira, & Vinkor(2002) based on a sample of 3518 high school students, found that students' nonattendance is influenced by their experiences of victimization in their schools by peers and teachers. They contended that if schools want to reduce this unwanted phenomenon, they have to reduce risky behavior and enhance aspects of positive school climate.

Zeira, Astor, & Benbenishty(2003) based on a sample of 15916 students from 603 classes from 232 elementary, middle and high schools Jewish and Arabs, found that there are high rates of violence in all violence types among all age groups. In their study, the authors also found that there are high rates of non-severe violent behaviors and low levels of more severe violent events.

Other researchers that checked the violence levels in the Israeli schools were Khoury-Kassabri, Benbenishty, Astor, & Zeira (2004). In this research they found:1. Male students reported higher victimization than girls students did in all forms of schools' violence; 2. Students of junior high schools reported higher victimization than high school students did; 3. Higher victimization in overcrowded classes;4. Arab students reported more victimization by serious physical and threatening than students in Jewish schools did; 5. The socioeconomic status of the school's neighborhood and students' families have a moderate effect on victimization levels, and schools with a large proportion of students from low socioeconomic status families suffer higher levels of victimization; 6. Schools with clear, consistent and fair rules, have lower levels of violence; 7. Positive student- teacher relationships and student participation in decision-making are associated with less violence.

The authors suggest examining teachers' socioeconomic characteristics and staff training. The current research will take into account this suggestion.

In another study, Khoury- Kassabri, Astor, & Benbenishty (2009) based on a survey of 16604 students grades 7-11, found: a. one fifth of the students reported threatening to hurt, hitting, kicking or punishing another, and eight percent of the students reported using a chair, rock or another object to hit another student; b. Violence against teachers: fourteen percent reported cursing or humiliating a teacher , seven percent reported destroying personal belongings of a teacher, and four percent approximately reported shoving, hitting, biting or using chair against teaching staff; c. Gender: boys reported more violent perpetration toward their peers and teachers

than girls did; d. Culturally: Arabs students reported more than Jewish do in all items related to violence behavior, against peers and teachers. In the item of humiliating teachers, Jewish students reported more than Arabs did.

Benbenishty, Khoury- Kassabri, & Astor (2005) from a sample of 27316 students from 526 schools, found that all the students experienced verbal violence in the last month; approximately fifty percent of the students suffered moderate violence and twenty percent suffered serious physical violence. They found also that boys suffered from all violence types, and that girls suffered more by indirect social violence. Additionally, they indicated that rates of violence decrease with age, which mean that the students of junior high schools reported more victimization than the high schools' students did. The authors found that Arab students, suffered high levels of violence, in all violence types more than Jewish students, except in the verbal item. In the verbal item, Jewish students reported higher rates than Arabs did.

In a research that intended to study what are the factors that make schools become a safe oasis in violent surroundings, Benbenishty, weil, & Rziner(2005) found that there are general awareness and a joint effort from the principal, teachers, and students to do all that needed to fight violence, and that there is strong principal, good and helpful students'-teachers' relationships, clear policy against violence and unique practices to deal with the violence phenomenon. The authors conclude that schools' contexts could be active buffers or mediators of violence.

A research, that was done by the National Israeli Authority for measuring and evaluation (Ramh, 2016) about the violence levels in the Israeli schools, revealed that the most prominent and prevalent violent activities were: twenty seven percent suffered verbal violence, sixteen percent suffered sexual harassment, ten percent by electronic devices, eleven percent from moderate violence, eleven percent of the students reported violence acts against teachers. Additionally, Ramh's report indicated that nine percent of the students suffered violence from teachers that six percent suffered from severe violence. The survey found also that four percent of the students reported that they brought cold weapons. Moreover, the report revealed that violence rates decrease with age except for violence against teachers and bringing cold weapons, which increase with age.

When comparing between Arabs and Jews, the report showed that in all kinds of violence, the Arab students reported higher rates of violence than the Jewish students did, except in the verbal violence in which Jewish students reported higher rates than Arabs did.

Concerning violence prevention efforts, the report revealed that 65% of the junior and high schools' students reported that the teachers endeavored to prevent violence (69.5% Arabs, 63.5% Jewish); about safety in school, the Jewish students, reported that they felt safer than Arabs do 85% versus 79%.)

When checking the digital victimization, Ramh (2016) found that 10% percent approximately of the high schools students suffered from the digital violence. When comparing Arabs and Jews, the rates are 14% among Arabs and 10% among Jewish students.

Accordingly, this project will check the extent of the following violence' components: Serious physical violence, Moderate violence, Cyberbullying/Digital violence , Verbal violence, Sexual violence, Mutual violence between teachers and students, Bringing knives, Absenteeism and Safety feeling at school

3.12 Conflicts solutions and prevention Programs

3.12.1 Prevention Programs

"As adults, we cannot solve young people problems, but we can provide them with the knowledge, skills, and the encouragement to resolve conflicts in nonviolent manners, using words instead of fists or weapons" (Crawford &Bodine, 1996 p. v)

According to Crawford& Bodine (1996) schools have to provide an environment in which students can learn and feel free of threats and danger, and at the same time be aware and respect the others' diversity. The authors added that schools have to teach students the skills and processes that enable them to deal with and resolve conflicts in a practical way.

For preventing or decreasing schools' conflicts, Schools can: Teach ,alternative to violence, to act responsively, to understand and accept the consequences of their deeds. Haberman &Schreiber (1995) argued that people cannot build a safe school without an anti-violent vision shared by everyone in the school.

Davis & Porter (1985) asserted that for implementing programs to teach young people conflict resolutions, we need to: Teach students the methods of solving conflicts by negotiation, mediation, and consensus decision-making. Teaching them conflicts resolution strategies to reduce violence, vandalism, chronic school absence, and suspension. Teach and train students and teachers conflict resolution, to help them deepen their understanding of themselves and others and develop their life skills.

3.12.2 Characteristics of Effective Programs

The Following are examples of programs that can help in preventing the development of antisocial behaviors.

1. Programs that begin as early as possible in child life

There is evidence that early intervention in childhood can reduce aggressive and antisocial behavior and affect risk factors such as low educational achievement and inconsistent parenting practices. The most promising programs are those that designed to assist and educate families, who are in danger, before a child born (Center for Mental Health in Schools, 2015).

Likewise, programs that deal with early relationships, positive, and real emotional bonds with parents or caregiver, can help in a. Increase social skills in infancy, sociability, openness, cooperativeness, compliance, and engagement with peers; b. Enhance social activities, popularity, self-esteem, positive attitudes in their childhood. C. Strengthening problem-solving skills, and academic skills in adolescence; d. Develop the ability to regulate stress in infancy and; e. leading to a positive and healthy lifestyle in adulthood.

On the contrary, insecure emotional bond with parents or caregivers, are likely to cause: a. Use of aggression by age four years; b. Show social withdrawal in childhood; c. Externalize noncompliance, hostility, impulsivity, and aggression in preschool and kindergarten; d. Show anxiety, depression, conduct disorder, antisocial personality, and other mental health problems (W.H.O, 2009)

2. Programs that address and deal with some risk factors like academic difficulties, poor interpersonal relations, cognitive deficits, and wrong attribution.

3. Programs that address as many surroundings that influence child's everyday life.

4. Programs that prepare children to navigate and overcome the development crises of adolescence.(Center for Mental Health in Schools,2015).

Zefroni (2000) suggested, the following methods to address different types of violence: a. .For violence that originated from improper personal development, to teach the child how to cope with surrounding stresses; b. For violence originated by frustration, to lessen frustrating situations, like arbitrary teachers' behaviors, unfairness, inconsistency in imposing discipline rules, crowded and stress conditions; c. For antisocial learned behavior, he suggested punishment for negative behavior and awards for positive ones and good teachers' behavior as models for their students; d. For improper parenting, he recommended intensive work with parents to help them how to rear their children in a proper way.

3.12.3 Approaches to conflict resolution

Crawford & Bodine (1996) suggested teaching problem's solving methods by a. Curriculum- to devote particular time to teach the principles of the problem- solving processes; b. Mediation programs- to prepare and train selected students in the negotiation processes to qualify a third party that could assist the disputants to reach a resolution; c. Peaceable classroom- teaching abilities, and the principles of the problem- solving processes in every classroom, because classrooms are the basic parts of peaceable school; d. Peaceable school- to teach everyone in the school community the conflict resolution principles.

Skiba et al., (2000) contended that school violence is a preventable phenomenon, and schools that implement more components of violence prevention will suffer fewer violence incidents. The authors added that there is no one single quick solution, and there is a need for a comprehensive array of strategies, and continuing planning, commitment and collaboration from the school's teachers, parents, and community members.

Skiba et al.,(2000) suggested a comprehensive prevention program that includes Safe and Responsive School Climate which teach conflict resolution, peer mediation, improved classroom management, early identification, intervention, effective responses to school violence, an alternative disciplinary option to expulsion, and alternative disciplinary methods.

In order to implement and succeed with a prevention program, Skiba et al.,(2000) suggest to follow the bellow steps: Implementing conflict resolution and violence prevention curricula. This curriculum has to include peer mediation, cooperative learning, school - wide behavior management, and anger management. To ensure success for this program, there is a need to pay attention to the following issues: a. To choose the appropriate curricula for the particular school; b. To teach and train the teachers of the school in the proposed curricula

Peer mediation: To educate and train selected students negotiation procedure along with problem - solving strategies to make them competent in helping other students settle their disputes without violence. The authors say that there are evidence that peer mediation can bring to less fight, fewer office referrals and decreased rates of school suspension.

Improve classroom behavior management: To prevent minor violence incidents from escalating to serious events, there is a need to implement the following principles: a. Multiple options, which include comfortable and easy movement in classroom, well -prepared lessons, and praising positive behaviors; b. Teaching the students responsibility, and how to control their behavior; d. Teach unemotional responses, to teach, and train teachers how to respond to disruption and try to decelerate rather than accelerate emotional conflicts; e. Consistency, means that school teachers have to be consistent toward student's behavior inside and outside the classroom; f. responding without delay. Responding immediately means to react and respond to any misbehavior, and deliver the message that all school rules will be enforced.

Identification and early intervention: means to be alert and detect any warning signs of violence and be ready to give assistance to students who may be at risk for violence by: a. to respond to threats. Teachers, and school staff in general have to be prepared and knowing the rules and the role of everyone and the needed responses in cases of threats of school violence. The responding team has to know the responding plan in advance including the chain of communication and the required actions; b. To encourage students to report threats and assure them that they will be protected from retribution for their report; c. taking all reports seriously and deliver them to the

administration, because ignorance or negligence will prevent reporting about future incidents.

Effective responses to school violence: by preparing and building a variety of alternative disciplinary options, as an alternative, to expulsion like a. Keep, and discipline, the punished students at school; b. Compel the delinquent student to restitute and restoring the damaged items to their right conditions; c. Teaching students to manage their anger and adapt alternative behavior in conflict situations; d. Make an individual plan, after assessing the delinquent student conduct, for addressing the unacceptable behaviors.

Alternative disciplinary methods: a. Teaching, training and arranging teen courts to tackle and decide upon violations and their consequences; b. Arranging alternative settings for severing delinquent students at least for some period.(Skeba et al., 2000)

Other programs are talking about more skills and conditions like a. Fostering effective problem- solving, communication skills, anger management, impulse control, and emotional regulation abilities; b. Strengthening safe, stable nurturing relationships between young people and their parents or caregiver. c. parental monitoring of the youth activities, youth- parent connectedness, and good parent-child communication, can protect the child from developing violent behavior, even if he/she is exposed to violence in their community.

We can decrease the risk of youth to become violent by improving the caregiver parenting skills via teaching them how to set rules, boundaries, and how to monitor their children activities and discipline them in a nonviolent way (Burrus et al., 2012). Build and maintain positive relationships between young children and caring adults, like a mentor, teacher or coach (Mihalic, Irwin, Elliott, Fagan & Hansen, 2001).

3.12.4 Steps in Resolving Conflicts

For resolving a conflict, negotiators or mediators have to do the following steps (Fisher & Patton, 1991): a. Separate people from the problem. Every dispute or conflict encompass principle issues and relationship issues, and if we succeed to separate between these two points, we could bring the disputants to tackle the problem and not each other; b. Focus on interests and not in positions. We have to focus on interests and not on positions because interests influence views. If we are interested in

solving a conflict, we have to identify the real interests (causes) and address them; c. Create options for mutual gains. There is need to convince the rivals to make a brainstorming about the disputed problem. In this way we can bring them to find a broad range of options for identifying shared interests and reconcile in differing interests. A critical key for productive brainstorming is postponing mutual criticism (Fisher& Patton, 1991).

3.12.4.1 Needed Abilities in Resolving Conflicts

Crawford& Bodine(1996) suggest the following six basic abilities for achieving or mediating problem-solving: a. Orientation ability- The orientation encompass values, beliefs, and tendencies like nonviolence, compassion, and empathy, fairness, trust, justice, tolerance, respect for others, acceptance of diversity and controversy; b. Perception ability- This ability includes the understanding that conflicts depend on how individuals see the conflict. Perception skills encompass the potential to sympathize others attitudes to see the situation in the same way of the other side, the ability to evaluate one self's fears, to refrain from blames, and to facilitate free exchange of views; c. Managing Emotions' abilities: It is the ability to manage and control anger, frustration, and fear. These abilities are how to express emotions efficiently and in a nonaggressive way and to react in a calm way to emotional outbursts of others; d. Communication abilities- To use active listening to understand the other side, to speak clearly, and avoid, as possible, using emotional terms; e. Creative thinking abilities- To consider the disputed problem from many perceptions, to deal with the problem-solving task as a mutual interest to find better solutions, and try to find and elaborate variety of options; f. Critical thinking abilities to identify existing criteria for solving the problem and make them explicit, and using the criteria as a basis for choosing the better options (Crawford& Bodine, 1996).

3.13 Teachers' Role in Violence Prevention

Marachi, Astor, & Benbenishty (2007) contended that teachers have a decisive role in addressing and preventing violence. They added that violence prevention, without convinced, involved and committed teachers, will not lower violence rates. They also indicated that only when teachers talk and stress the importance of violence prevention in their schools, display commitment to uproot it, they will intervene in every violent event and try to minimize the harm to students.

3.14 Violence Prevention in Israeli Schools

In the Israeli schools, the people who are responsible for addressing and trying to lower the violence rates in schools are the principal, the school teachers and in particular the classes' tutors with the help of educational counselors.

In dealing with violence and violent students, the principal and his teachers' staff have to rely on a Set of Standards (Takanon), which they have to build by the instruction of the Ministry of Education. The Set of Standards has to specify a variety of violent events and the procedures and punishments, which can be taken against the student who violates these rules (Ministry of Education, April 2015)**.**

The Set of Standards has to address the following: a. How to respond to a variety of violent behaviors; b. to strengthen positive behaviors and how to internalize the schools' rules and instructions. C. To oblige students to come to school with uniform or an appropriate dress. d. To emphasize the obligation of students to obey the school's rules. e. To stop immediately any violent event, to punish the perpetrator, on the one hand, and award students for positive behavior, on the contrary. f. The response or the punishment has to be following the severity of the violent act or improper conduct. g. The punishment has to be fair and equitable. h. To explain to the perpetrators why they were punished and give them an opportunity to say their defense.   i. To avoid any corporal punishment and any humiliation. j. to avoid delivering students to lower classes as a punishment. k. To avoid punishing students for their parents' deeds. (Ministry of Education, April 2015 Houzer Mankal/ The general management circular).

3.14.1 Violence Prevention in Israeli Arabs' schools

It is worthy of note, that according to the official rules, schools in the Arab sector are obliged to act according to the instructions of the Ministry of Education (April 2015) that mentioned above.

Therefore, as in the state in general, Arabs' schools have to prepare and write a Set of Standards(Takanon), which specify the steps and punishes that a school can impose

on a delinquent student. For instance, in cases of first arrive late at school, appearance without uniform, roaming outside the classroom, the student cautioned verbally. In the second time, he/she receives a written warning, which reserved in his/her personal file. If the delinquent student continues for the third time, he/she receives written caution, and his/her parents or caregivers have to come to school for discussing his/her behavior and recruit them to take part in the discipline process(Ministry of Education Mankal,2015 and the school's set of standards).

In cases that the same student continues in his/her misbehavior, the principal convenes a control committee, which consists of the principal himself, counselor, class tutor, grade coordinator and discipline coordinator. This committee invites the delinquent student to face him with the consequences of his/her deeds and gives him/her chance to explain his/her position, and gives him/her last chance to correct his/her behavior. In case he/she does not deter, the school starts an expulsion process (Ministry of Education, 2015).

In cases of severing misconduct, like harming another student, the principal has to call the student's parent to explain to them, in the presence of the delinquent student, the consequences of his/her behavior. Additionally, warning them, that if he/she continues or repeat the unacceptable behavior, the school will file a complaint against him/her (the school's set of standards/Takanon).

In a case of very severe incidence, like causing injury, the principal has to call the police, after informing the perpetrator's parents (Ministry of Education, 2015; the school's set of standards).

3.14.2 The process of expulsion

In case a student executed repeatable severe misbehaviors or very dangerous offense and the school's principal convinced that he has to expel a student permanently, the principal has to follow the below instruction of the general manager of the Ministry of Education/ Houzer Mankal ((Ministry of Education ,February 2012)

  1. Stage A: Pre- decision – inside consideration at the school

1.1 When the school's principal thinks that there a place to expel a student permanently from his/ her school, he /she has to open a particular folder and files in it all the relevant documents.

1.2 The principal has to convene all the members of the educational and treatment staff, to consider whether to exclude the student permanently or to find any other pedagogical solution.

There is an obligation to examine if the school has made all the educational processes including the parent's collaboration.

2. Stage B. The right of the student and his parents for presenting their position

2.1 If after the inside school discussion, the principal still convinced of the student's expulsion, he/ she has to permit an opportunity for the student and his/ her parent to reasoning and explain their position.

2.2 The principal has to send an official invitation to the student's parents.

2.3 If the student's parents are divorced, there is an obligation to invite the both parents for individual and separate sessions.

2.4 The expulsion discussion has to be held in the school by a committee which includes supervisor, the principal, the school counselor, the student's tutor, grade's coordinator, and any other relevant person.

2.5 If the student and his/her parents did not show up, the principal obliged to postpone the meeting and invite them to another meeting by an official invitation.

2.6 In case the student's parents do not master the spoken language in the school, they can bring a translator, and if they are deaf, there is a necessity to invite appropriate translator.

2.7 In a case that the student and his/ her parents did not come to the second meeting, the committee would not postpone the consideration, but to continue the expulsion process. The absence of the student and his/her parents for the second time is like they give up their right to say their allegations.

2.8 When the student and his/ her parents attend the meeting, the principal has to present all the claims and reasons that brought him to consider an expulsion.

2.9 There is an obligation to write a detailed protocol which reflects the whole discussion that was administered during the presence of the student and his/her parents

2.10 The committee obliged to listen to the student and his/ her parents carefully and in a positive attitude.

3. Stage c: The discussion Process

3.1 After the parents and the student finishing their allegations, the committee has to manage a closed discussion. If the principal is still on his stand for expelling the student, he has to inform the educational department of the municipality where the school found and where the student lives.

3.2 Before his decision, the principal has to take into consideration the parents' and the student's claims, give reasoning why he rejects their allegations. In his decision, the principal has to indicate if other options were taken.

4. Stage d: The Decision Announcement

4.1The decision of permanent expulsion has to contain:

a. The decision content;

b. The date of the decision;

c. An explanation about the possibility of appealing within 14 days from the decision date (In his decision, the principal obliged to indicate to whom they can appeal and the appealing institute /person and his address).

4.2 In additional, there is an obligation to send copies of the decision, one for the student, one for the parents, one for the Ministry District Manager and one for the psychological commissioner of the Ministry of Education.

4.3 The hearing in the appealing committee

4.3.1 The parents and the students have the right to appeal to the district manager within 14 days from the date of the expulsion.

4.3.2 As soon as possible and within the14 days from the appealing date, the district manager has to hold a hearing and gives a decision.

4.4 The District Manager Decision

4.4.1 The district manager decision has to constitute:

a. The decision content: the acceptance or rejection of the appealing;

b. To explain the reasoning for the decision;

In the announcement, the district manager has to indicate that the parents and the student can appeal to the Court of Administrative Affairs against the exclusion decision.

4.5.2 The report about the appealing committee decision

The District Manager has to send an announcement of the appealing committee's decision to the school, the principal, the municipality where the school found, and the municipality where the student lives, the parents, the student, and the Psychological commissioner. The decision, of the appealing committee, obligates the principal who asked the expulsion, and the principal who has to absorb the expelled student.

5. The Timing of Expulsion

5. 1 It is forbidden to expel a student, within the fourteen days that allocated for an appealing, and if the parents or the student make an appeal, it is not permitted to exclude the student tell the appealing committee decision.

5.2 Despite the mentioned in article 5.1 aforementioned, the principal can, with approval of the District Supervisor, and if not exists, the approval of the school supervisor, to expel the student immediately (The General Manager circular from February 2012. (Ministry of Education, February, 2012).

4. The School Climate

School climate is defined as the students' and teachers' feelings reflection toward their school, and whether the school climate is supportive (for teaching and learning), organized and safe (Peterson & Skiba, 2001).

School climate is the people's experiences of school life (Cohen, Mccabe,Michelli&Pickeral,2009); the students' parents' and school personnel's experience of school life(The national school climate center) and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structure.

Friedman (1995) suggested that schools' climate focused on three surroundings relating to teachers and students: Firstly, the social surrounding, which composed of the emotions and feelings of teachers and students toward their friends and their school. Secondly, the organizational surrounding, which include the physical surrounding, cleanliness, building physical structure, and the equipment used in the school. Thirdly, the general surrounding, that composed of general environment, work enjoyment, service level, competition atmosphere and mutual assistance.

Loukas(2007) talked about three dimensions of the school climate, the physical dimension, the social dimension ,and the academic dimension.

The physical dimension includes: appearance of school building and its classrooms; school size and ratio of students to teachers; order and organization of classrooms in the school; and safety and comfort.

The social dimension includes: Quality of interpersonal relationships between and among students, teachers and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; degree to which students, teachers, and staff contribute to decision-making at the school.

The academic dimension includes: Quality of instruction; teachers expectations of students achievement; monitoring students' progress and reporting results to students and parents.

Research has argued that school climate plays a role in reducing violence. It noted that school climate could be a good instrument in enhancing both comprehension and

violence prevention (Welsh, 2000; Eliot et al., 2010). Unhealthy and unsupportive school climate, where negative relationships between teachers and students exist, might allow bullying behavior, where good relationships between teachers and students, make the students feel affection and attachment to their school, especially respect, care and praise (Wang et al., 2013; Hallinan, 2008); Dwyer ,Osher & Hoffman (2000) added that School can prevent violence by creating supportive climate and responding as early as possible to students' learning and behavioral problems. Thapa et al. (2012) also argued that positive school climate is associated with positive child development, prevent risks and promote learning.

Several studies broadened this idea and described what this climate should contain in order to be useful in preventing violence. Marachi et al. (2007) noted that school policy, and teacher's real involvement could lessen violence. Friedman,Horiwitz, & Shalev (1988) mentioned the following as the characteristics of an effective school and preventing violence: Firstly, Strong leadership (generally the principal), who has real influence on instruction processes. Secondly, calm and encouraging learning atmosphere without restrict discipline rules. Thirdly, high expectation of the learning outcome. Fourthly, flowing and successive documentation of students' performance, as a base, for planning and improvement. Adams (2000) indicated seven factors as influential with reducing violence: First, imposing and implementing discipline rules consistently; Second, to distinguish between learning measurement and discipline rules; third implement equity punishment and in accordance with the behavior severity; fourth, holding a wide range of strengthening awards and giving positive coins for positive behavior, during the whole year; fifth, maintaining training for solving conflicts; sixth, encouraging and involving parents in school lives beyond minor issues; seventh, installing surveillance system in areas where students stay, as far halls, empty rooms, rest places, parking yards and intervening when it is necessary including immediate action, and physical intervention, by taking immediate control of dangerous situation, in order to reduce the risk of harm.

Research also access this idea through holistic approach, by arguing that school climate that encourage acceptance of others, display warm care and support to the students, would be safe and with low violent rates (Astor et al., 2009). Dwyer et al. (1998) argued that safe school could be gained by a holistic approach which contains a focus on academic achievement; involving families in meaningful ways; developing

links to the community; emphasizing positive relationships among students and staff; creating ways for students to share their concerns; treating students equally with respect; helping children feel safe expressing their feeling; owning a system that supports abused and neglected children; offering extended day programs for children; promoting good citizenship; identifying problems and assess progress toward solutions; and supporting students in making the transition to life and workplace.

Other authors also added that school officials can enhance physical safety by supervising access to the building and other school areas; reducing class size and school size; minimizing time in the hallways or in potentially dangerous locations; closing school campuses during lunch periods; adopting a school policy on uniforms; arranging supervision at critical times (for example, in hallways and between classes) also having a plan to deploy supervisory staff to areas where incidents are likely to occur; prohibiting students from assemble in areas where they are likely to engage in aggressive behaviors; Having presence of adults throughout the school building; monitoring the school's surrounding, parking lots, and bus stops (Dwyer et al., 1998). Freiberg (1998) expressed the same idea and counted several reasons that could be effective for a positive school climate: lessen noises on halls and near the kiosk; good wellbeing level such as air-condition and lighting; intensify security feelings; appropriate room's size; and positive attitude and support of school staff.

Other researchers also approached to the idea of preventing violence at school by describing the steps that the school should take. Stephens (1994), argued that if Strengthening the belonging feeling of all school attendees (Teachers, students and employees); encouraging parent's involvement in surveillance in school's halls, toilet areas and in every unsafe place; implementing close monitoring and documentation of troublemakers; begin the school day by greeting students at the entrance, and show a presence in school halls during students' passing between rooms; establishing active programs, preventing negative behavior caused by boredom ; involving students in decisions making processes related to security plans, as they know where the dangerous places are. using the curriculum for decisions-making processes, good citizenship and solving problems techniques; qualifying school staff and train them how to manage classroom, neutralize quarrels and dealing with violent parents; maintaining school uniform and not allowing negligent appearance; documenting unwanted behavior, that can help in tracing where and who is involved in violence;

locating adults' rooms adjacent to violent places and installing surveillance equipment like cameras and convex/concave mirrors in dead places; forbidding strangers to enter the school without supervision; establishing clear behavioral rules, making them known, and enforcing them consistently and fairly toward all students.

 Astor & Benbenishty (2005), argued that the potential of violence exists in every school and in order to decrease it, the school need to confront it. They suggested that the following steps are necessary for restricting the violence levels: maintaining observing tools and surveillance between sittings and during breaks; maintaining positive atmosphere; identifying violence focuses and place guards on them; recruiting the school's staff to the principal educational goals and policy; maintaining good organizational order, clear rules and strong leadership of the principal; backing active counselor; being assertive staff and consistent toward discipline and violent behavior

Other researchers also addressed this issue by suggesting dealing with it by implementing school rules. Gottfredson et al. (2005) argued that fairness and clarity of school's rules bring to low rates of delinquency and victimization. Gregory et al. (2010) indicated that consistent enforcement of school discipline rules and availability of caring adults and their support are essential for maintaining school's safety. Astor et al. (2009) expanded this idea and argued that school's principal plays a decisive role in making the school calm and with low rates of violence. The authors contended that principal who has the ability to mobilize staff, students, and parents, succeeds in convincing the school's staff that academic achievement could be achieved in safe schools, and organizes responsive staff, can create safe and nonviolent school.

Loukas(2007) argued that the way students perceive their school climate affect the way they behave and feel.so high positively perceived school climate is advantageous for all students. Loukas also asserted that the students' perceptions of their school climate reflect their connectedness to their school, so by enhancing their connectedness, we can prevent negative behaviors. The author suggested the following steps to increase the students belonging (connectedness) to their school:

1. Increasing school safety and improving interpersonal relationships by adopting violence prevention and conflict resolution programs;

2. Increasing students and teachers acceptance of diversity;

3. Treating students with care, fairness and consistency;

4. Promoting students decision-making skills; and

5. Decreasing the emphasis on students' competition.

In accordance with the aforementioned, the current project realizes that the following components are the most effective factors for minimizing school violence: Clear policy, clarity of rules, equity in dealing with students problems and consistency in implementing the rules (Dwyer et al., 1998; Stephens, 1994; Welsh, 2000; Adams, 2000; Astor & Benbenishty, 2005; Gottfredson et al., 2005); Good Student- staff relationships and supportive teachers (Stephens, 1994; Dwyer et al., 1998; Welsh, 2000; Astor& Benbenishty, 2005; Hallinan, 2008; Wang et al., 2013); Teachers' satisfaction at work (Dwyer et al., 1998; Astor & Benbenishti, 2005); Surveillance and supervision upon students (Astor & Benbenishti, 2005; Stephens, 1994; Adam, 2000; Dwyer et al., 1998; Freiberg, 1998); Strong leadership especially the principal (Astor & Benbenishty, 2005; Astor et al., 2009); Security and safety feeling (Freiberg, 1998; Dwyer et al., 1998; Welsh, 2000); Good physical structure, good buildings outlook and cleanliness (Freiberg, 1998; Dwyer et al, 1998); Students' involvement in decision- making (Welsh, 2000; Dwyer et al., 1998 ; Stephens, 1994); and interesting activities and relevant studying materials (Stephens, 1994)

Accordingly, this project hypothesizes that school climate components affect the violence levels at school.

5. Socioeconomic Status

Socioeconomic status (SES) is defined as one's access to financial, social, and human capital resources (Cowan, et al., 2012). The authors added that student's socioeconomic status includes the parental education, occupation, and the family income (Cowan, et al., 2012). Baker (2014) defined socioeconomic status as a measure of one's combined economic and social status which measured by education, income, and occupation. Yang & Gustafsson (2004) indicated that socioeconomic status traditionally measured by parental education level, parental occupation, prestige and family wealth.

White (1982) argued that socioeconomic status consists of many variables, and there is no one standard definition for it. The author added that in the literature, although there are many variables used in measuring the socioeconomic status, the traditional socioeconomic status's indicators, occupation, education, and income, are frequently mentioned. There are other researchers who used additional variables such as address of the householder (Holingshead & Redlich, 1958), the wealth (Yang & Gustafsson, 2004), family residence stress (Bar-On & Ben-Ari, 1992), and poverty (Webster & Kingston, 2014)

There is another construct that is similar to SES and sometimes used as a synonym, is the "social class" which the SES intends to classify as an individual position in the social hierarchy. The social class measured according to the person's income, wealth, and education (Krieger,Williams& Moss,1997)

According to Israeli Central Bureau of Statistics (2003) the socioeconomic status of the residents consisted of Occupation (financial resources), housing (quality and density), dwelling equipment (like computer, air conditioner dish washer), Possession and level of car, education, and demographic features.

Research has found that persistent poverty has detrimental effects on IQ, school achievement, and socioemotional functioning (Mcloyd, 1998). Kalil (2012) found that parents who were in hard financial problems reported that their children exhibited Problematic behavior. Moreover, Siu Na Ho (1991) in a doctoral dissertation about the relationships between economic hardship and stress found that children and adolescents who grew up in families that suffered financial hardship would be at risk of psychological and behavioral problems. Also Bar-on & Ben-Ari talked about the negative effects of poverty. They contended that residence stress, as by product of poverty, cause physical health problems, mental health problems and violence.

 Boike, Gesten,Cowe, Fener, & Francis (1978) also, found that children who experienced one of four family's background problems (Lack of educational stimulation, family pressure to succeed ,economic difficulties and general family problems), had greater school obstacles. Mcloyd (1990) found that

poverty and economic hardship affects children's socioemotional functioning through its impact on parents' behavior toward the child. Moreover, Brooks-Gunn & Duncan (1997) argued that the family income affects the well-being of children, especially those who live in hard poverty for a long period. They added that the worst impact of poverty is on children who suffer its stress in their early school years.

Research has shown that low family and neighborhood socioeconomic status, predicted negative psychological characteristics and hostility experience (Chen & Paterson, 2006), and significantly correlated with harsh and aggressive behavior (Dodge, Pettit, & Bates, 1994; Demosthenous, Bouhours, & Demosthenous, 2002). Furthermore, a social deprivation which includes poverty, low socioeconomic status, unemployment, inadequate housing and overcrowded living conditions, increases aggression rate, crime and other antisocial behavior among juveniles (Connor, 2002; Weatherburn & Lind, 1998).

Additionally, Lynch, Kaplan, & Shema (1997) argued that living in sustained economic hardship leads to poor psychological and cognitive functioning. Following this idea, Fergosson& Horwood(1998) argued that children, who had been exposed to high level of inter-parental violence, would experience problems in the social adjustment in their young adulthood. They added that exposure to inter-parental violence and in particular by the father would cause serious risks, like behavior's disturbance, drink abuse, and criminal offenses.

Piotrowska, Stride, Croft, & Rowe (2015) indicated, that a global meta-analysis of the association between socioeconomic status and child and adolescent antisocial behavior, showed that lower family socioeconomic status was associated with higher levels of antisocial behavior. Moreover, Etim & Egodi (2013) argued that low family socioeconomic status and low educational level of parents, significantly influence student's delinquency. They added that their study showed that students of parents, from low socioeconomic status, are delinquent, more than those, from high socioeconomic status.

In addition, researchers found a unique relationship between low socioeconomic status and anxiety, depression, and antisocial disorder (Miech et al., 1999). Bradley & Crowyn (2002) found clear evidence, that child from low socioeconomic status, show symptoms of psychiatric disturbances and maladaptive social functioning, more than children from rich environments. Read (2010) Also found that poverty and relative poverty are strong predictors of mental health problems including schizophrenia. McLoyd (1990), contended that poverty and economic loss diminish the capacity of supportive and involved parenting, and stressed that economic hardship affects adversely the children socioemotional functioning through its impact on parents' behavior toward their children. Also, Mcloyd(1997) asserted that children from lower socioeconomic status have greater socioemotional difficulties than no poor or high socioeconomic children. Everson, Maty, Lynch, & Kaplan (2002) also found a negative impact of the economic hardship on mental and physical health and functioning of young people and that this influence persists across their lives. Bartley (2010) also indicated that children of parents of the lower SES reported higher depression symptoms than children of the middle- high SES.

Webster& Kingston(2014), who reviewed 173 article that studied the relation between poverty and crime, concluded that there is strong link between the two domains. The authors indicated that poverty generate conditions that might lead to delinquent behavior and crime. They added that parental unemployment and poverty can jeopardize children development and encourage early delinquent behavior. Bar-On (2002) argued that difficult economic situation creates stress and neglect, a situation that leads to tension which affect the children behavior at their school.

5.1 The Poverty line in Israel

The poverty line is" the income level of a family of specific size which is equal to 50% of the disposable income average"(Bar-on, 2002).

Everyone who has income less than poverty line is poor, and this line is modified according the family size (Gal, 1997 in Bar-On 2002).The modification of the poverty line is done relatively to an evaluation how much

the family income has to increase whenever it grows in one more child, to stay in the same life level (Ibid).

Examples of the poverty line in 2015: one person 3158 shekel, family of four persons 8086 shekel and family of five persons 9475 shekel.

According to the above, this project hypothesizes that high/low socioeconomic status correlates with violent behavior.

6. Student Self-efficacy

Self-efficacy "is defined as people's beliefs about their capabilities to produce and designate levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave (Bandura, 1994, p. 2).

self-efficacy is also defined as" an individual's judgement of his/her capabilities to perform given actions" (Schunk, 1991, p.207) to accomplish specific tasks Schunk (1995, p.112) and deal with different realties (pajares2005, p.4).

Mathews(2005,p.1) defined self-efficacy as " the believe in one's abilities to perform well on the task that one undertakes and is considered the corner stone of achievement ,accomplishment, and motivation.

Another construct that related to self – efficacy is the social self-efficacy which is defined as "an individual's confidence in his /her ability to engage in the social interactional task necessary to initiate and maintain relationships"(Smith & Betz (2000, p.286).

Bandura (1994) argued that individuals do only things they believe they can accomplish, and refrain from doing things they could fail to perform well, and indicated that self-efficacy can be developed by four sources of influence. The first and the most efficient source for strong sense of self-efficacy is successful experiences; the second source is seeing an individual who is similar to him/her, succeed by endeavor and sustained efforts. This kind of observation could arouse the person's belief that he/she possesses the capabilities to do the same activities; the third source for self-efficacy can be gained by social or peers persuasion and verbal encouragement. The oral words and pronouncing beliefs in the person's abilities to

succeed could bring him/her to do more efforts to achieve this success. The fourth source of influence on the person's capabilities is decreasing stress and negative emotions for a particular activity. Individuals with high perceived self-efficacy presents for themselves challenging goals, exercise some control, and succeed to change and modify their lives even in limited opportunities and many obstacles (Bandura, 1993).

According to Alden (1986), individuals with high self-efficacy attribute failure to insufficient efforts, while people with low self-efficacy attribute their failure to low ability. Bandura & Lock (2003) explain that people take actions and function according to rational processes, deriving from the way they feel and think about their abilities to fulfill those acts.

Schunk(1995) argued that when people work on a task and succeed, they acquire positive feedback about their abilities and performance, which in turn motivate them to continue and perform well.

In another article, schunk(1983)contended that if we set goals for children and give them information that other and similar children had achieved that goals, that information would strengthen their self-efficacy in solving problems, because the information they had gotten conveyed a message that the goals were attainable.

Bandura,Pastorelli,Barbaranelli, & Caprara(1999),found that children with high academic and social self –efficacy externalized prosocial behavior, high academic achievement ,and low level of depression, and those of high academic efficacy were also less engaged in problematic behavior.

Research showed a negative correlation between self-efficacy and problematic behaviors (Muris, 2001; Muris, 2002). Low perceived self-efficacy in a specific domain (like the academic achievement) can lead to aggressive behavior in some contexts (Taylor, Davis-Kean, & Malanchuk, 2007; Willemse, Smith, & Van Wyk, 2011; Pery, Pery & Rasmussen, 1986) Others found a negative correlation between social self-efficacy and interpersonal stress (Matsushima & Shiomi, 2003), a negative correlation between academic self-efficacy and emotional self-efficacy and depression (Muris, 2001, 2002); and a negative correlation between self-efficacy and anxiety Symptoms (Muris, 2002).

Referring these ideas, research has argued that coping with low self-efficacy and controlling it reduces anxiety and misbehavior, and serves as an excellent tool for solving problems (Ozer & Bandura, 1990; Samson, 2009).). Ojewola (2014) argued that self–efficacy skills' training is a good strategy for reducing aggressive behavior among school adolescents and that it could be useful for helping adolescents with aggressive conduct, hooliganism, truancy, bullying and other behavior problems. The same idea was exhibited by Caprara ,Regalia, & Bandora (2002), arguing that perceived self-regulatory efficacy reduces the likelihood of violent conduct in the short and long term.

According to the above review, this project hypothesizes that self -efficacy affect aggression and violent behavior.

Chapter II Methodology

1. The Research Question / Statement

Since there are few researches about the violence issue in the vocational schools and no one about the situation in the Israeli Arabs' vocational schools, this research intends to explore to what extent do the school climate, the student's family's socioeconomic status and the student's self-efficacy affect the violence levels in the Israeli Arabs' vocational secondary schools?

Moreover the research tries to answer the following questions:

1. To check, which are the most effective variables that affect the violence levels?

2. Are there differences in the report on violence levels between teachers and students?

3. Which are the variables that make the differences between the schools in the violence domain?

4. Are there differences between the genders in perceiving violence or in experiencing violence at school?

5. To what extent there is mutual violence between teachers and their students?

2. The Research Objectives

To explore what are the major reasons that cause or prevent the violence occurrence the in Israeli Arabs' secondary vocational schools?

The violence in large and in schools in particular is a dangerous phenomenon which is getting worse. Since violence could disturb the whole learning atmosphere, it is urgent to endeavor to find what are the most effective variables which can help in decreasing, minimizing, and prevent violence in schools(Khouri- Kassabri,2000; Lunenburg,2010)

Although there was a little decrease in the violence level among the Israeli juveniles, violence still a serious societal problem which needs a united, consistent, and efficient systematic effort to lessen its levels (Arhard & Brosh, 2008).

Since there were few researchers who investigated the violence levels in the vocational schools (Chen &Astor,2009; Chen & Astor,2011; Dzuka &Dalbert,2007), and only one in Israel (Selah- Shayovits,2004), and no one investigated the violence levels in the Arab vocational school, this project will enrich the knowledge about the violence in vocational schools and be pioneer in exploring vocational secondary schools' violence in the Arabs' sector in Israel.

The investigation will be done in three levels

2.1 The student's level: to check if it is possible to explain the violence levels according to the student's gender and self-efficacy.

2.2 The school level: to check if it is possible to interpret the student's violence trough the school climate which includes its policy, rules clarity, student's-teachers' relationships, safety feeling, attachment to school, and school's atmosphere.

2.3 The student's family socioeconomic status: to examine if it is possible to clarify the student's violence by his/her family income, parents' education level, parents' occupation, the family standard of living, dwelling density, and the student's home atmosphere.

3. The research variables

3.1 The Dependent Variables

3.1.1 Student's violence against students

The nominal definition of violence is any act that intends to harm physically or emotionally other students in the school, their belongings and the school's furnishings (Benbenishty &Astor, 2005).

School's Violence encompasses:

3.1.1.1 Severe violence - hitting and injuring, threatening by knife or gun, vandalism and bullying.

3.1.1.2Moderate violence – pushing, kicking, boxing, , threatening by browbeat and threatening to and from school.

3.1.1.3 Verbal violence- which includes, mocking/making fun, and verbal threatening (Benbenishty &Astor ,2005)

3.1.1.4 Sexual violence- sexual harassment, unwanted sexual behaviors (Benbenishty & Astor,2005).

3.1.1.5 Digital/ Cyberbullying- is as n aggressive, intentional act carried out, by a group or an individual, using electronic forms of contact repeatedly and over time against a victim who cannot easily defend him or herself (Smith et al., 2008)

3.1.2 Students' violence against teachers

3.1.2.1 Serious violence - hitting and injuring, threatening by knife or gun, vandalism(damaging school properties, Horowitz & Ameer,1981) and bullying which is a repeated face –to- face violent act against an individual who can't defend him/herself,Olweus,1993) .

3.1.2.2Moderate violence – pushing, kicking, boxing, damaging belongings, threatening by browbeat.

3.1.2.3 Verbal violence- which includes deriding, mocking/making fun, and verbal threatening (Benbenishty &Astor ,2005)

3.1.2.4 Sexual violence- sexual harassment, unwanted sexual behaviors (Benbenishty & Astor,2005).

3.1.2.5 Digital/ Cyberbullying- is as n aggressive, intentional act carried out, by a group or an individual, using electronic forms of contact repeatedly and over time against a victim who cannot easily defend him or herself (Smith et al., 2008)

3.1.3 Teachers' violence against students

3.1.3.1 Verbal violence like yelling, belittling cursing.

3.1.3.2 Moderate violence like grabbing pushing or slapping.

3.1.3.3 Harsh violence like throwing things, kicking, punching or twisting wrists.

(Elbedour, Assor, Center,& Maruyama ,1997).

3.2 The independent variables

3.2.1 The Student Gender

3.2.2 The Student Self-efficacy – the nominal definition of self-efficacy is the individual belief about his/her capability to perform successfully a given or wanted act (Schunk, 1991; Schunk, 1995; Pajares, 1995, Mathews, 2005).

3.2.3 The School Climate – nominally the school climate is defined as the students' and teachers' feelings' reflection toward their school, and whether the school climate is supportive (for teaching and learning), organized and safe. (Peterson & Skiba, 2001)

In this project we are going to deal or focus in the following aspects:

3.2.3.1 The School Policy toward violence at school - The ways the school administration treat and deal consistently and efficiently against violent students. When we talk about the school policy we intend to the laws and rules which dealing with violence, their clarity and fairness. The principal's and teachers' presence where needed and their readiness to interfere to prevent violence.

3.2.3.2 The school atmosphere

3.2.3.3 The students' participation/ involvement

3.2.3.4 The teachers' relationships with the students – The teachers' readiness to hear, help, respect and support the students emotionally.

3.2.3.5 The school safety atmosphere – To what extent   the students feel safe at school.

3.2.3.6 The students' attachment to their school – How much the students feel cared about and how they perceive the fairness of the schools' rules and their involvement in decision-making.

3.2.4 The student's family socio-economic status – The socioeconomic status is defined as one's access to financial, social, and human capital resources**.** It includes the parents' education, occupation, and the family income (Cowan et al., 2012)

3.2.4.1 The **family living standard**

3.2.4.2 Student's home's atmosphere (the student's relationships with his/her parents.)

3.2.4.3 The parents' education

3.2.4.4 The student's dwelling density (Number of people per room)

4. The Study Hypotheses

This project examines the correlations between the independent variables and all the students' violence types.

The research hypotheses are:

H.1.The school climate hypotheses

H.1.1 – Is there statistical significant correlation between clear school policy and low violence levels.

H.1.2 – Is there statistical significant correlation between good school atmosphere and low violence levels.

H.1.3 – Is statistical significant correlation between student involvement / participation against violence and low violence levels

H.1.4 – Is there statistical significant correlation between good students' – teachers' relationships and low violence levels.

H.1.5 - Is there statistical significant correlation between safety feeling and low violence levels.

H.1.6 – Is there statistical significant correlation between the student's attachment to school and low violence levels.

H.2 - The family socioeconomic status hypotheses

H.2.1 Is there statistical significant correlation between high living standard and low violence levels.

H.2.2 – Is there statistical significant correlation between good home atmosphere and low violence levels.

H.2.3- Is there statistical significant correlation between high Parents' education level and low violence levels.

H.2.4 –Is there statistical correlation between high Student's home dwelling density and violence levels.

H. 3 - The student self- efficacy hypotheses

H.3.1- Is statistical significant correlation between high student self-efficacy and low violence levels.

5. The Research population

The data of this research collected from two regional vocational schools in which study students from ten different Arab towns and villages.

The students of those two schools represent all the ethnic (clannish) groups of the Arab community in Israel (Muslims, Christians, Druze, and Bedouins).

We sampled all students of the two schools, grades 10-12, who attended the school in the survey day, and agreed to participate in filling the questionnaire after had been told that they have the choice to fill it or not.

The questionnaire was carried out in every school in different day, by the schools' counselors after guiding them how to explain and help the students to fill it correctly.

The counselors delivered the questionnaire to the students in their classes, and the majority filled it in 30 minutes. This long time was needed because there was need to explain the questions to the students who are week and have difficulties in understanding written materials.

 From the 290 filled questionnaires, I disqualified 10 questionnaires which were filled in improper way or with missing data, means I obtained 280 proper filled questionnaires.

I also sampled 22 students for the case study. The students for this purpose were chosen in a random way by picking up every second student from a list of 44 students who have missed more than sixty days within six months.

Additionally I arranged 6 focus groups, two students' focus groups, two parents', and two teachers'(60 people)

6. The Project Paradigm

Paradigm is a world view underlying the theories and methodologies of a particular scientific subject (Oxford living dictionaries).

Paradigms in the social sciences help understanding phenomena and they encompass both theories and methods (Creswell, 1994)

The project examines the violence levels in the Arabs secondary vocational schools by the mixed paradigm which uses the methods of both, the quantitative and the qualitative approaches.

6.1 The Quantitative Approach

The quantitative approach is a method of studying any issue based on testing a theory composed of variables measured with numbers and analyzed with statistical tools in order to make valid and reliable generalization (Creswell, 1994).

6.2 The Qualitative Approach

The qualitative approach tries to understand a particular situation, event, role, group or an interaction (Locke, Spirduso &Silverman, 1987). It is a process by which a researcher tries to understand a phenomenon by comparing and classifying the object of a study into categories and themes (Miles & Humberman, 1984)

The qualitative approach uses the inductive logic in which categories emerge from the informants and not identified by the researcher from the theory (Creswell, 1994).

The qualitative research is a descriptive process in which the data collected by tapes, cameras and field notes (Bogdan& Biklen, 1992). In this kind of study, the researcher is interested in processes and in how things happen in reality (Ibid)

The researcher, in the qualitative study, does not try to approve or disapprove hypotheses, but try to build his conclusions according to the accumulated data, and base his/her final theory on testimonies and evidences which were collected in a dynamic process (Ibid).

The qualitative studies rely on unstandardized interviews or on observations, and their analysis and reports are verbally and interpretative (Friedman, 2005).The qualitative approach provide measures that can capture things that can't be meaningfully expressed by numbers (Berg, 1995).

6.3 The mixed approach

As mentioned above, in the current project I intend to use the mixed approach which uses both the quantitative and the qualitative approaches. From the quantitative approach I used the structured questionnaire for the students and teachers, and from the qualitative approach I used the observation, case study and the focus group.

The mixed approach helps in gathering more and specified data that assists in studying the investigated phenomenon more in depth (Creswell, 2003),and so the combination of the quantitative and the qualitative approaches gives better understanding of the research problems than one approach do(Creswell &Plano Clark,2007).

7. The Research tools

7.1 The Focus Group

Focus group is a method to get more in depth information on a specific phenomenon or issue (CDC, 2008; Nagle & Williams, n. d). The focus group interview consists of six to twelve people who share similar features or common interests, and it is useful as a part of mixed approach (CDC, 2008).

Focus group data analysis is a process of collecting data by any mean like interview, video, pictures, and observations, reviewing the collected data and trying to find words or phrases that represent the collected data, and then list them into categories in order to learn about the studied phenomenon (Seidel, 1998). Kruger (2002) argued that it is preferred to conduct the group interview in a circle seating and tape the discussion on a tape recorder.

The focus groups questions – I arranged 6 focus groups in two schools with 60 participants.

In school A (one of the two schools), we succeeded to arrange four focus groups (group of mothers, group of fathers, group of teachers and a group of students). In school B (the second school), we arranged only two focus groups (one for teachers and one for students).

The focus groups questions comprise of 8-11 questions, who deal with schools' violence and the group members, were asked to talk and express their opinion on every one of the questions.

Examples of the questions of the focus group:

What do you imagine when you hear the word violence?

What are the reasons for violence at your school?

Where do the most of the violence's events happen in your school?

What can prevent violence?

The participants were asked to give their opinions about every question (See appendix 1)

7.2 Case study

Case study is a method which helps to examine a phenomenon with a specific context. In general a case study method deals with a small number of individuals as the study's subject (Zainal, 2007).

We use the case study method when we interested to know why or how a phenomenon is happening in its real –life context. In analyzing the data we can use quantitative, qualitative or both approaches (Yin, 1994).

The case study questions

This section is consists of 13 questions part of them open ended and some whit different answers and the student has to choose he appropriate answer according to his/her opinion.

Examples of the case study questions:

How much time it takes you to get to school in the morning?

The student has to choose one the answers less than 10 minutes, 10-20 minutes, 20-30 minutes, 30-40 minutes, 40-50 minutes, and 50- an hour.

What are the three important reasons for your school attendance?

The student has to choose the appropriate three answers and arrange them in descending order: Schooling is important, my parents encourage me to attend school, my friends encourage me to do so, I love the studied materials, and I enjoy the teaching methods.

How many times do you miss full school's day every week?

The student has to answer according to Likert scale ranges from: Never, Once in a month, 2-3 times each month, 1-2 each week, 3-4 time s each week.

When you miss an entire school day (or days), what are the top reasons for your absence?

Please rank your priorities from one for the first top reason two for the second and third for the less important reason.

a.I cannot wake up in the time   b. I have difficulties in getting to and from school

c.I do not care getting good marks   d. I do not understand the studied materials

e. I have to care for a younger sibling or other family member.

f. I work for helping my family maintenance   g. I am concerned about my safety at

school   h. I am concerned about my safety on the way to and from school.

i.When I am suspended .(See appendix 1)

7.3 The observations

Observation is an act of viewing or noting a fact or occurrence for some scientific or other special purpose (Dictionary.com).

Mann (2003) contends that observation is an effective method for investigating prevalence, causes and outcomes of acts and behaviors. The author emphasizes that

this method is useful in cases where there is no possibility to sample the investigated group.

Tylor-powell & Steel (1996) argue that observations are good for documenting activities and behaviors without being dependent upon people willingness and their abilities to answer questions. They add that the target of the observation could be people, behaviors, reactions and **record keeping systems**.

Accordingly, I intend to use the observation for checking and examining the way a school deal and solve misbehavior incidents.

In this section, I will check three cases of violent acts that took place in School A, and examine how the school personnel dealt and solve the misbehavior incidents.

7.4 Questionnaires

The data for this project was collected by student's questionnaire, teacher's questionnaire, case study questions and six focus groups' interview as follows:

7.4.1 The student's questionnaire (Appendix1)

For this research we assembled a questionnaire of 79 items which were collected from six different questionnaires.

It is a built in questionnaire for self-report according to the quantitative paradigm. The questionnaire's questions are closed and intended to check the students' behaviors, their self-efficacy, and their perception of their school's climate.

The questionnaire is divided into 6 subscales as follows:

7.4.1.1 Violence at school

This subscale consists of 16 items (1-2; 11-24 see Appendix 1) which were taken from the instrument that was developed by Furlong, Greif, Bates,Whipple,& Jimenez(2005),and Furlong & Morrison(2006). The Cronbach Alpha of the original items range from 0.723-0.781.

School violence level is low (mean of 1.38 in a scale of 1 to 5 parallel to a grade of 28 in a scale of 1 to 100); Reliability testing (Cronbach Alpha) as internal traceability is high ($\alpha=0.90$) (Table 1).

The items of this subscale were translated from English to Arabic and vice a versa, by two English teachers, and one Arabic' teacher in order to make reliable translation which gives the right meaning of the original scale.

The items of this subscale examine the level and the frequency of the violence incidents in the school.

Examples of the items of this section:

Item number 11: "You were grabbed or shoved by someone being mean (student)"

Item number 20: "You were cut with a knife or something sharp by someone who tried to hurt you"

The student were asked to answer in what frequency did the violent behavior happened in his school in the last month, according to Likert scale of five grades range from zero(Never) to four(at least five times).

7.4.1.2 The subscale of the school climate

This subscale was taken from Tzuoriel(2013 in Hebrew) and composed 36 items (25-60, see appendix 1) which deal with the school atmosphere, with reliability(Cronbach Alpha) of 0.92.

In the current project the school climate level is moderate (mean of 3.45 in a scale of 1 to 5 parallel to a grade of 69 in a scale of 1 to 100); Reliability testing (Cronbach Alpha) as internal traceability is high ($\alpha=0.91$) (Table 1).

Examples of the items of this subscale:

Item number 26: "Whenever student violate the rules the principal and the teachers treat them strictly but in a fair way"

Item number 31: "The teachers usually succeed to treat violent students"

The student is asked to what extent the questions represent the atmosphere in his school and he /she has to answer according to Likert scale of five grades range from one (Totally disagree) to five (strongly agree)

7.4.1.3 The digital violence subscale

This section of the questionnaire includes eight items (3-10, see appendix 1) which aske the student if he/she was experienced any of the mentioned digital behavior in the last month?

The items of this subscale were taken from Patchin ,& Hinduja,2015), and their Cronbach Alpha ranged from 0.892-0.935.

Digital violence level is low (mean of 1.22 in a scale of 1 to 5 parallel to a grade of 24 in a scale of 1 to 100); Reliability testing (Cronbach Alpha) as internal traceability is high (α=0.94) (Table 1).

Examples of the items of this subscale:

Item number 4: "Someone posted mean or hurtful picture on line of me".

Item number 7: "Someone spread rumors about me online".

The student was asked to answer according to a Likert scale of five grades range from Zero(never) to four (at least five times).

The answer of the original items were zero(Never), one(once), two(A few times) ,three(Several times),and four(many times),in the this questionnaire we changed the two(few times to) to (two-three times), the three(several times) to (four- five times), and the four(many times),we changed to (at least five times) and this to prevent ambiguity and different interpretation of the words few several and many.

The items of this subscale were translated to Arabic by two English teachers and one Arabic teacher in order to make good and reliable translation which gives the same meaning.

7.4.1.4 The self –efficacy section

This subscale contains ten items (61-70) which check the student's self- belief   in his/her ability to deal with difficulties in his/her daily life. The Cronbach Alpha of the original items ranges from 0.76-0.90.

Self-efficacy level is moderate (mean of 3.55 in a scale of 1 to 5 parallel to a grade of 71 in a scale of 1 to 100); Reliability testing (Cronbach Alpha) as internal traceability is high (α=0.92) (Table 1).

Examples of the items of this section:

Item number 61: "I can always manage to solve difficult problems if I try hard".

Item number 62: "If someone opposes me, I can find the means and ways to get what I want".

Item number 68: "When I am confronted with a problem, I can always find several solutions".

The student was asked to answer the questions by a Likert scale of five grades range from one (Not at all) to five (Very true).

The items of this subscale were taken from (Schwarzer& Jerusalem (1995).

The items were translated from English to Arabic by two English teachers and one Arabic teacher to make sure that the translation gives the same meaning as the original items.

7.1.5. The teachers' violence against their students

This section includes 8 items (71-78), which examine teachers' violent behaviors against their students.

Examples:

Item number 71: "A teacher threw something on you".

Item number 74: "A teacher kicked or punched you".

The student is asked to answer the questions according to Likert scale of five grades range from zero (Never) to four (At least five times) in the last month.

The original items were taken from Elbedour, Assor, Center,& Maruyama (1997),and their original Cronbach Alpha was 0.89.

Teachers' violence level is low (mean of 1.72 in a scale of 1 to 5 parallel to a grade of 34 in a scale of 1 to 100); Reliability testing (Cronbach Alpha) as internal traceability is high (α=0.92) (Table 1).

The items translated from English to Arabic by two English teachers and one Arabic teacher in order to get the right meaning of the original items.

Table 1: The distribution of research variables - Students' questionnaire

Variables	Questions	n	Range	Mean	S.D	Reliability
School violence	1 - 2, 11 - 24	280	1.00 - 5.00	1.38	0.60	0.90
Digital violence	3 - 10	279	1.00 - 5.00	1.22	0.63	0.94
School climate	25 - 60	280	1.06 - 4.97	3.45	0.67	0.91
School policy **-** School climate	25 - 35	280	1.00 - 5.00	3.70	0.94	0.91
School atmosphere **-** School climate	36 - 48	280	1.00 - 5.00	3.19	0.70	0.77
Safety feeling **-** School climate	49 - 51	280	1.00 - 5.00	2.35	0.73	0.55
Student's attachment to the school **-** School climate	52 - 61	280	1.00 - 5.00	3.29	0.85	0.81
Self-efficacy	61 - 70	280	1.00 - 5.00	3.55	0.91	0.93
Teachers' violence	71 - 78	278	1.00 - 5.00	1.72	0.99	0.92

7.1.6 The section of the personal and family details

This part of the questionnaire has 18 questions (1-18 at the end of the questionnaire, see Appendix 1). The questionnaire was answered by 280 students. Most (90%) of the students live with both parents, mostly (85%) are Muslim boys. About three quarters (73%) of the students report that their mother is unemployed compared to about only a fifth (22%) of the fathers. About two-thirds (69%) of the students report that their relationship with their parent is very good, and more than half (59%) of them are

traditional level of religiosity. Also, the students report that only about one-tenth on the parents (12% of the mothers and 10% of the fathers) is with tertiary or academic education (Table 2).

The mean students' age is 16.47 years, when the lowest age is 15 years and the highest age 19 years. The mean number of people living at home is 5.90 people, when the lowest numbers are 2 people and the highest number is 11 people. The mean number of people sharing my room is 1.54 people, when the lowest number is none and the highest number is 13 people. The mean number of rooms in the house is 4.76 rooms, when the lowest number is one room and the highest number is 14 rooms. The mean number of cars in the family is 2.04 cars, when the lowest number is one none and the highest number is 8 cars (Table 3).

In the section of socioeconomic questions, the student is asked to answer the questions by choosing one of the suggested answers which differ from one question to another and range from three to seven.

Since there is no one standardized accepted questionnaire for checking the socioeconomic status (Brese,& Mirazchiyski,n.d), we build this section of the questionnaire according to the model suggested by Aggarwal et al.(2005).

The scale that Aggarwal et al.(2005) suggested gives every answer grade which range from one (very low) to seven (very high), and according to the sum of points the family accumulates it could be categorized in one position of socioeconomic scale ranges from , six very low to 1 very high.

In the current questionnaire, we gave the answer different grades which vary from one to four, five or six and gave every answer different grading points which ranges from one(very low) to five ,six or seven(very high). According to the sum of scores the family receives we will categorize its socioeconomic position.

Examples of the student's family's socioeconomic subscale:

Item number 10: We have in our home the following equipment: 1. Home cinema

 2. Dishes washer   3.Freezer   4. Air conditioner   5. A terrain vehicle

The student has to indicate which of the equipment found in his/her family home.

Item number 11: My father education level is: 1. Elementary school (6 years) 2.Middle school (9 years)   3. High school (12 years)   4. Technician (13 years) 5. Practical engineer (14 years)   6. B .A. (15 years) 7. M.A.(17 years) 8. PhD (21years).

The student has to indicate the right answer/answers.

 I arranged this categorization as follows:

The numbers of rooms the family possesses is scaled from 1 to 3 : 1- up to three rooms, 2- four to five rooms, 3- at least 6 rooms.

The number of cares the family possesses is scaled from 0 to 2 : 0- no cares, 1- one to two cars , 2- at least three cars.

Father's education is scaled from 0 to 3: 0- less than high school, 1- high school, 2- tertiary education, 3- academic education.

Mother's education is scaled from 0 to 3: 0- less than high school, 1- high school, 2- tertiary education, 3- academic education.

Family members' number is scaled from 0 to 2: 0- at least 9 members, 1- five to eight members, 2- up to four members.

Household appliances are scaled from 0 to 5: o- no household appliances, 5- five appliances: 0- no household appliances , 1- one household appliance, 2- two household appliances, 3- three household appliances,4- four household appliances,5- five household appliances

Father's and Mother's income is scaled from 0 to 4 : 0- no income ,1- up to 7000 NIS, 2- 7001 to 11000 NIS, 3 - 11001 to 15000NIS, 4- at least 15001 NIS.

Mother's income is scaled from 0 to 4 : 0- no income ,1- up to 7000 NIS, 2- 7001 to 11000 NIS, 3 - 11001 to 15000NIS, 4- at least 15001 NIS.

The total theoretic score of the family socioeconomic position is 26 points, scaled from 0 to 26, where a score of zero points or nearest indicating low family socioeconomic position, while a score of 26 points or nearest indicating a high family socioeconomic level.

Table 2: The distribution of Socio-Demographic data - Students' questionnaire

Socio-Demographic variables		n	percent
Gender	Boy	219	**85%**
	Girl	39	15%
Religion	Muslim	230	**85%**
	Christian	30	11%
	Druze	12	4%
Level of religiosity	Secular	57	25%
	Traditional	137	**59%**
	Religious	33	14%
	Ultra-orthodox	5	2%
I am living with	Both parents	237	**90%**
	With my father	8	3%
	With my mother	2	1%
	With my grandparents	15	6%
My relationship with my parents	Not good	7	3%
	Tense	11	4%
	Fine	19	7%
	Good	47	17%
	Very good	187	**69%**
Equipment in the house	Cinema system	43	9%
	Dishwasher	71	15%
	Freezer	113	24%
	Air conditioner	211	**44%**
	All-Terrain Vehicle	40	8%
Father's Education	Elementary School	35	14%
	Junior High School	96	**39%**
	High School	91	37%
	Technician	11	4%
	Practical engineer	3	1%
	Bachelor's degree	7	3%
	Master's degree	3	1%

	PhD	2	1%
Mother's Education	Elementary School	21	8%
	Junior High School	67	27%
	High School	125	**50%**
	Technician	8	3%
	Practical engineer	5	2%
	Bachelor's degree	7	3%
	Master's degree	10	4%
	PhD	5	2%
Father's monthly income	Unemployment benefits	41	17%
	Up to NIS 5,000	49	20%
	7,000 - 5,001 NIS	54	**22%**
	7,001-9,000 NIS	33	14%
	9,001-11,000 NIS	17	7%
	11,000-13,000 NIS	17	7%
	13,001-15,000 NIS	12	5%
	15,001 NIS and more	18	8%
Mother's monthly income	Unemployment benefits	85	**53%**
	Up to NIS 5,000	43	26%
	7,000 - 5,001 NIS	13	5%
	7,001-9,000 NIS	7	4%
	9,001-11,000 NIS	1	0.5%
	11,000-13,000 NIS	2	1%
	13,001-15,000 NIS	3	2%
	15,001 NIS and more	8	4.5%
Father's Occupation	Management and Administration	91	**37%**
	Unemployed/retirement	54	22%
	Construction / plumbing / maintenance	25	10%
	Other	16	6.5%
	Driver	16	6%
	Engineering/Technician	12	5%
	Mechanics and car electrician	9	3%

	Business Owner	8	3%
	Carpentry / Padding	7	3%
	Agriculture and horticulture	5	2%
	Chef / Cook	2	1%
	Security (police, guard)	2	1%
	Medicine	1	0.5%
Mother's Occupation	Unemployed	187	**73%**
	Management and Administration	37	14.5%
	School and kindergarten Techer	13	5%
	Cleaner	5	2%
	Medicine and paramedical medicine	3	1%
	Other	3	1%
	Hairdressing	2	1%
	Confectionery	2	1%
	Sanitary	1	0.5%
	Cashier	1	0.5%
	Butcher	1	0.5%
	Engineering	1	0.5%

Table 3: The distribution of quantitative data - Students' questionnaire

	n	Range	Median	Mean	S.D
Age	275	15 - 19	16	16.47	0.89
Number of people at home	270	2 – 11	6	5.90	1.51
People with you in the room	245	0 - 6	1	1.49	1.27
Number of rooms in the house	255	1 – 14	4	4.76	2.29
Number of cars in the family	256	0 - 8	2	2.04	1.45

7.4.2 The teacher's questionnaire

The teacher's questionnaire consists of 70 items which I took from the student's questionnaire with the same answers' possibilities.

It has five subscales as follows:

7.4.2.1 The violence at school subscale consists of the items (1-2; 11-24).

This subscale consists of 16 items (1-2; 11-24 see Appendix 1) which were taken from the instrument that was developed by Furlong, Greif, Bates,Whipple,& Jimenez(2005),and Furlong Morrison(2006). The Cronbach Alpha of the original items ranges from 0.723-0.781.

School violence level is low (mean of 1.21 in a scale of 1 to 5 parallel to a grade of 24 in a scale of 1 to 100); Reliability testing (Cronbach Alpha) as internal traceability is moderate ($α=0.83$) (Table 4).

Examples:

Item number 2: "Students bring weapons like knives and sticks ".

Item number 19: "You were threatened by a gun and you saw the gun"

The teacher has to answer according to Likert scale of five grades range from zero(Never) to four(at least five times)

7.4.2.2 The digital violence subscale compromise the items (3- 10).

The items of this subscale were taken from (Schwarzer& Jerusalem (1995).

Digital violence level is low (mean of 1.01 in a scale of 1 to 5 parallel to a grade of 20 in a scale of 1 to 100); Reliability testing (Cronbach Alpha) as internal traceability is unreliable (Table 4).

Examples:

Item number 5: "Someone posted mean or hurtful video online of me"

Item number 10: "Someone pretended to be me online and acted in a way that was mean or hurtful to me"

The teacher was asked to answer by Likert scale of 5 grades ranges from zero (Never) to four (at least five times).

7.4.2.3 The school climate includes the items (25- 55)

This subscale was taken from Tzuoriel (2013 in Hebrew), and their Cronbach Alpha was 0.92.

School climate level is moderate (mean of 3.85 in a scale of 1 to 5 parallel to a grade of 77 in a scale of 1 to 100); Reliability testing (Cronbach Alpha) as internal traceability is moderate (α=0.77) (Table 4).

Examples:

Item number 31: "The teachers usually succeed to treat violent students".

Item number 29: "The principal makes a great effort to prevent violence"

The teacher was asked to answer by Likert scale of 5 grades ranges from one (Strongly disagree) to 5(Strongly agree).

Table 4: The distribution of research variables - Teachers questionnaire

Variables	Questions	n	Range	Mean	S.D	Reliability
School violence	1 - 2, 10 - 23	50	1.00 - 2.19	1.21	0.27	0.83
Digital violence	3 – 9	50	1.00 - 1.25	1.01	0.04	0.36
School climate	24 – 54	50	3.23 - 4.32	3.85	0.28	0.77
School policy	24 – 34	50	3.45 - 5.00	4.49	0.44	0.89
School atmosphere	35 – 40	50	1.50 - 3.38	2.36	0.55	0.81
participation	41 – 42	49	1.50 - 4.50	3.00	0.76	0.38
Students' - teachers' relationships	43 – 45	50	3.33 - 5.00	4.34	0.52	0.81
Safety feeling	46 - 48	50	2.00 - 4.00	2.73	0.47	0.83
Attachment to the school	49 - 54	50	2.33 - 5.00	4.03	0.53	0.78
Self-efficacy	55 - 64	50	3.00 - 5.00	4.08	0.50	0.89

7.4.2.4 The self-efficacy subscale consists of the items (56-65).

The items of this subscale were taken from (Schwarzer& Jerusalem (1995),with Cronbach Alpha that ranges from0.76-0.90

Self-efficacy level is moderate (mean of 4.08 in a scale of 1 to 5 parallel to a grade of 82 in a scale of 1 to 100); Reliability testing (Cronbach Alpha) as internal traceability is high (α=0.89) (Table 4).

Examples:

Item number 61: "I can solve most of the problems if I invest the necessary effort"

Item number 65: "I can usually handle whatever comes my way".

The teacher was asked to answer according to Likert scale of 5 grades ranges from one (Not at all true) to five (Exactly true)

7.4.2.5 The personal details subscale consists of the items (66-70).

The questionnaire was answered by 50 teachers. About two-thirds (68%) are married with children and most of them (93%) have an academic education, about two-thirds with bachelor's degree (60%). More than half use regular boards (52%), only one tenth (10%) use an interactive device (Table 5). The mean of seniority in teaching is 13.60 years, when the lowest seniority is one year and the highest is 35 years (Table 6).

Example: Item number 70: The teaching tools I use at class: 1. Chalk and blackboard 2. Projector   3. Interactive projector 4.Interactive board.

The teacher was asked to answer the different questions according scale with different choices that ranges from two options to five.

Table 5: The distribution of Socio-Demographic data - Teachers questionnaire

Socio-Demographic variables		n	percent
Gender	Female	20	46%
	Male	23	**54%**

Family Status	Single	2	5%
	Married	10	22%
	Married with children	30	**68%**
	Divorced	2	5%
Education	Practical engineer	3	7%
	BA, Bed	27	**60%**
	MA	10	22%
	Med	5	11%
Using illustrative methods	Board	36	**52%**
	Slide projector	26	38%
	Interactive projector	5	7%
	Interactive whiteboard	2	3%

Table 6: The distribution of quantitative data - Teachers questionnaire

	n	Range	Median	Mean	S.D
Seniority in teaching	45	1 - 35	9	13.60	10.48

8. The data processing

8.1 Focus Groups Data Analysis

In the first review of the collected data I identified 41 phrases/constructs like Verbal violence, Physical violence Poor communication, mockery, no bullying, interesting activities, enjoyable lessons and so on. Here I calculated the number of times every phrase/construct received and its percentage compared with the other phrases

In the second stage of analysis, I collapsed the primary phrases to five principal phrases with sub phrases as follows:

- Opinions about violence among Arab and Jewish students

  (More physical among Arabs; More verbal among Jewish; same rates)

- Types of violence in the investigated schools

  (Verbal violence; Physical violence)

- Reasons of the violence in the investigated schools

  (Misunderstanding; Mockery; Socioeconomic status; studying difficulties; Parents separation; Media violence)

- Places of the violence occurrence

  (In the classrooms; in the playground; in the toilet area)

- Factors that can prevent violence

  (Clear and consistent policy; Good students'-teachers' relationships; Understandable lessons; Good parents' – school's relationships)

Here also I calculated the number of times every phrase mentioned and its percentage compared with the other phrases(Tables 30-64).

8.2 Case Study Data Analysis

Here we summarized the answers for every question and calculated their percentage (Tables 16-29)

8.3 The observation data processing

Here I intend to describe every one of the three incidents that took place in school A and report how the school cope with every event and the measures which were taken to solve the problematic occurrence (Tables 65-71)

8.4. The statistical Tools (The statistical processing of the students' and teachers' questionnaires)

The statistical tools used in processing the collected data of the students' and teachers' questionnaires are:

- Descriptive statistics (Minimum, Maximum, Means, Standard Deviation, and Tables).
- Predictive Statistics(Pearson Correlation, Spearman correlation ,Regression and t test)

9. The Gant Diagram

9.1The first year/ interview and assignments

September 2014/ Approval of the project proposal

Date						
12/2014	Quantitative approach assignment					
2/2015		Qualitative Approach assignment				
3/2015			Educational leadership assignment			
4/2015				Professional development assignment		
5/2015					Research dissemination assignment	
6/2015						Scientific criticism assignment

9.2 Second year assignments

12/2015	Violence and aggression assignment				
3/2016		Research design and methodology			

		assignment			
6/2016-7/2016			Management of conflicts assignment	Delivering preliminary questionnaire	
9/2016				Preliminary empirical results	
11/2016					Presentation of the preliminary results

9.3 The third year

12/2016	Interviewing 6 focus groups and summarizing the collected data				
1/2017		Assembling and delivering new questionnaire			
2-3/2017			Administering and analyzing case study questionnaire		
4/2017			Writing the literature review and methodology		
5/2017				Processing	

6-7/2017					Writing and sending the final thesis
				analyzing the new questionnaire data	

10. The research limitations

The first and most prominent limitative factor in this study is the refusal of the chief scientist of the Israeli Ministry of Education to give permission to administer the study questionnaires in schools supervised by the Ministry of Education.

This unreasonable decision compelled me to carry out the questionnaire in two vocational schools that their principals and the educational net they belong to, agreed to cooperate with me.

Because of that irrational decision (see attached original and translated answer- index 3), I sampled all the students in two schools(instead of 9 schools) who absorb students from 10 different villages and towns in which live people from all the ethnic groups that constitute the Arab society in Israel(Muslims, Druzes, and Christians) .

The fact that the principal of the second school taught, before becoming principal, in the first one, and imitated the policy of his previous school, might decreased the differences between them.

The second limitation was the sample size, 280 properly filled questionnaires, and that because the truancy/ absenteeism problem in the schools (current study Table 16-29; Balfanz & Byrnes, 2012).

The third limitation was the use of parts of existed questionnaires, a fact that cause not including more relevant questions like the relevance and attractiveness of the studied materials and the way these materials taught to the students.

Also the gender division of the study population is problematic, because the females comprise only 15% of the sampled students versus 85% of males (Table 2).

It worthy of note to emphasize that significant part of the sampled students have literacy problems ,but we tried to overcome this issue by explanations and assistance of the schools' educational counselors.

I didn't succeed to arrange focus groups of the parents in school B (The study dealing with two schools A and B), a fact that cause loss of relevant information about the parents' perception of their children's school climate in school B.

It is worthy of note that he current study is not supported from any external financial institute.

 Finally, the general limitation of the self-report's questionnaires, where some of the participants incline to distort information, either because of shame to report about unpleasant events, or because they do not remember what happened in last month.

Chapter III

1. Findings

1.1 Quantitative Findings (The statistical Findings)

H.I The school climate hypotheses

Table 7: Pearson correlation between School climate variables and School violence

Violence level	School policy	School atmosphere		Students' - teachers' relationship	Safety feeling	Student's attachment to the school
		atmosphere	Participation			
Teachers	-0.537***	0.675***	-0.006	-0.515***	-0.533***	-0.221
Students	-0.338***	0.250***	-0.088	-0.208***	-0.348***	-0.216***

Note: $n_{teachers}$=50, $n_{students}$=280, *p<.05, **p<.01, ***p<.001

Hypothesis H.1.1 – is there Statistical significant correlation between clear school policy and low violence levels?

A significant moderate negative correlation was found between school policy and violence level for teachers questionnaire (r_p= -0.537, p<0.001), such that, the higher is the clearest of school policy the lower is the school violence. A significant moderate negative correlation was found between school policy and violence level for students questionnaire (r_p= -0.338, p<0.001), such that, the higher is the clearest of school policy the lower is the school violence. **Hypothesis H.1.1 is accepted**.

Hypothesis H.1.2 – Is there statistical significant correlation between good school atmosphere and low violence levels?

The scale of atmosphere is a Likert scale of 1-5, where 5 represents bad atmosphere. A significant moderate positive correlation was found between atmosphere and violence level for teachers questionnaire (r_p= 0.675, p<0.001), such that, the better is the atmosphere the lower is the school violence, or the worse is the atmosphere the higher is school violence. A significant moderate positive correlation was found between atmosphere and violence level for students questionnaire (r_p= 0.250, p<0.001), such that, the better is the atmosphere the lower is the school violence, or the worse is the atmosphere the higher is school violence. **Hypothesis H.1.2 is accepted**.

Hypothesis H.1.3 – Is there statistical significant correlation between participation/ involvement and low violence levels?

No significant correlation was found between participation and violence level for teachers' questionnaire. No significant correlation was found between participation and violence level for students' questionnaire. **Hypothesis H.1.3 is not accepted**.

Hypothesis H.1.4 – Is there statistical significant correlation between good students' - teachers' relationships and low violence levels.

A significant moderate negative correlation was found between Students' - teachers' relationship and violence level for teachers questionnaire (r_p= -0.515, p<0.001), such that, the better is the Students' - teachers' relationship the lower is the school violence. A significant low negative correlation was found between Students' - teachers'

relationship and violence level for students questionnaire (r_p= -0.208, p<0.001), such that, the higher is the Students' - teachers' relationship the lower is the school violence. **Hypothesis H.1.4 is accepted**.

Hypothesis H.1.5 – Is there statistical significant correlation between safety feeling and low violence levels.

A significant moderate negative correlation was found between safety feeling and violence level for teachers questionnaire (r_p= -0.533, p<0.001), such that, the higher is the safety feeling the lower is the school violence. A significant moderate negative correlation was found between safety feeling and violence level for students questionnaire (r_p= -0.348, p<0.001), such that, the higher is the safety feeling the lower is the school violence. **Hypothesis H.1.5 is accepted**.

Hypothesis H.1.6 – Is there statistical significant correlation between the student's attachment to the school and low violence levels.

A significant low negative correlation was found between student's attachment to the school and violence level for students questionnaire (r_p= -0.216, p<0.001), such that, the higher is the student's attachment to the school the lower is the school violence. **Hypothesis H.1.6 is accepted for students**.

H.2 - The family socioeconomic status hypotheses

Table 8: Spearman correlation between Student's family Standard of Living and

   Violence level (Students questionnaire)

	Violence level
Student Standard of Living	-0.208[**]

Note: n $_{students}$=280, [*]p<.05, [**]p<.01, [***]p<.001

Hypothesis H.2.1 – Is there statistical significant correlation between high student Standard of Living and low violence levels.

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A significant low negative correlation was found between student Standard of Living and violence level (r_s= -0.208, p<0.01), such that, the higher is the student Standard of Living the lower is the school violence. **Hypothesis H.2.1 is accepted**.

Figure 1: The influence of Student Standard of Living on Violence level
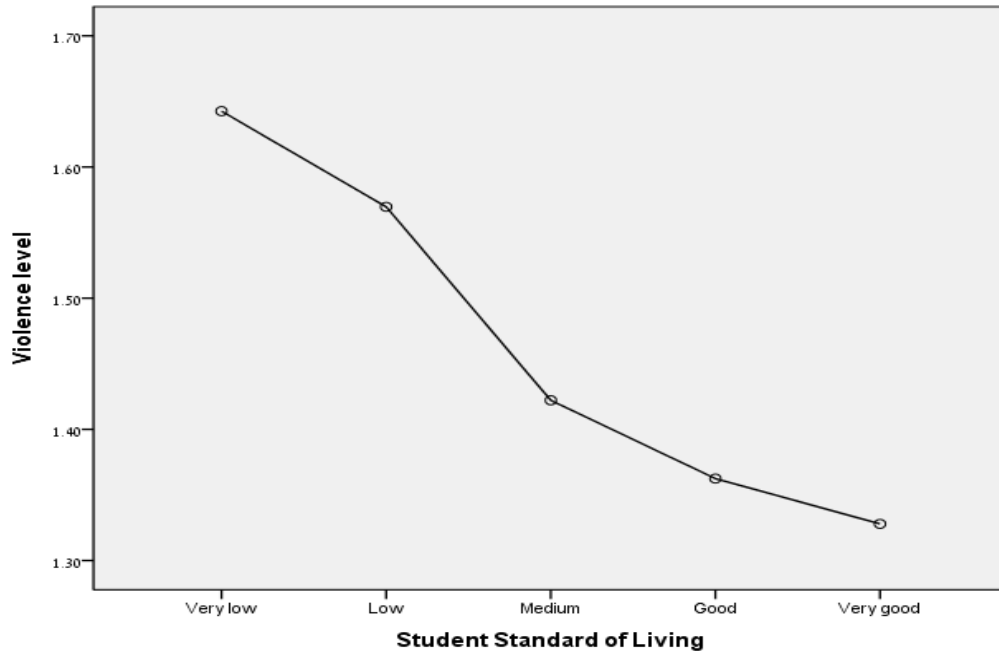
Table 9: Correlation analysis between family variables and Violence level (Students questionnaire)

	Home atmosphere	Father's education	Mother's education	dwelling density
Violence level	-0.186***	-0.094	-0.034	-0.030

Note: n $_{students}$=280, *p<.05, **p<.01, ***p<.001

Hypothesis H.2.2 – Is there statistical significant correlation between good home atmosphere and low violence levels.

A significant low negative correlation was found between good home atmosphere and violence level (r_s= -0.186, p<0.001), such that, the better is the home atmosphere the lower is the school violence (Table 9). **Hypothesis H.2.2 is accepted**.

Hypothesis H.2.3 – Is there statistical correlation significant between high educated parents and low violence levels.

No significant correlation was found between parents' education and violence levels (Table 9). **Hypothesis H.2.3 is not accepted**.

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Hypothesis H.2.4 – Is there statistical significant correlation between high dwelling density and violence levels.

No significant correlation was found between dwelling density and violence levels (Table 9). **Hypothesis H.2.4 is not accepted**.

H.3 The student self- efficacy hypotheses

Table 10: Pearson correlation between Student self - efficacy and Violence level (Students questionnaire)

	Violence level
Student self - efficacy	-0.241***

Note: n _{students}=280, *p<.05, **p<.01, ***p<.001

Hypothesis H.3.1 – Is there statistical significant correlation between high student self - efficacy and low violence levels.

A significant low negative correlation was found between student self-efficacy and violence level (r_p= -0.241, p<0.01), such that, the higher is the student self - efficacy the lower is the school violence. **Hypothesis H.3.1 is accepted**.

Figure 2: The influence of Student self - efficacy on Violence level

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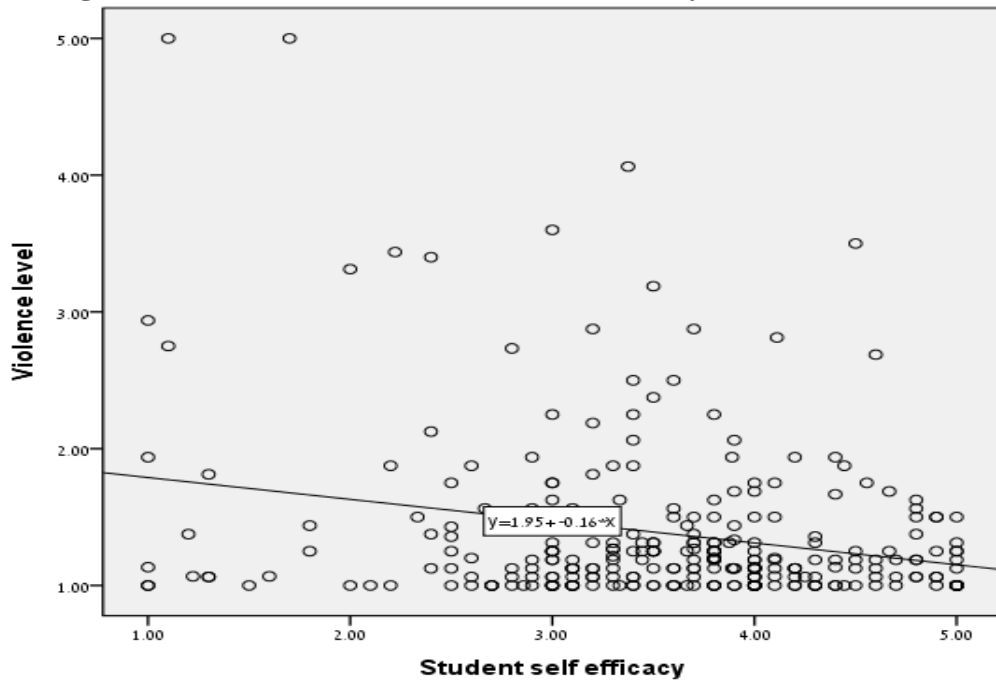
Table 11: Regression analysis for the effect of research variables on school violence (Teachers questionnaire)

	Step I	Step II
School	0.059	0.093
Gender	-0.106	-0.140
Family status	-0.370*	-0.415*
Education	0.124	0.158
Interactive device	-0.055	-0.122
Teaching seniority	0.319	0.224
School climate		-0.045
Self-efficacy		-0.446~
R^2	0.257	0.462
F	1.62	2.79*

Note: n=35, ~p<.06, *p<.05

Regression analysis on school violence in teachers' questionnaire (Table 11) revealed a significant effect of research variable on school violence. The results indicate that self-efficacy predicts the school violence, such that, the higher the level of self-efficacy, the lower is the level of school violence (β=-0.446, p<0.06). Also, Family status predicts the school violence, the single family status predicts school violence (β=-0.415, p<0.05). The percentage of variance explained is 46.2%.

Table 12: Regression analysis for the effect of research variables on school violence (Students questionnaire)

	Step I	Step II
School	-0.065	-0.114~
Gender	-0.054	0.011
Relationship with parents	-0.023	0.049
Level of religiosity	-0.011	0.028
Age	-0.016	0.039
Socioeconomic status	0.052	-0.012
School policy		-0.227**

School atmosphere		-0.087
Safety feeling		-0.222**
Attachment to school		0.135
Self-efficacy		-0.123
Teachers violence		0.194**
R^2	0.012	0.258
F	0.48	6.78***

Note: n=247, ~$p<.06$, *$p<.05$, **$p<.01$, ***$p<.001$

Regression analysis on school violence in students' questionnaire (Table 12) revealed a significant effect of research variables on school violence. The results of the regression indicate three predictors to school violence. School policy predicts the school violence, such that, the higher is the level of school policy, the lower is the level of school violence ($\beta=-0.227$, $p<0.01$); Safety feeling predicts the school violence, such that, the higher is the level of safety feeling, the lower is the level of school violence ($\beta=-0.222$, $p<0.01$); Teachers violence predicts the school violence, such that, the higher is the level of teacher violence, the higher is the level of school violence ($\beta=0.194$, $p<0.01$); Also, the school itself predicts the school violence, such that, only School A predicts the school violence ($\beta=-0.114$, $p<0.06$). The percentage of variance explained is 25.8%.

Figure 3: Types of violence - a comparison between teachers and students
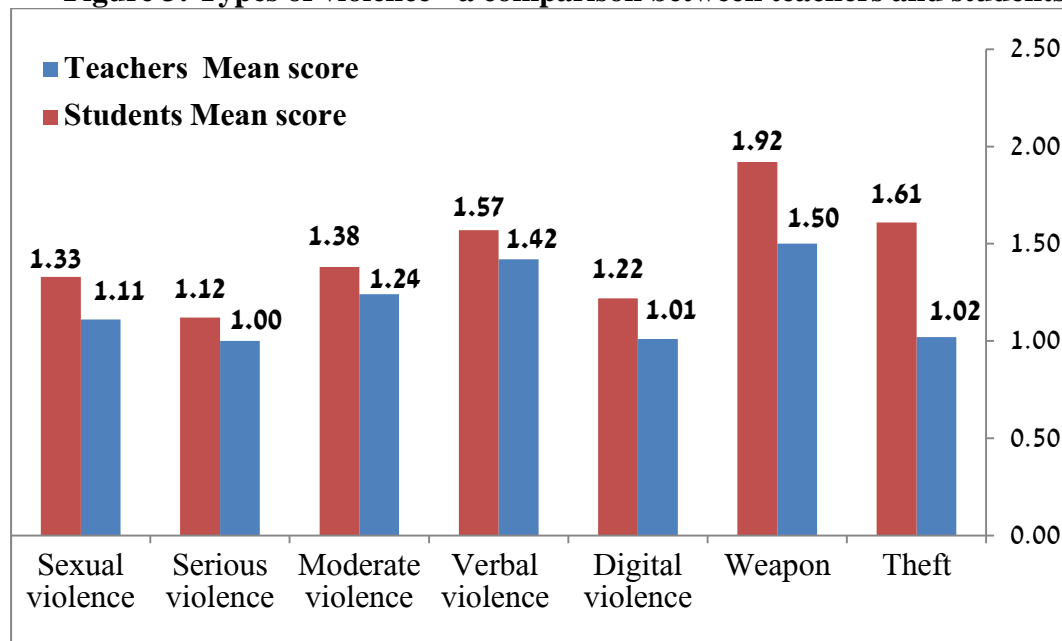
According to Figure 3, students report higher levels of violence in all types of violence than teachers. The largest gap between students and teachers is in Theft and Weapon.

Figure 4: Types of violence - a comparison between boys and girls
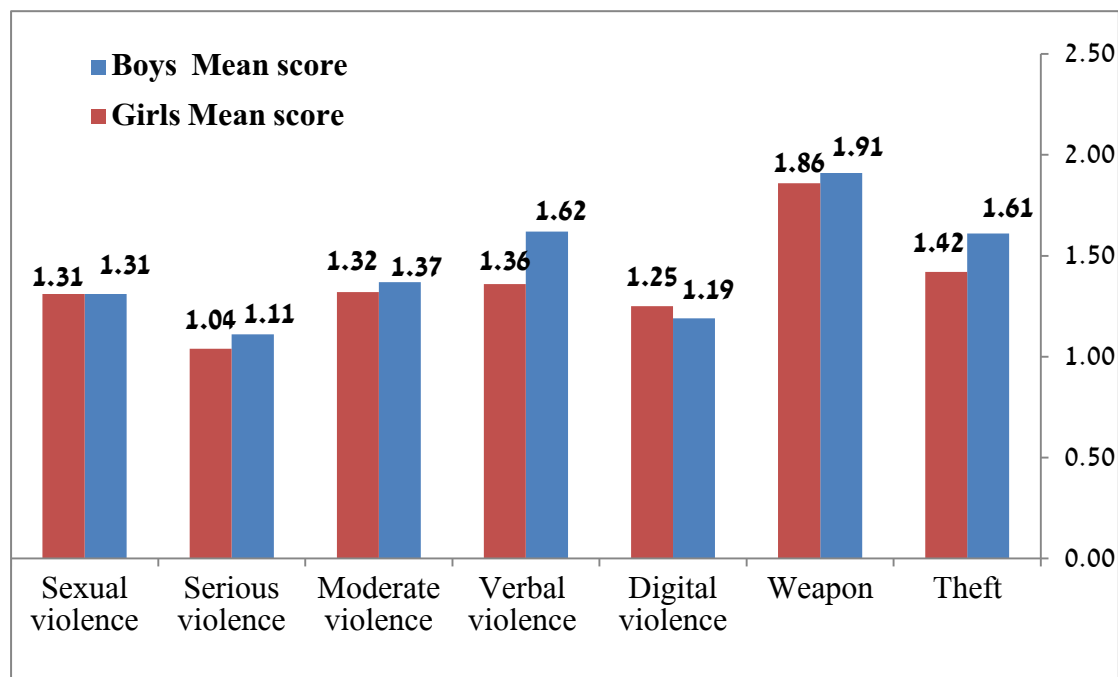
Mostly, boys report higher level of violence than girls, except in Digital violence, where girls report a higher level of violence, and in Sexual violence, where girls and boys report on same level of violence.

Table 13: Independent t-test analysis for School climate and its dimensions according to schools (Teachers' questionnaire)

Variables	School	n	Mean	S.D	t
School climate	School A	36	3.93	0.26	3.13**
	School B	14	3.67	0.25	
School Climate dimensions					
School policy	School A	36	4.63	0.39	3.86***
	School B	14	4.16	0.38	
School atmosphere	School A	36	2.31	0.08	1.03
	School B	14	2.49	0.19	
Students' - teachers' relationships	School A	36	4.42	0.45	1.90
	School B	14	4.12	0.62	
Safety feeling	School A	36	4.25	0.61	1.59

	School B	14	3.93	0.71	
Attachment to the school	School A	36	4.12	0.47	2.15[*]
	School B	14	3.78	0.60	

Note: n=50, *p<.05, **p<.01, ***p<.001

Independent t-test analysis was conducted to reveal the difference between the research schools according to school climate (Teachers' questionnaire). A significant difference was found between school A and school B in school climate ($t_{(48,0.95)}$=3.13, p<0.01), such that School A (M=3.93) has better school climate than School B (M=3.67). A significant difference was found between school A and school B in school policy ($t_{(48,0.95)}$=3.86, p<0.001), such that School A (M=4.63) has better school policy than School B (M=4.16). A significant difference was found between school A and school B in attachment to the school ($t_{(48,0.95)}$=2.15, p<0.05), such that School A (M=4.12) has higher attachment to the school than School B (M=3.78). No significant difference was found for school atmosphere, students' - teachers' relationships and safety feeling.

Table 14: Independent t-test analysis for School climate and its dimensions according to schools (Students' questionnaire)

Variables	School	n	Mean	S.D	t
School climate	School A	157	3.54	0.56	2.49[*]
	School B	123	3.34	0.77	
School Climate dimensions					
School policy	School A	157	3.83	0.84	2.53[*]
	School B	123	3.54	1.03	
School atmosphere	School A	157	3.23	0.62	0.99
	School B	123	3.14	0.80	
Safety feeling	School A	157	4.21	0.83	2.31[*]
	School B	123	3.97	0.89	
Attachment to the school	School A	157	3.39	0.76	2.46[*]
	School B	123	3.15	0.94	

Note: n=280, *p<.05, **p<.01, ***p<.001

Independent t-test analysis was conducted to reveal the difference between the research schools according to school climate (Students' questionnaire). A significant difference was found between school A and school B in school climate ($t_{(278,0.95)}$=2.49, p<0.05), such that School A (M=3.54) has better school climate than

School B (M=3.34). A significant difference was found between school A and school B in school policy ($t_{(278,0.95)}$=2.53, $p<0.05$), such that School A (M=3.83) has better school policy than School B (M=3.54). A significant difference was found between school A and school B in safety feeling ($t_{(278,0.95)}$=2.31, $p<0.05$), such that School A (M=4.21) has higher safety feeling than School B (M=3.97). A significant difference was found between school A and school B in attachment to the school ($t_{(278,0.95)}$=2.46, $p<0.05$), such that School A (M=3.39) has higher attachment to the school than School B (M=3.15). No significant difference was found for school atmosphere.

Table 15: Independent t-test analysis for violence types according to schools (Students' questionnaire)

Variables	School	n	Mean	S.D	t
Theft	School A	157	2.00	1.08	1.48
	School B	123	1.82	0.94	
Weapon	School A	157	0.42	0.97	1.03
	School B	123	0.31	0.90	
Digital violence	School A	157	1.26	0.68	1.09
	School B	123	1.17	0.54	
Verbal violence	School A	157	0.53	1.09	-0.70
	School B	123	0.63	1.27	
Moderate violence	School A	157	0.43	0.77	0.52
	School B	123	0.38	0.38	
Serious violence	School A	157	0.14	0.52	1.18
	School B	123	0.08	0.43	
Sexual violence	School A	157	0.36	0.81	0.74
	School B	123	0.29	0.29	

Note: n=280, $*p<.05$, $**p<.01$, $***p<.001$

There was no significant difference in the level of violence between schools

1.2 Qualitative Findings

1.2.1 Case Study Findings

Case Study of schools' Absenteeism (School A)

Introduction

In general we use case study for two purposes, the first when we want to know what happened and why, and the second when there is a problem and we want to know what the reasons are and how can we solve it (Monash University, 2007).

In the current case I intend to investigate the absenteeism/Truancy in secondary vocational school which absorbs underachieving students from ten different villages. I choose the absenteeism/truancy because this problem disturbing the learning outcomes of many students in the school, and it could be affected by the school climate, and the student's family socioeconomic status which my current research examining their effects on the violence levels in the Arab vocational secondary schools.

Background for the Absenteeism Phenomenon

Chronic Absenteeism/ Truancy definition

Balfarnz & Byrnes (2012) define chronic absenteeism as the" missing of ten percent of the school year"(p.3). Since in Israel the secondary schools' year consists of 176 days (Houzer mankal, 2016/8), student who miss 18 days in a year will fall in the category of chronic absenteeism.

Types of absenteeism

Literature shows that there are four types of absenteeism as follows:

1. Unauthorized nonattendance. This type of nonattendance happened even though the parents know about it. The no attendant students of this type include students who work in families' business, or have to take care of their family member (Cortis , Zahra ,& Farrugia,2014) .

2. School phobia/ refusal. School phobia or refusal is the students' rejections to go to school because they do not want to separate from their parents, fear of being bullied,

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fear of failure, or because of poor performance. In general the school refusal happened after vocations, weekends or at the beginning of the school year (Wimmer, 2016).

3. Truancy. Truancy is the act of not attending the school without an excuse or permission from the parents or the caregivers.

Truancy includes also the leaving school or a class without the permission of an authorized person like teacher or administrator (National Center for School Engagement, 2006); do not arrive to school or leave the school for enjoying desired activities(Wimmer,2010).

4. Authorized nonattendance. This type of nonattendance includes cases when the absenteeism is legally accepted by the school because the absent is ill, need a dental treatment, in case of bereavement, wedding, and in emergency situations (Cortis et al.,2014).

Features that characterize absent students and their families

The problems that usually characterize the chronic absent student are physical health problems, mental health problems, learning difficulties, separation anxiety, addiction, social and emotional behavioral difficulties, and peers pressure(Co

rtis et al., 2014).

The families of the students who do not attend school chronically suffer, generally, from physical health problems, mental health problems, financial difficulties, unemployment, inadequate recognition of the education values, breakdown of parents relationships, family member addiction, family bereavement, parent's literacy difficulties (Cortis et al., 2014).

Causes of absenteeism

Research show that there are many reasons for chronical absenteeism and there are many researchers who wrote about this phenomenon among universities' students and secondary schools' students.

Universities' Colleges' students' absenteeism

Longherst (1999) who checked the absenteeism among colleges' students found that the prominent reason for students' not attending classes was their low commitment to education and not the studied material or the lecturer who teach the class.

Kottasz(2005) in a mixed method (Quantitative and Qualitative) research on London metropolitan University students found that the salient reasons for students' absenteeism were work on assignments, boring lectures, lack of interest in the studied materials, transport problems, and feeling stressed before attending the class.

Clearly- Holdforth(2007) argued that lectures and the teaching method such delivering pedagogic information through oral explanation, blackboards and PowerPoint presentation can be boring for student.

Alija (2013) who studied the absenteeism in the faculty of business and economics of SEE University of Macedonia mentioned the student's employment, lectures' timetable, medical reasons, the teaching methods, and the teacher of the course, the learned subject, and the student's no motivation as reasons for not attendant universities classes.

Primary and secondary schools' students' absenteeism

Balfanz &Byrnes (2102) relying on data from six states in USA they guessed that there are about 5- 7.5 million students are chronically absent nationwide. They indicated that the in the six states they investigated (Georgia, Florida, Maryland, Nebraska, Oregon, and Rhode Island) the absenteeism rate ranged from 6 percent to 23 percent and that in the urban poor areas this rate reached 30 percent. They found also that the chronic absenteeism rate is high among low-income students and that this rete begins to rise in the middle schools and reach its highest levels in the 12th grades. Among the reasons that lead to absenteeism, the authors indicated the illness, and the working for financing family needs; the fear of being bullied and embarrassed at school, and the devalued education culture.

Simuforosa &Rosemary (2016) who investigated the absenteeism in a district in Zimbabwe fond the there are four salient reasons for absenteeism among secondary

schools' students: 1. Family related factors like poverty, improper parenting, and one parent family, bad home atmosphere and illness of family's member.

2. Child personal factors, like illness, truancy for smoking, for making love, and peers pressure.

3. School's factors like bad relationships with teachers, humiliations by teachers, bullying, and boring teaching methods.

4. Community factors like shortage, inadequate, and high transportation's costs.

From the above literature review I hypothesize that the reasons for absenteeism among Arab's vocational secondary schools are:

1. Family economic hardship, personal and family member's illness.
2. Boring studied materials/ Unattractive teaching methods.
3. Fearing of being bullied at school.

Methodology

For this case study I chose 20 chronically absent students from a school who absorbs under achieving students from 10 villages. Those 20 students have missed more than 60 studying days during the last 6 months (an average of ten days per month), more than 30 percent of the obligatory studying days. The whole year in the secondary Israeli schools consists of 176 days (Houzer Mankal 2016/8).

In order to get proper and not biased answers, I explained the questions to the school's counselor who delivered the questionnaires' questions to every student separately and helped him/her in writing his /her answer properly.

Following are the questions of the questionnaire I delivered to the students.

1. Where are you from? Please write the name of your village---------------------.
2. What grade are you?   1. 10th grade   2. 11th grade   3. 12th grade
3. What time you fall asleep on a school night? Please write the time!-------------.
4. What time you usually wake up in mornings of school's days? Please write the time!---------------.
5. How do you usually wake up in the mornings of the school's days?
   a.   I usually use an alarm clock or the phone alarm clock.

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b. A parent or caregiver wakes me.

c. Another person---------------------.

6. How you usually get to school in the morning?

a. I take a public transportation.

b. I take the school's bus.

c. I get a ride from parents.

d. I get a ride from a sibling.

e. I get a ride from a friend.

f. I walk to school.

7. How long does it take you to get school?

a. Less than 10 minutes

b. Between 10- 20 minutes.

c. 20-30 minutes

d. 30-40 minutes.

e. 40-50 minutes

f.50- one hour.

8. What are your top three reasons for coming to school?

Please rank them by one for the first priority, two for the second priority and three for the third priority.

a. I think education is important.

b. My parents encourage me to attend.

c. My friends encourage me to attend.

d. My classes are interesting. I enjoyed the studied materials.

9. How often are you late to school?

a. Never   b. 1-2 times each week   c 3-4 times each week   d. every day.

10. Are there some classes you miss more than others?

a. No   b. yes   if yes, please write the names of the subjects you intend to miss

11. How often do you miss an entire studying day?

a. Never   b. Once each month.   c.   2-3 in each month

 d. 1-2 times each week.   E. 3-4 each week.

12. When you miss an entire day (days), what are the top reasons for your absence?

Please rank your reasons from one for the first top reason, two for the second top reason, and three for the third top reason.

a.I cannot wake up in time.

b.   I have difficulties in getting to and from school

c.I do not care getting good marks.

d. I do not understand the studied materials.

e.I have to care for a younger sibling or another family member

 f. I work for helping my family maintenance.

g. When I am ill

h. when a family member ill

i. I am concerned about my safety at school.

j.I am concerned about my safety on the way to and from school

i. When I am suspended.

 l. Another reason-----------------

13. Which of the following do you think would be helpful for students at your school to get at   school on time?

Please rank your choices from one to four, when one is for the most helpful and four the less helpful reason.

a.   Someone waking me up every morning.

b.   Using an alarm clock.

c. Interested studying materials.

d. A later start time to the school day.

e. Other reasons----------------------------

The case study questions' results

Table 16: .From where are you?

Village/Town	Number	Percentage
Shfar – Am	18	81.8%
Tamra	2	9.1%
Ebtin	2	9.1%
Total	22	

Figure 5: students' residence settlement
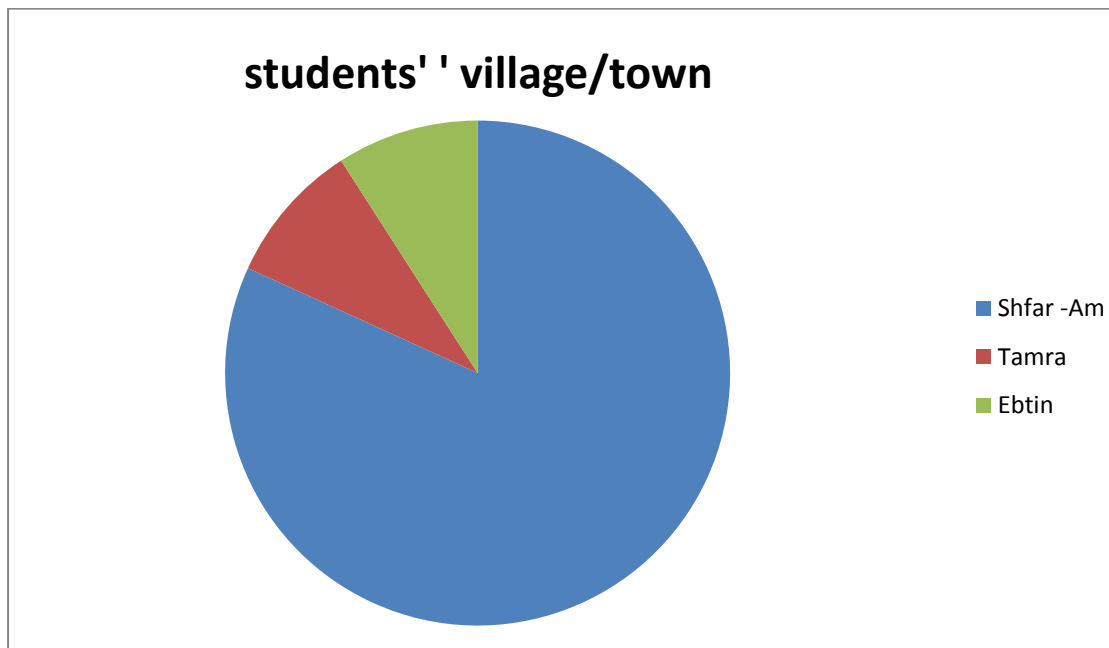
Here we see that most of the absent students are from Shfar-Am, 81.8%, the town where the school is found. The rest of the absent students are from two settlements Tamra and Ebtin 9% each.

Table 17: Students' grades

Grade	Number	Percentage
10th	6	26.56%
11th	9	40.90%
12th	7	31.8%
Total	22	

Figure 6: Grades of the students
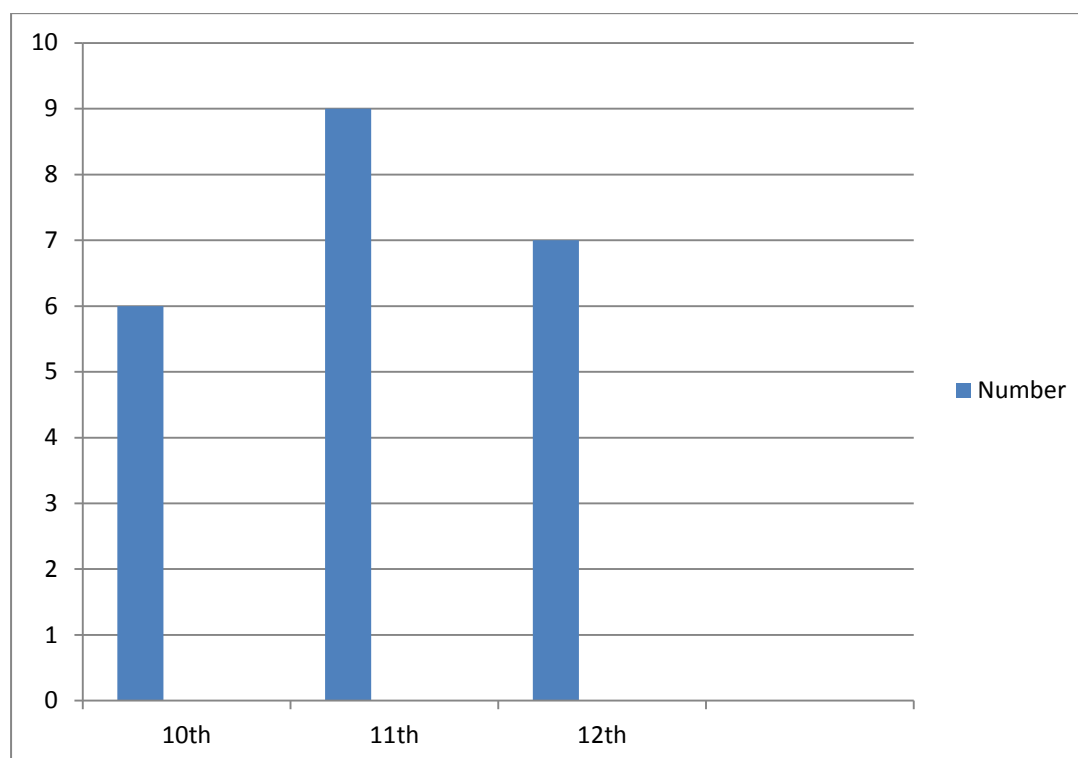
I n the above table and histogram we see that 26.6% of the absent students are from the 10th grade, 41% from the 11th grade and 32% from the 12th grade. We also see that the absenteeism rate rose significantly in the 11th grade (rise of 63%) and decrease in the 12th grade, but still high.

Table 18: The time of falling sleep.

Getting sleep time	Students number	percentage
21:00-22:00	5	22.72%
22:00-23:00	6	27.27%
23:00-24:00	6	27.27%
Later than 24:00	5	22.72%
Total	22	

Figure 7: Students' falling sleep time
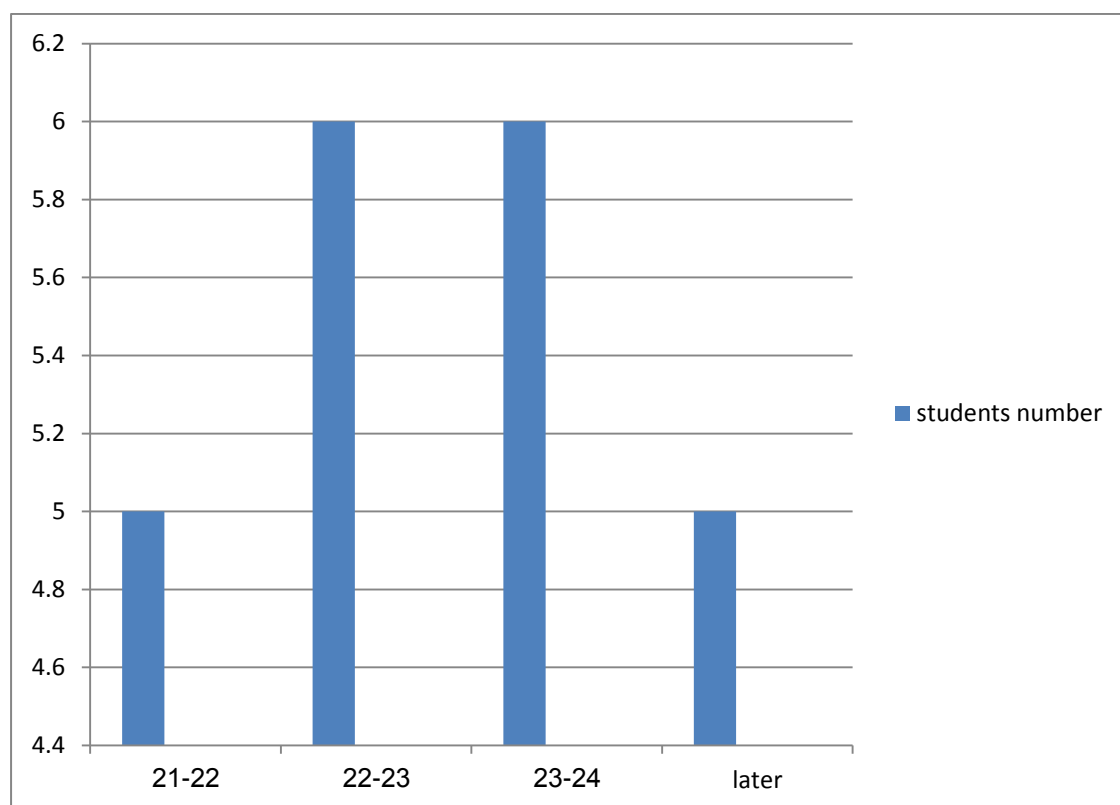
We see here that 23% of the students get to bed between 21:00-22:00. Most of the students get to sleep between 22:00-24:00(54.5%), and that 23% approximately get to sleep after 24:00. This data shows that more than 72% get to sleep after 22:00 (which could be a cause to difficulties in waking up at time in the morning).

Table 19: waking up time in the morning.

Waking up time	Number	Percentage
05:00-06:00	6	27.4%
06:00-07:00	13	59%
7:00-08:00	3	13.6%
Total	22	

Figure 8: Time of waking up

waking up time

- 05:00-06:00
- 06:00-07:00
- 07:00-8:00
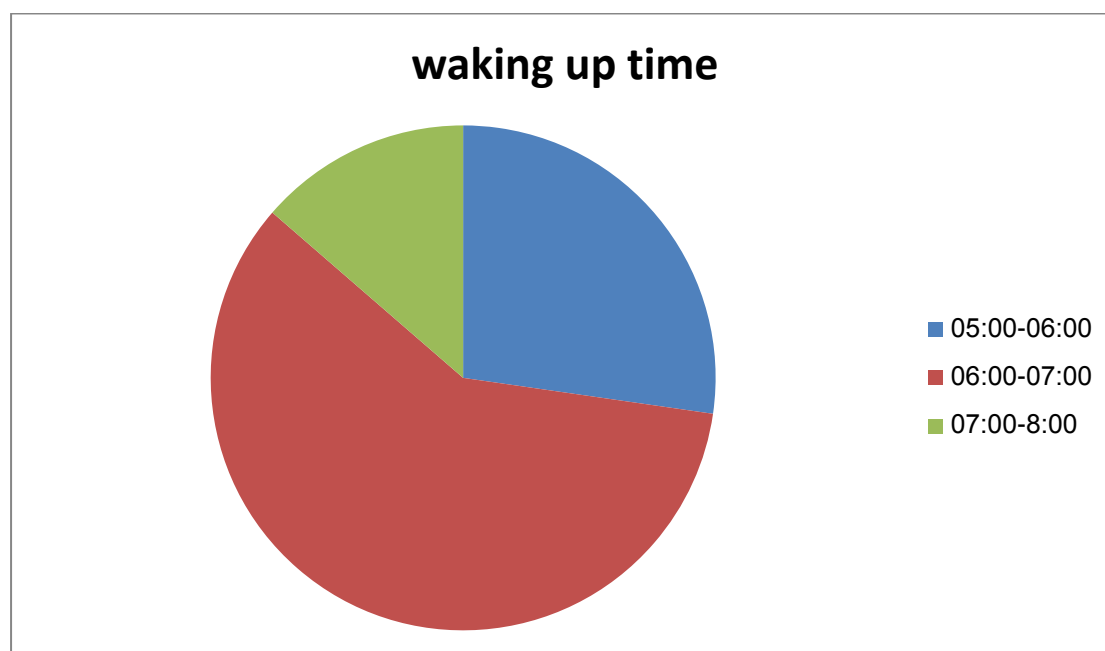
Here we see that 27.4% of the students wake up between 05:00-06:00, 59% between 06:00-07:00 and only 13.6% after 07:00. From this data we can see that there is no reason to late to arrive to school at time.

Table 20: How waking up?

Way of waking up	Number	percentage
By clock/ Phone alarm	9	41%
By Parents	13	59%
Another person	-	-
Total	22	100%

Figure 9: How student waking up
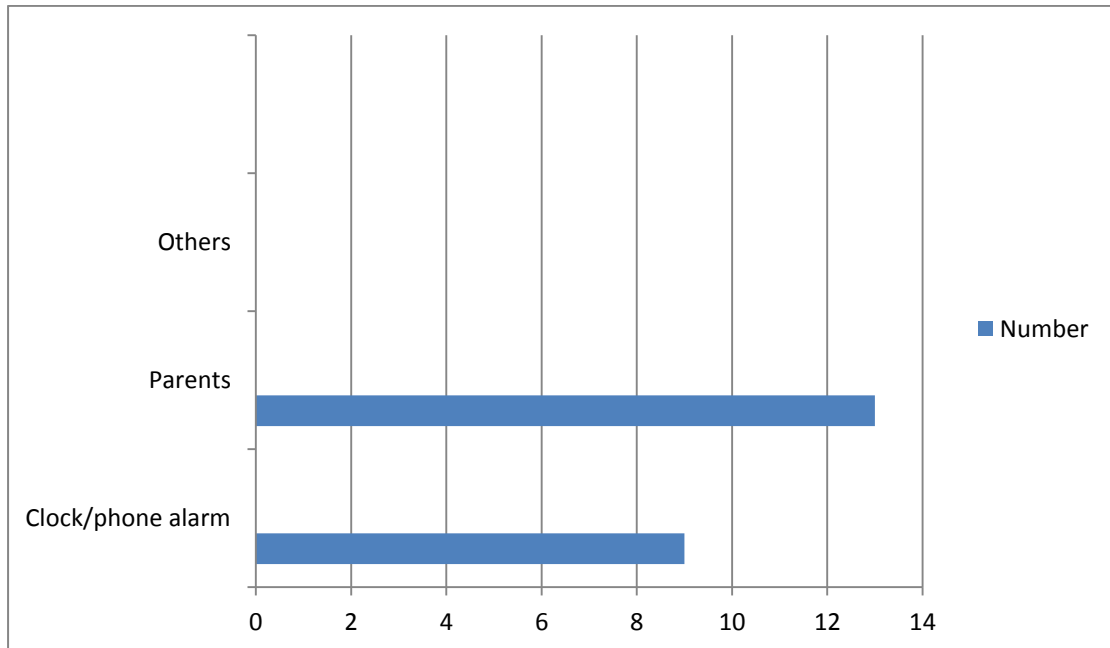
This table shows that two thirds, approximately, of the students are waking up by their parents, and 41% rely on clock or phone alarm. This maybe indicates that most of those students have no personal motivation to wake up on time in order to attend school.

Table 21: How getting to school?

Means of transport	Students' number	Percentage
Public transportation	0	0
School bus	15	68.2%
Parents' car	6	27.3%
Sibling's car	0	0
Friend car	0	0
Walking	1	4.5%
Total	22	100%

Figure 10: How getting to school?
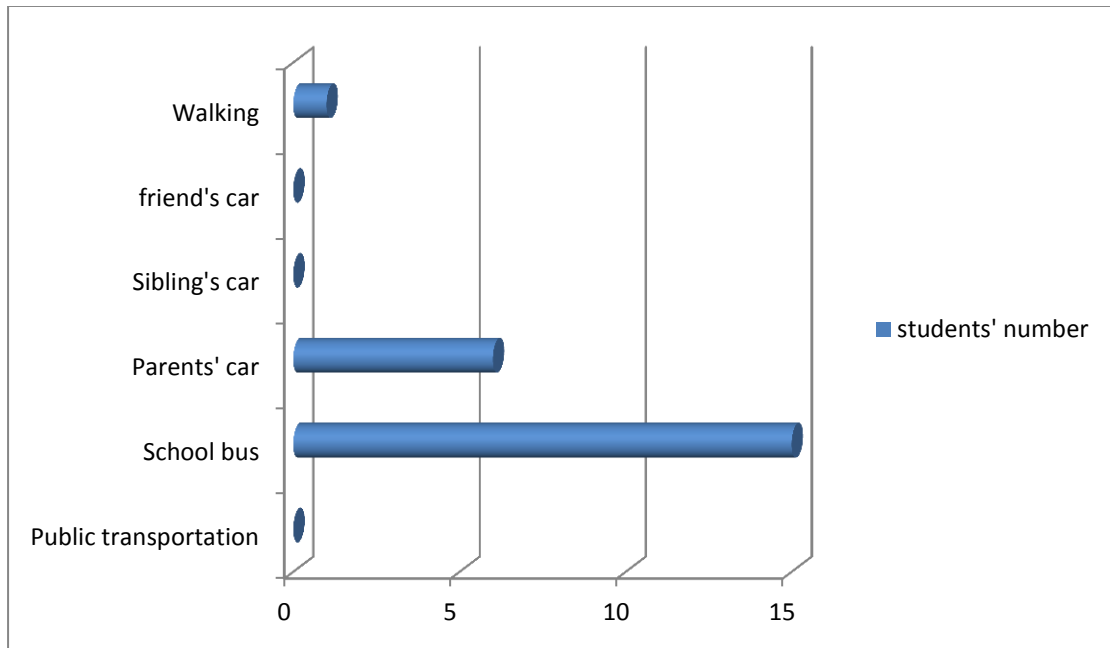
The table shows that approximately 70% 0f the students arrive to school by the school's bus, 27% by ride of their parents, and 4.4% by leg only. This indicates that there is no transportation problem.

22. How much taking getting to school?

Time needed to get to school	Students' number	Percentage
Less than ten minutes	5	22.8%
Between 10-20 minutes	13	59%
Between 20-30 minutes	4	18.2%
Between 30-40 minutes	0	0
Between 40-50 minutes	0	0
Between 50- to one hour	0	
Total	22	100%

Figure 11: How much taking getting to school?
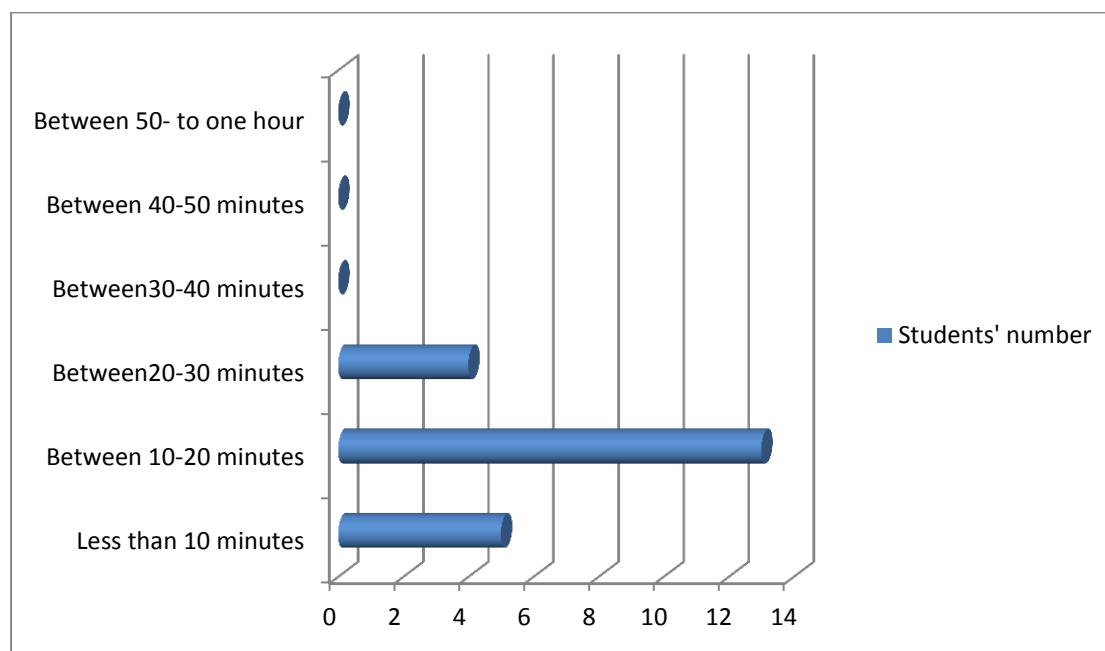
The above figures show that most of the students (82%) need less than twenty minutes to arrive to the school and 18% only need between twenty to thirty minutes.

Table 23: The top three reasons for your coming to school?

Please rank your answers as: (A) firs priority, (B) Second priority, and (C) third priority.

Reasons for coming to school	A	B	C	Sum for each item	Percentage
Importance of education	7	4	3	14	64%
	A	B	C		
Parents' encouragement	8	8	2	18	82%
	A	B	C		
Friends' encouragement	4	6	5	15	68%
	A	B	C		
Studied materials'	2	5	4	11	50%

attractiveness					
N=22					

Figure 12: the top three reasons of coming to school
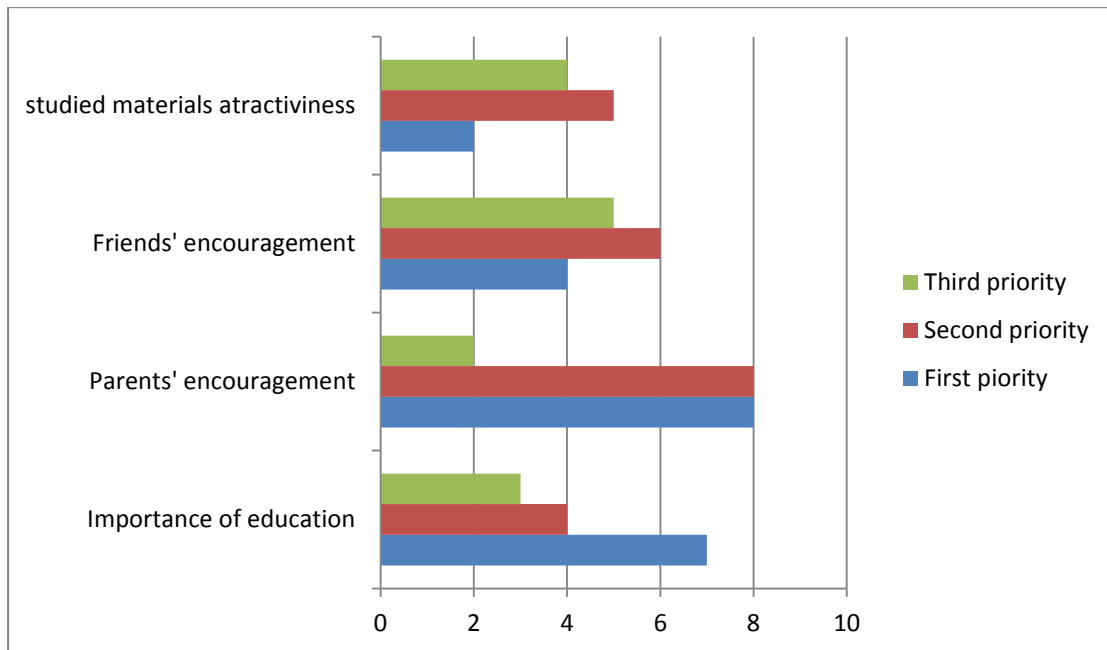
This section of the students report shows that most of them come to school because of their parents' and friends' encouragement. High percent believe in the importance of education, and only 50% of them come because of the relevance and attractiveness of the studied materials.

Table 24: How often do you late to school?

Frequency of absence	Students number	Percentage
Never	8	36.4%
1-2 times each week	12	54.6%
3-4 times each week	2	9%
Every day	0	
Total	22	100%

Figure 13: How often late to school

Frequency of tardiness

- Never
- 1-2 times each week
- 3-4 times each week
- Every day
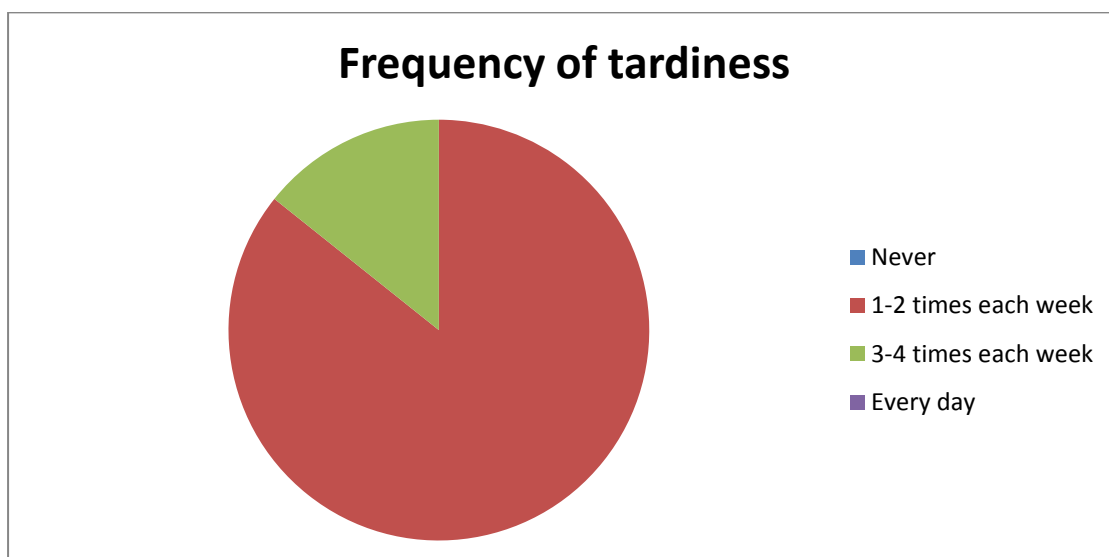
The section of the tardiness shows that 55% of the students arrive late to school between 1-2 times late each week, and 9% arrive 3-4 times late each week.

Table 25: Missing classes intentionally- yes or no?

Missing lessons intentionally	Students' number	Percentage
No	10	45.5%
Yes	12	54.5%
Total	22	100%

Figure 14: Do you miss Classes intentionally?
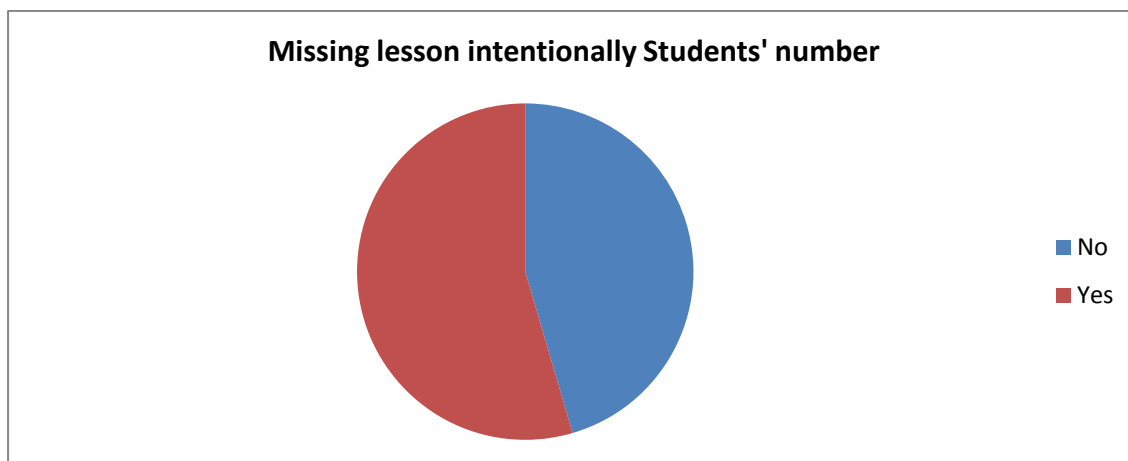
This section shows that 55% of the students miss lessons intentionally, a fact that indicates that there are unattractive and boring lessons.

Table 26:   The lessons you miss more than others.

Missed lesson	Students 'number	Percentage
History	3	25%
Scientific technology	2	16.7%
Mechanics theoretical lessons	3	25%
Hebrew	1	8.3%
English	1	8.4%
Civics	1	8.3%
Mathematics	1	8.3%
Total	12	100%

Figure 15: lessons missed intentionally
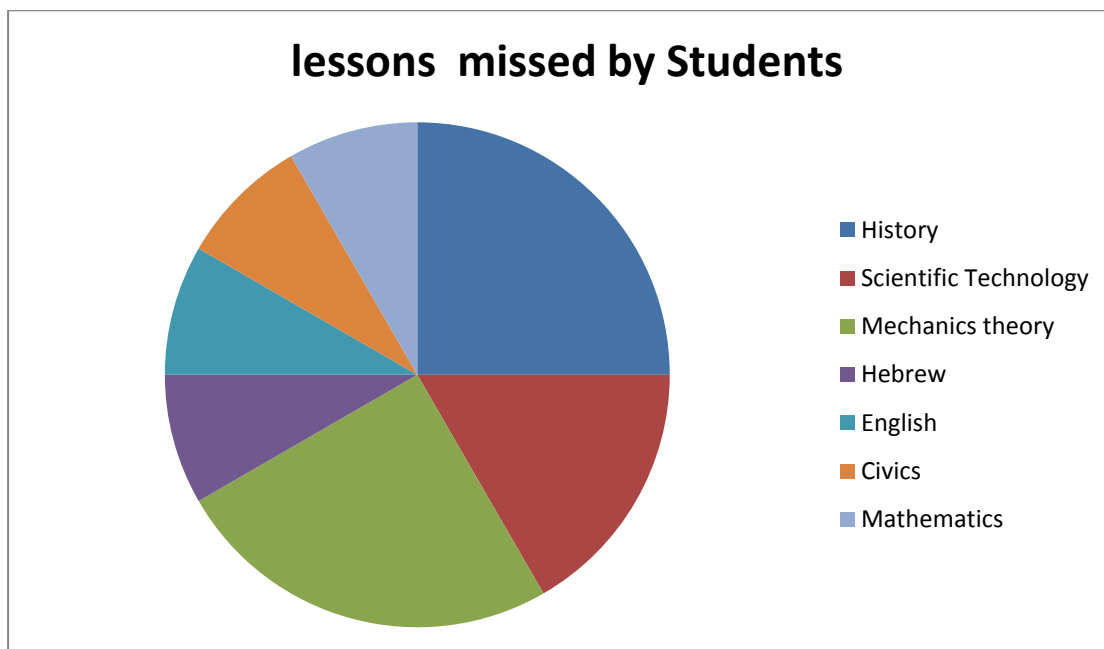
The table and pie diagram show that the most boring and unattractive lessons are History and Mechanic theoretical lessons (25% each). In the second place is the Scientific Technology with 17% students who do not attend it intentionally.

27. Frequency of missing an entire day?

frequency of Missing an entire day	Students' number	Percentage
Never	0	0%
Once each month	1	4.5%
1-2 times each month	0	0%
2-3 each month	0	0%
1-2 each week	17	77.3%
3-4 times each week	4	18.2%
Total		100%

Figure 16: Frequency of missing entire days

Frequency of missing entire days

- Never
- once each mont
- 1-2 times each month
- 1-2 each week
- 3-4 times each week
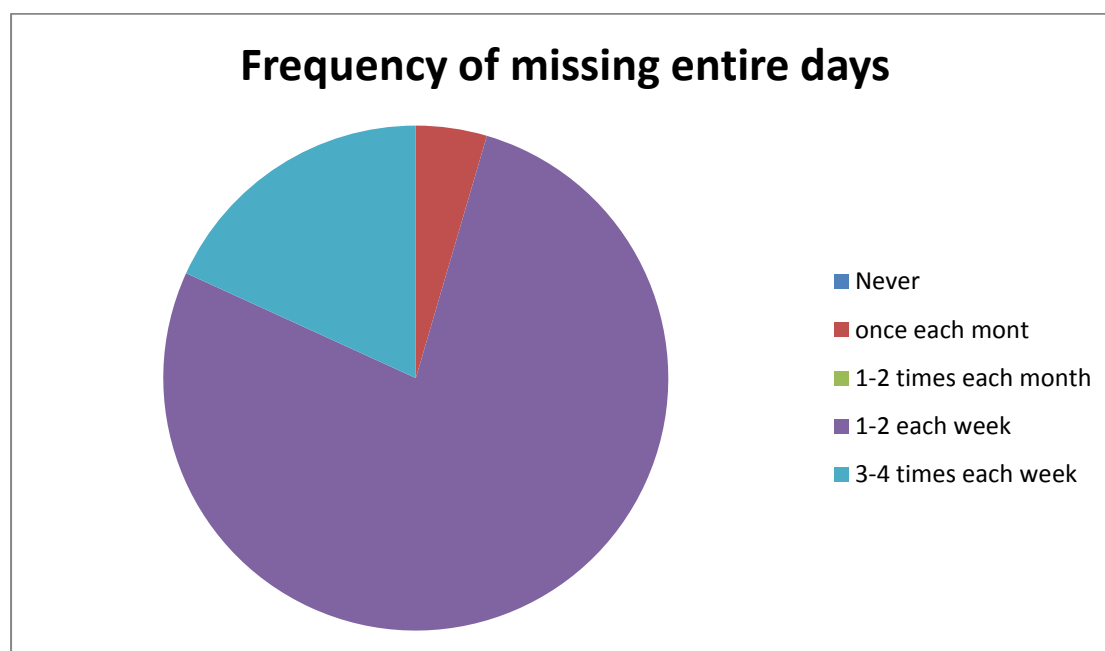
This question's answers show that 77% of the participating students reported that they missed 1-2 days each week, and 18% said that they missed 3-4 days each week. These answers show that 95% of the participated students missed more than one day each week.

Table 28: The top reasons for missing entire yay/days?

Please rank (A) as First priority, (B)   Second priority, and   (C) Third   priority.

Frequency of missing entire days	A	B	C	Sum for the item	percentage
Can't waking up at time	6	3	0	9	41%
	A	B	C		
Difficulties in getting to school	0	5	2	7	32%
	A	B	C		
Don't care getting good marks	2	0	0	2	9%
	A	B	C		
Don't understand the studied	0	0	0		00%

materials					
	A	B	C		
Have to care for family member	0	0	3	3	13.5%
	A	B	C		
Working for my family maintenance	6	2	3	11	50%
	A	B	C		
When I am ill	1	4	7	12	55%
	A	B	C		
When a family member ill	1	2	1	4	18%
	A	B	C		
Fear about my safety at school	0	0	0	00	00%
	A	B	C		
Fear about my safety on the way to and from school	0	0	0	00	00%
	A	B	C		
When I am suspended	1	2	0	3	13.5%
Other reasons:	A	B	C		
Getting late to bed	0	1	0	1	4.5%
	A	B	C		
Laziness	3	1	0	4	18%
	A	B	C		
Don't enjoy learning on Saturdays	2	1	0	3	13.6%
	A	B	C		
Unattractive lessons	0	0		00	00%
	A	B	C		
Hate school	0	0	0	00	00%
Total	22	21	16		

Figure 17: Top reasons for missing entire days
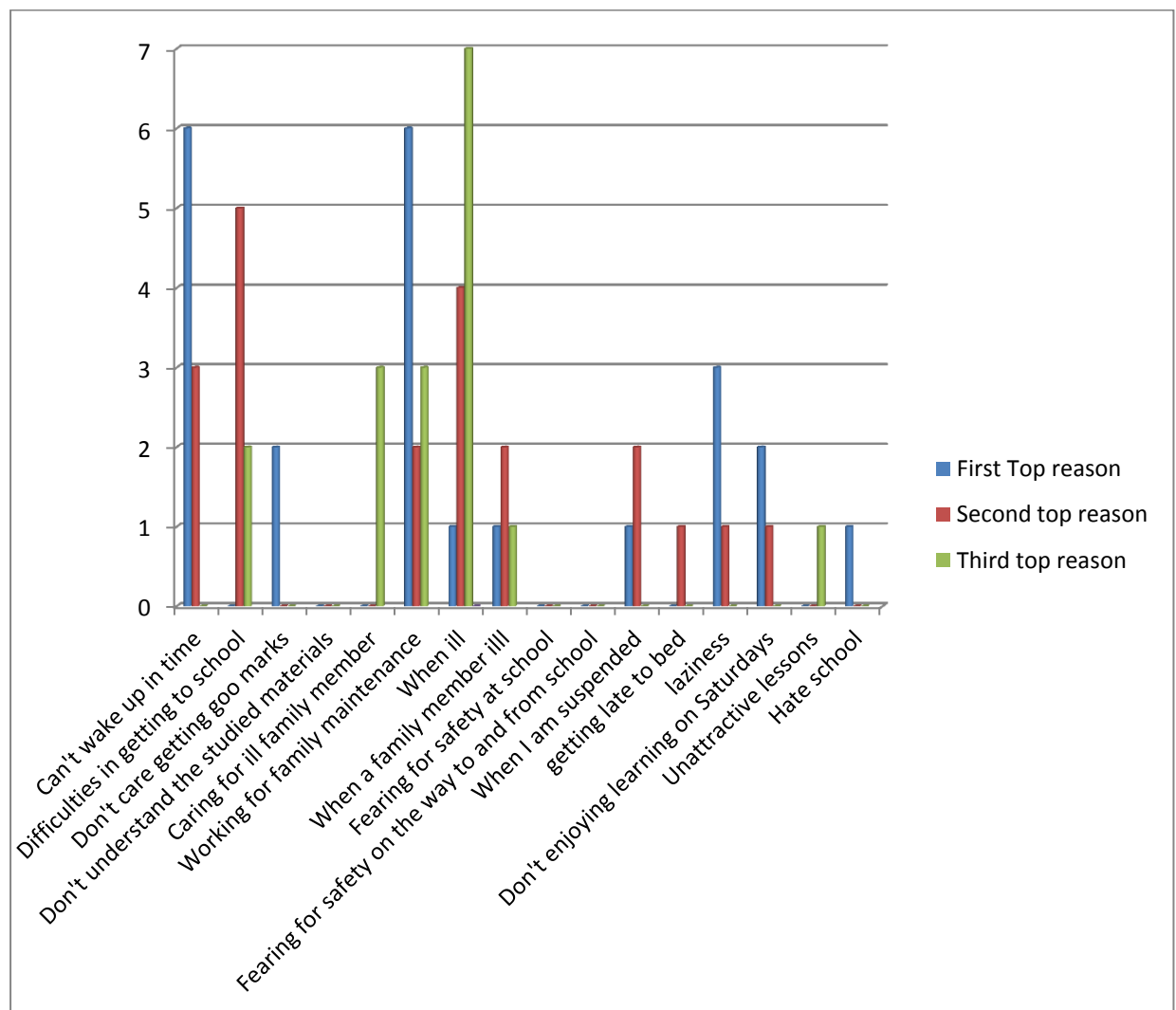
This section shows that the causes for not attending school, according the sum of the top three reasons, are: personal illness 55%; Working for family maintenance 50%; difficulties in getting up in the morning 41%.

If we examine the causes according to top first reason for not attending school, we find that the principal reasons are: in the first place working for family maintenance and difficulties in getting up in the morning (27% each one); in the second place laziness and illness of family member (18% for each one); in the third place not enjoining learning on Saturdays and careless about getting good marks (9% for each reason). It is important to indicate that no one student mentioned the fear of the unsafety, the unattractiveness of the studying materials or hating school as reasons for not attending school. This fact indicates that the students are enjoying the school atmosphere.

Table 29: Factors that help attending school

Please rank (A) as first Priority, (B) second priority, and (C) third priority!

	A	B	C	The sum per item	Percentage
Someone waking me up in the morning	5	0	0	5	23%
	A	B	C		
Using an clock/phone alarm	0	0	0	00	00%
	A	B	C		
Interesting studied materials	10	0	0	10	46%
	A	B	C		
Later school's start time	0	7	0	7	32%
Other reasons :	A	B	C		
Good friends	0	1	0	1	4.5%
	A	B	C		
Good teachers attitude	0	1	1	2	9%
	A	B	C		
Not learning on Saturdays	2	2	1	5	23%
	A	B	C		
Learning Less hours on	2	1	1	4	18%

studying days					
	A	B	C		
More interesting Activities	0	5	1	6	23%
N=22					

Figure 18: Factor helping attending schools
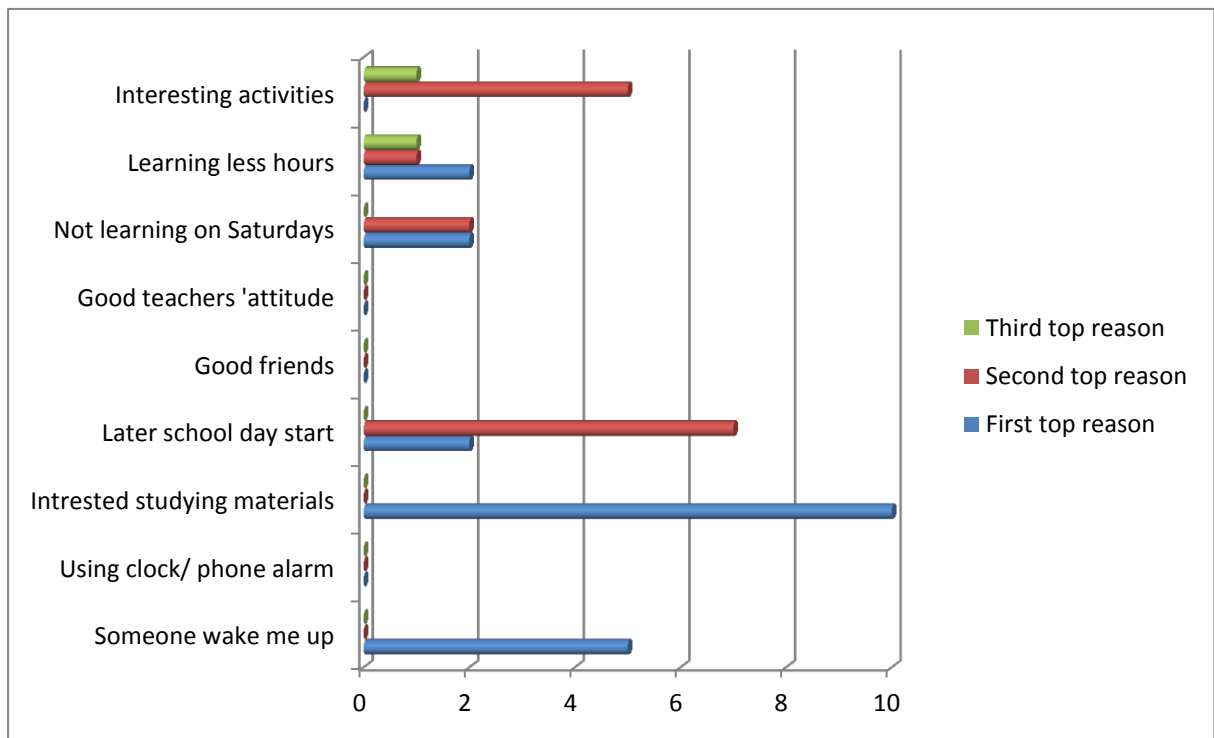
This section shows that the first top reason for attracting students to attend school is enjoyable studied materials (ten students chose it, 46%). The second priority cause that may encourage the students to come to school is someone waking them up in the morning. The third top reason that may attract the students to attend school is not learning on Saturdays and learning fewer hours each school day (9%).

When the sum of the every item, we find that the principal factors that can encourage students attend school are: The first factor remains the enjoyable studying materials with 46%. In the second place later studying start with 32% and in the third place someone awaking them up on time in the morning and more interesting activities with 23% each one.

Hypotheses Establishment

The above results show that the most affecting reasons for absenteeism are personal illness, family economic hardship, and family member illness. These results affirm the first Hypothesis.

The current investigation found that 50% of the students think that attractive studying materials could be good reason for encouraging school attendance, and this is in agreement with the second hypothesis.

Interestingly, this investigation refuted the third hypothesis which postulated that fear of unsafety is a reason for students' absence.

Summary

The purpose of this study was to examine what are the reasons for students' absenteeism, and what factors could prevent or decrease its rates.

The results showed that 77% of the students missed 1-2 days each week, and 18% missed 3-4 days each week, a fact that reveals an astonishing reality in which 95% of the students missed more than a one day each week. This rate significantly exceeds the legal authorized rate of 15-20% (Houzer Mankal, 2016/8).

This inquiry also found that the main reasons for coming to school are the parent's encouragement 77%, the friends' encouragement 68%, and the importance of the education value 64%.

Additionally, this exploration found that the top principal reasons for absenteeism are Personal illness 55%, working for the family maintenance 50%(see Balfanz Byrens,2012; Simuforosa & Rosemary,2016),difficulties in getting to school 32%(This rate is irrational because 70% of the students reported that they come to school by the school bus, and 82% reported that they need less than twenty minutes to get to

school). The results showed also that 18% of the students indicated the laziness (lack of motivation) as a cause for not attending school (Aliga, 2013), and 18% percent mentioned the illness of family member as a cause for their absence.

Moreover, this case study showed that there are some lessons missed more than others especially History, Theoretical Mechanics and Scientific Technology. These results are in agreement with the findings of Kottasz(2005).

It is of significant importance to indicate that no one student mentioned the unsafely fear as a reason for absence. This result is contradicting the results of Balfanz &Byrnes (2012). Moreover, it is noticeable also that no one student mentioned the hate of school as reason for not attending the school, a fact which indicates that the students enjoy the school atmosphere.

The current investigation also revealed that the most influential factors that can affect positively the students' school attendance are successively: interesting studying materials 46 %(Kottasz,2005 and Clearly- Holdforth,2007), later school start 32%, more interesting informal activities, not learning on Saturdays, and the need for someone to awake them up 23% each.

1.2.2 Focus Group Findings

In order to get more and in depth information (CDC,2008)about the violence levels in the Arabs' secondary vocational schools, I arranged six focus groups with ten participants each one(Kruger,2002).

As mentioned before, this project investigating the violence levels in two Arabs' regional secondary vocational schools (A and B) that absorb student from 10 different settlements each one.

The groups consist of: twenty teachers (ten from each school) who agreed to participate voluntary after they were asked to do so (CDC,2008); twenty parents from school (A), Unfortunately we not succeed to recruit parents from school (B), and twenty students from both schools (A and B) which were chosen randomly from different classes and grades from a list of students (every second student) who have the will and the ability to express his thoughts and ideas (Greenbaum, 1998).

It is worthy of notice that only five students, out of ten from school B , took part in the discussion, the others were silent and did not answer even when they were asked.

It is important to indicate that it was difficult to recruit the parents' groups participants because they were asked to participate voluntary without any payments or incentives,so they took part for a limited time(less than an hour).

The same was the case with the teachers and the students, because the principals cannot release them for long periods.

The interview of the groups based in open ended questions and was done by me personally.

This focus group study falls in the attitude studies because it intended to check the knowledge and the attitudes of the participants about the schools' violence in general and the violence rates in theirs or their children schools.

The participants used many different phrases which I extracted them and mentioned only the most prevailing phrases as shown in every section (question's answers).

1.2.2.1 Students Focus Group

Here I interviewed two students' groups from two different schools (A and B) and every group consisted of ten students (In school B only 5 students took part in the discussion)

The students were asked to answer 11 questions as follows:

1. What do you imagen when you hear the word violence?

Table 30: what types of violence known to you

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	%
Verbal violence	4	40%	1	20%	5	33%
Physical violence	4	40%	2	40%	6	40%
Digital violence	2	20%	2	40%	4	27%

From the answers it is obvious that the students from both schools knew the main violence types that prevail in schools.

2. What do think about the schools' violence levels among Arabs' and Jewish students?

Table 31: Opinion on violence rates among Arab and Jews

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	%
More physical violence among Arabs	3	30%	Don't know		3	20%
More verbal and digital among Jewish	3	30%	Don't know		3	20%
More verbal and physical among Arabs	3	30%	Don't know		3	20%
The same among both sectors	1	10%	Don't know		1	5%

Answering this question, the students of School A showed that they had no enough information about the violence rates in the two sectors, and they tried to give their personal opinion. The students of school B said that they have no idea about the violence level in the Jewish sector.

3. Are there violence's incidents at your school?

Table 32: Types of violence in the school

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	
Yes, There is verbal violence	4	40%	4	80%	8	53%
Few incidents of physical violence	4	40%			4	27%
There is no or low rates of violence	2	20%			2	13%

Lot of physical violence			1 student said three to four incidents every month	20%	1	7%

School A

In school A 40% of the students reported that there verbal violence, 40% indicated that there are few incidents of physical violence, and 20% said that in their school there is no or low rates of violence.

School B

80% of the students reported that in their school there is verbal violence, and 20% (one student) indicated that in there school there is lot of physical violence. When this student was asked what he meant in a lot of physical violence, he said three to four incidents every month. Since no one student rejected this allegation, we can conclude that there are very incident of physical violence in school B

Schools A+B

When we examined the violence's rates in the two schools together, we found that 53% of the students in the two schools said that there is verbal violence in their schools, and 27% indicated that there are few physical violence incidents in both schools.

4. How do you evaluate the violence's rates at your school compared with other schools/your previous school?

Table 33: violence rates at your school

The word / phrase used by the participants	School A N=10	%	School B N=5	%
10% of what found in other schools	3	30%		

20- 40% of what found in other schools	5	50%	5 students 35-40% physical violence	100%
50- 70% of what found in other schools	2	20%	More than 50% verbal violence	100%
			All the students agreed with what was said	

School A

The above information shows that 8 students of school "A" (80%) reported that the violence rates in their school are less than 40% of what exists in their previous schools.

It is worthy of note to indicate that 30% of the students of school A reported that the violence in their present school are 10% of what found in their previous school.

School B

All the students of school B" indicated that in their school there are between 35-40% physical violence compared with what existed in their previous schools, and that the verbal violence in their school is more than 50% of what found in their former schools.

5. What are the reasons for the violence at your school?

Table 34: violence reasons in your school

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	%
Poor communication and	5	50%	2	40%	7	47%

wrong or misunderstanding of each other						
Play and pleasantry that turn off to quarrel	1	10%	2	40%	3	20%
Mockery	3	30%			3	20%
Quarrels on fractional background(village or ethnicity)	1	10%	1	20%	2	13%

School A

It is prominent that 60% of the students of school A reported that the violence happening because of misunderstanding of another's behavior, 30% indicated that making fun of other students is a reason for violent incidents, and 10% argued that there is fractional violence.

School B

In school B, 80% of the students reported that misunderstanding of another's behavior causes violence incidents in their school, and 20% said that fractional differences are cause to violence.

School A+B

The percentages rubric of the two schools show that 67% of the violence in both schools happened because of misunderstanding or giving wrong interpretation of another student's behavior. 20% of the students said that violence happens because of derision and making fun of others. It obvious from the above information, that 87% of the violence in the two schools happened because of childish behavior.

Moreover, there are 13% (one student from each school) reported that there is violence that erupt because of fractional reasons (on base of village or ethnicity background)

6. Where violence's incidents usually occur?

Table 35: places of violence occurrence

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	%
In classes mostly verbal and sometimes physical	2	20%	1	20%	3	20%
In the schoolyard	5	50%	2	40%	7	47%
In the restrooms area (Toilets)	3	30%	2	40%	5	33%

Schools A+B

We see that 20% of the students reported that the violence and especially verbal violence occur in the classes. It is salient that 80% of the violence incidents happened in the schoolyards and toilets areas where there is less teachers' presence.

7. Is teachers' presence prevents violence?

Table 36: Is teachers' presence preventing violence?

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	%
Yes, there is violence even in teachers 'presences	2	20%	3	60%	5	33%
Yes, teachers' presences prevent violence	8	80%	2	40%	10	67%

School A

80% of the students in school "A" indicated that teachers' presence prevent violence occurrence, and only 20% argued that teachers' presence don't prevent violence.

School B

In school B, 60% of the students said that teachers' presence don't prevent violence occurrence, and only 40% of them think that teachers' presence help preventing violence.

Schools A+B

The majority of the students in both schools (67%) reported that teaches presence prevent violence occurrence, and only 33% said that violence incidents happen even in presence of teachers. It is important to indicate that 20% out of the 33% are from school B.

8.Is there bullying or cyberbullying at your school?(Pay attention that bullying means repetitive violence against a student who can't defend himself).

Table 37: Bullying existence in the school

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	%
There is no Bullying	8	80%	4	80%	12	80%
There is few bullying	2	20%	1	20%	3	20%
There is few cyberbullying	8	80%	5	100%	13	86%

School A

In school A, 80% of the students said that there is no bullying in their school, and 20% reported that there is few bullying. We can see in the table that 80% of the school's students reported that in their school there is few cyberbullying.

School B

The results in school B concerning the bullying violence are similar to the findings in school A. It is worthy of note that 100% of the students in school B reported that there is few cyberbullying in their school.

School A+B

From the above percentage in the two schools, we conclude that more than 80% of students are convinced that there is no bullying in their schools, and 86% of the students in both schools reported that there is few cyberbullying.

It is important to indicate that 13% out of 20% who reported that there is bullying, are from school "A".

9. You said that the violence's rates at your school are low, what are the reasons?

Table 38: reasons for low violence rates

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	%
Clear policy, order and consistency	6	60%	2	40%	8	53%
Strong principal	4	40%			4	27%
Small school with many teachers			3	60%	3	20%

School A

In school "A", 60% said that clear policy, order and consistency in implementing the rules prevent violence in their school, and 40% stressed that the principal personality is of great influence in preventing violence in their school. It is obvious that 100% of the students in school A believe that strong principal with clear and persistence policy against violence are the reasons for the low rates of violence in their school.

School B

In the contrary, in school B only 40% of the students indicated the school policy as the reason for the low rates of violence in their school, and 60% argued that the small size of the school's building is the reason for the low violence levels in their school.

Schools A+B

It prominent in the table above that 53% of the students believe that clear policy, order and consistency in dealing with violence can prevent violence. It is also salient that the principal personality (strength) is of great importance in preventing violence especially in School A.

10. What in your opinion can help in reducing violence?

Table 39: what reduce violence?

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	%
Open and accepting atmosphere	1	10%	3	60%	4	27%
Good teachers'-students' relationships	5	50%			5	33%
Fairness in dealing with violence's incidents	2	20%			2	13%
Good and understandable lessons Prevent boredom	8	80%	2	40%	10	67%
Good parents' school's relationship	10	100%	5	100%	15	100%

School A

In school "A", 60% of the students indicated that good students'-teachers' relationships and open and accepting atmosphere can help a lot in preventing violence. It is interesting that 80% of the student reported that good and understandable lessons prevent boredom and in this way lessen violence. 20% of the students said that fairness, equality and proportional punishment can lessen violence.

It is also of great significance to indicate that 100% of the students in school A stressed the positive relationships between the school and the parents can prevent violence.

School B

 In school B , like in school A, 60% of the students mentioned the school's open and accepting atmosphere as a reason that can prevent violence, but they did not mentioned the teachers'- student' good relationships directly.

In school B, 40% of the students stressed the understandable and enjoyable lessons as factor that helps in preventing violence. Also in school B like in school A 100% of the students argued that good school's- parents' relationship can prevent violence.

Schools A+ B

In both schools 60% the students believe that good teachers'-students' relationships and open and accepting school's atmosphere are influential factors in preventing violence. It is important to notice that in the two school 67% of the students believe that enjoyable lessons are vital for preventing violence. More than that it is of great significance to indicate that 100% of the students in both schools believe that the good school's – parents' relationships are decisive for preventing violence.

11. How do you evaluate your parents' - school's relationships?

Table 40: Parents' –school's relationships

The word / phrase used by the participants	School A N=10	%	School B N=5	%	A+B N=15	%
Good relationship (Phoning when necessary to tell what going with me)	9	90%	5	100%	14	93%
No, there is no good communication with my parents	1	10%			1	7%

School A

In school A 90% of the students reported that the relationships between their parent and their school are good. 10% of the students (one student) said that the relationships between the parent and the school are nor good, but later changed his mind and admitted that the relationships are good. When asked why he said before that the relationships are bad, he answered that he feels that the teachers always exaggerate when telling about his behaviors at school.

School B

All the students in school B reported that the relationships of the school with their parents are good.

Both schools A+B

In both schools all the students indicated that the relationships of the schools with their parent are good, especially after the student of school A changed his opinion and admitted that he said wrong things in order to take revenge on the teachers who exaggerate in reporting against him.

1.2.2.2 Teaches focus group

The teachers in both schools were asked the following ten questions.

1. What do imagine when you hear the word violence?

Table 41: Types of violence known to you (Teachers)

The word / phrase used by the participants	School A N=10	%	School B N=10	%	A+B N=20	%
Verbal violence	10		10		20	100%
Physical violence	10		10		20	100%
Digital violence	10		10		20	100%
Psychological violence	10		10		20	100%
Vandalism	10		10		20	100%
Social violence	10		10		20	100%

From the table above, we see that all the teachers know all the principal violence types.

2. How do you evaluate the schools' violence among Arabs' and Jewish students in Israel?

Table 42: Opinions about violence rates among Arab and Jews(Teachers

The word / phrase used by the participants	School A N=10	%	School B N=10	%	A+B N=20	%
Among Arabs more physical violence	3	30%	4	40%	7	35%
The same rates among both sectors	4	40%	2	20%	6	30%
Among Jewish students more verbal than physical	3	30%	4	40%	7	35%

We see in the table that 70% of the teachers in both schools believe that the Arab students are more violent than the Jewish students and especially in the physical type. Moreover, we notice the 35% of the teachers believe that in the Jewish sector the prevailing violent type is the verbal violence.

3. Is there violence at your school?

Table 43: violence rates at your school (Teachers)

The word / phrase used by the	School	%	School	%	A+B	

participants	A		B		N=20	
There is low rates of violence	6	60%				
Verbal more than physical	2	20%	5	50%	7	35%
There is very low physical violence	2	20%				
There is physical violence			2	20%		
There is violence against teachers			3	30%		

School A

The above table shows that 60% of the teachers in school "A" reported that in their school the violence rates are very low, 20% said that the verbal violence more than the physical and 20% argued that there are very low rates of physical violence.

Also, we notice that in school "A" 80% of the teachers reported that the violence rates in their school very low.

School B

In school" B", 50% of the teachers reported that in their school the verbal violence is more than the physical type, 20% said that there is physical violence in their school and 30% of the teachers argued that there is violence against teachers.

It is noticeable that in school B all the teachers, 100% reported that in their school there is violence.

School A+B

It is clear that 35% of the teachers reported that the verbal violence is more than the physical violence, means that 65% of the teachers admit in indirect way that the physical violence is more than the verbal one.

4. How do you evaluate the violence rates at your school in percentage compared with other places?

Table 44: The violence rates in your school compared with other school

The word / phrase used by the participants	School A N=10	%	School B N=10	%	A+B N=20	%

Violence rate less than 30%	10	100%	Don't Know			
Verbal violence 60%	10	100%	Don't Know			
Physical violence less than 30%	10	100%	Don't Know			
Very low rate of social violence	10	100%	Don't Know			
There is no vandalism	10	100%	Don't Know			

School A

Interestingly, all the teachers in school A reported that all types of violence's rate, in their school, lower than what exist in other schools, and unanimously agreed that there no vandalism in their school.

School B

The teachers in school B did not express their opinion and said that they don't know to compare between their school and the situation in the others. The reason for this position could be real ignorance because they did not teach in other schools. Or it is unpleasant to admit directly that the violence rates are higher than in other places.

5. What are the reasons for violence in your schools?

Table 45: Reasons of violence in your school

The word / phrase used by the participants	School A N=10	%	School B N=10	%	A+B N=20	%
The socioeconomic status	4	40%	4	40%	8	40%
Studying difficulties	3	30%	4	40%	7	35%
Talking culture	1	10%				
Divorced parents	2	20%				
Media violence			2	20%		

School A

40% of the teacher in school A reported that the student's family socioeconomic status is a principal reason for violence, 30% claimed that the studying difficulties are the reason, 20% argued that divorced parents are influential reason, and 10% claimed that the impolite way of talking is a reason for violence.

School B

In school B, like in school A, 40% of the teachers reported that the student's family socioeconomic status is essential reason for violence in schools. Also we notice that 40% reported that the studying difficulties are reasons for violence, and 20% argued that the media violence is a reason for violence in schools.

Schools A+B

In both schools 40% of the teachers reported that the socioeconomic status is the reason for violence and 35% claimed that the studying difficulties are reasons for violence.

6. Are there, in your school, reasons that prevent violence?

Table 46: Factors preventing violence in your school

The word / phrase used by the participants	School A 10=N	%	School B N=10	%	A+B N=20	%
Clear and consistency of preventing violence policy	8	80%				
Positive attitude of the teachers	1	10%				
Good cooperation with the students' parents	1	10%				
Students Studying difficulties			8	80%		
No enough punishment			10	100%		
No consistency in dealing with violence			10	100%		

School A

In school A 80% of the teachers indicated that the clear and consistent policy in dealing with violent behavior prevent and lessen violence rates, 10% said that good teachers attitude toward students prevent violence, and 10% mentioned the cooperation with the student's parents as a good reason for preventing violence.

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School B

In school B the teachers indicated that the reasons for violence in their school are the studying difficulties 80%, students' families' socioeconomic status 20%, and interestingly all the teachers claimed that the insufficient punishment and the inconsistent policy in dealing with violent students are reasons for violence in their school.

Schools A+B

From the aforementioned information, we can realize that there is an obvious difference between the two schools policies toward violence and violent students.

In school A there is a clear policy toward violence and the policy is clear for the teachers and the teachers are involved in the policy implementation.

In school B, the teachers feel that besides the studying difficulties and the socioeconomic status of the students' families, the real reasons for the violence in their school are the unclear and the inconsistent policy toward violence.

7. Where most of the violence incidents in your school,occur?

Table 47: Places of violence occurrence in your school

The word / phrase used by the participants	School A N=10	%	School B N=10	%	A+B N=20	%
Verbal violence in classes even in teachers' presence	2	20%	2	20%	4	20%
In the playground and near the Kiosk especially when no teachers' presence	6	60%				
In the toilets especially physical violence	2	20%				
In crowded places even in teachers' presence			4	40%		
In Journeys			2	20%		
In getting to school's buses			2(even in teachers' presence)	20%		

School A

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In school A, 60% of the teachers said that the violence occur in the playground especially when there is no teachers presence, 20% claimed that physical violent events happen in the toilets area, and 20% argued that verbal violence happens in classrooms even in the presence of the teachers.

School B

In school B, 40% 0f the students indicated that violence happens in crowded places even in teachers' presence, 20% said that violence happens in journeys, and 20% argued that violence happens in time of getting to the school's buses even in teachers' presence.

School A+B

In both schools 20% of the teachers claimed that verbal violence occur in the classrooms even in the teachers' presence.

While in school "A", 80% of the teachers indicated that violence in their school happens in places where there is no enough teachers' presence, 80% of the teachers in school B argued that most of the violence in their school happens in crowded places even in teachers' presence.

8. Is there digital violence at your school?

Table 48: Digital violence in your school?

The word / phrase used by the participants	School A N=10		School B N=10		A+B N=20	%
There is very low rate of digital violence	10	100%	10	100%	10	100%

From the table above we see that there is unanimity among the teachers in both schools that the digital violence rates are very low.

9. How ,in your opinion ,schools can prevent violence?

Table 49: opinions how can we prevent violence?

The word / phrase used by the participants	School A N=10	%	School B N=10	%	A+B N=20	%

Good teachers'-students' relationships	10	100%				
Clear policy and consistency in dealing with violence incidents	10	100%	10	100%	20	100%
Presence of teachers in crowded places	10	100%				
Interesting activities in leisure time	10	100%				
Neutralize external influence			10	100%		

School A

In school A all the teachers (unanimously) believe that good teachers'-students' relationships, clear and consistent policy, teachers' presence in crowded places, and interesting activities in leisure times can prevent violence.

School B

In school B there is unanimous opinion that clear and consistent policy and neutralizing external influence prevent violence.

Schools A+B

There is unanimity in both schools that clear and consistent policy in dealing with violent events can prevent violence. It is salient that while in school A the emphasis is on the clear policy and good school atmosphere, the priority is on neutralizing external influence.

10. Do you think that simple, understandable and enjoyable lessons can lessen violence?

Table 50: Do simple, understandable and enjoyable lessons prevent violence?

The word / phrase used by the participants	School A N=10	%	School B N=10	%	A+B N=20	%
Understandable and enjoyable lessons create calmness and prevent violence	10	100%	10	100%	20	100%
Attractive lessons prevent boredom and lessen violence	10	100%	10	100%	20	100%

In both schools, all the teachers believe that understandable and attractive lessons create calmness and prevent boredom and violence.

11. How do you assess your school's relationships with the students' parents?

Table 51: School's – parents' relationships

The word / phrase used by the participants	School A N=10	%	School B N=10	%	A+B N=20	%
The relationships are good	10	100%	4	40%	14	70%
Daily communication by the classes tutor	10	100%	2	20%	12	60%
There are many parents who don't cooperate with the educators.			4	40%		

School A

All the teachers in school A emphasized that there good and daily communication with the students' parents.

School B

60% of the teachers argued that there are good relationships and daily communication with the students' parents, and40% emphasized that many parents don't cooperate with class's educators.

Schools A+B

In both schools, most of the teachers indicated that there are good relationships between their school and the students' parents.

1. 2.2.3 **Parents' focus groups (School A)**

As I mentioned before I succeeded in recruiting parents only from school A, 20 parent ten fathers and ten mothers. It is important to indicate that the fathers and the mothers are not of the same students.

The parents were askes the following questions:

1. What do imagine when you hear the word violence?

Table 52: Violence types known to you

The word / phrase used by the participants	Fathers N=10	%	Mother N=10	%	Jointly N=20	%
Quarrel	3	30%				
Verbal violence	5	50%	4	40%	9	45%
Physical violence	2	20%				
Punches			2	20%		
Derogatory behavior			4	40%		

Fathers

Among the fathers 30% mentioned that when they hear the word violence they think about quarrels, 50% said that they imagine verbal violence and only 20% said that they imagine physical violence.

Mothers

Most of the mothers indicated the verbal violence 80%, and only 20% mentioned the physical violence (punches).

Fathers and mothers

45% of the parents mentioned the verbal violence.

2. What do think about the schools' violence levels among Arabs' and Jewish students?

Table 53: Opinion about violence among Arab and Jews

The word / phrase used by the participants	Fathers N=10	%	Mothers N=10	%	Jointly N=20	%
More verbal among Jewish	4	40%	4	40%	8	40%
More physical violence among Arabs	3	30%	4	40%	7	35%
There are the same rates in both sectors	3	30%	2	20%	5	25%

Fathers

40% of the fathers think that there is more verbal violence in the Jewish sector, 30% think that there is more physical violence among Arab students, and only 30% think that there are the same rates among the two sectors' students.

Mothers

Among the mothers 40% think that the prevailing violence among the Jewish students is the verbal type, 40% think that among the Arab students the prominent type is the physical one, and 20% think the violence rates are the same in both sectors.

Fathers and mothers

75% of the fathers and mothers think that the Arab students are more violent than the Jewish students (It is important to emphasize that the participating parents are Arabs).

 3. Is there violence in your child's school?

Table 54: Is there violence in your child school?

The word / phrase used by the participants	Fathers N=10	%	Mothers N=10	%	Jointly N=20	%
There is verbal violence	10	100%	10	100%	20	100%
There is no physical violence	8	80%	10	100%	18	90%
The violence rate is very low	10	10%	10	100%	20	100%

Fathers

In the fathers' group there is approximately unanimous opinion that the violence levels in school A are very low, so 100% said that the violence rate are very low,80% indicated that there is no physical violence. All the fathers agreed that there is verbal violence.

Mothers

In the mothers' group the opinion about the school even more positive than the fathers. Here there is 100% agreement that the violence rates are low, 100% emphasized that no physical violence exists in the school. Like the fathers, the mothers indicated that in the school there is verbal violence100%.

Fathers and mothers

It is obvious that the parents have a very positive opinion about the atmosphere in the school, since 95% of them claimed that there no physical violence and that the violence rates are very low.

4. How do you evaluate the violence rates at your child's present school in percentage compared with his/her previous school?

Table 55: The violence level in percent in your child current school compared with his/ her previous school

The word / phrase used by the participants	Fathers N=10	%	Mothers N=10	%	Jointly	%
10% versus 70%-75%	10	100%	10	100%	20	100%

Here we see that the parents, like in the former table, are convinced that the violence rates in school A are very low even when compared with their children's previous schools. The entire parent unanimously emphasized that the violence rates in the current school range between 7-7.5% of what found in their children previous schools.

5. Is there digital violence in your child's school?

Table 56: Is there digital violence in your child current school?

The word / phrase used by the participant	Fathers N=10	%	Mothers N=10	%	Jointly N=20	%
No, there is no digital violence	10	100%	9	90%	19	95%
There is digital violence			1	10%		10%

Fathers

100% of the fathers claimed that there is no digital violence in the school.

Mothers

90% of the mothers said that there is no digital violence in the school, versus one mother (10%) argued that she heard about one digital violence event in the school.

Fathers and mothers

Also here we see that the parents (95%) are sure and convinced that the school is a safe place for their children.

6. You said that the violence's rates in your child's current school are low, what are the reasons?

Table 57: What are the reasons for the low violence rates in your child current school?

The word / phrase used by the participants	Fathers N=10	Mothers N=10	Fathers & Mothers N=20	%
Order and consistency	10	10	20	100%
The principal policy	10	10	20	100%
Good teachers' attitude	10	10	20	100%
Good relationships with the parents	10	10	20	100%

The parents entirely claimed that the order in the school, the consistency in implementing the schools' rules, the principal policy, and the good teachers' attitude toward the students, are decisive reasons the low rates of violence.

The emphasized the good relationships f the school with them as a good and influential reason for the low violence rates in the school.

7. How do you assess your relationship with your child's school?

Table 58: How do you assess your relationships with your child current school?

The word / phrase used by the participants	Fathers N=10	%	Mothers N=10	%	Jointly N=20	%
Very good relationships	10	100%	10	100%	20	100%
Daily updating	10	100%	10	100%	20	100%

All the parents indicated that their relationships with the school are good, and that the school makes a daily contact with in order to update them about their children behavior.

8. What can prevent schools' violence?

Table 59: What can prevent violence?

The word / phrase used by the participants	Fathers N=10	%	Mothers N=10	%	Jointly N=20	
Good cooperation with the parents	10	100%	10	100%	20	100%
Good teachers'-students'	10	100%	10	100%	20	100%

relationships					
Attractive and enjoyable lessons	10	100%	10	100%	20	100%

According to the above, we see that all the parents 100% are convinced that good cooperation with the parents, respectable teachers' - students' relationships, attractive, and enjoyable lessons can prevent violence in schools.

Summary of the focus group findings

Here we relate to the findings of the students and teachers, because the parents group was from one school (school A).

For summarizing the four focus groups of the students and teachers from the two schools, I collapsed the phrases of the whole questions to the following themes:

1. Opinions about the violence among Arab and Jewish students

Table 60: Opinions on violence rates among Arab and Jewish students

Phrases used by the participants	Students N=15	%	Teachers N=20	%	Students & teachers N=35	%
More physical violence among Arab students	3	20%	7	35%	10	29%
More verbal violence among Jewish students	3	20%	7	35%	10	29%
The same rates in both sectors	1	7%	6	30%	7	20%

Students

The table shows that the 20% of the students in the two schools believe that the physical violence is prevailing among Arab students more than among the Jewish students, 20% believe that verbal violence among the Jewish students more than

among Arab students, and 7% think that the violence among the two sectors is the same.

Teachers

35% of the teachers in both schools believe that there is physical violence among Arab student more than among the Jewish students. The same present indicated that the verbal violence among the Jewish students is more than among the Arab students, 30% thought the violence rates are the same among the two sectors.

Students and teachers

29% of the students and the teachers in both schools reported that there is physical violence among the Arab students more than among the Jewish students, 29% said that the verbal violence among the Jewish students is more than among the Arabs, and 20% thought the violence rates are the same in both sectors.

2. Types of violence in the investigated schools.

Table 61: Violence types in the investigated schools

Phrases used by the participants	Students N=15	%	Teachers N=20	%	Students & Teachers N=35	%
Verbal violence	8	53%	7	35%	15	43%
Physical violence	4	27%	4	20%	8	23%

Students

53% 0f the students in both schools think that in their schools there is verbal violence, and only 27% reported that there is physical violence in their schools.

Teachers

Also the teachers, like the students, believe that the verbal violence is more than the physical violence in both schools (35% verbal versus 20% physical).

Students and teachers

It is clear from the information presented in the above table that both students and teachers in the two schools (43%) think that there is verbal violence in their schools, and only 23% reported that there is physical violence in the two schools.

Table 62: Reasons for violence in the investigated schools

Phrases used by the participants	Students N=15	%	Teachers N=20	%	Students& Teachers N=35	%
Misunderstanding	10	67%				
Mockery	3	20%				
Socioeconomic status			8	40%		
Studying difficulties			7	35%		
Parents separation			2	10%		
Media violence			2	10%		

Here we can see that there are differences between the students and the teachers about the reasons that cause the violence in their schools, while the students think that in school behaviors are the source of the violence, the majority of teachers think that the origin of the violence is from outside the school.

Students

Among the students there are 87% who think that the violence in their school happens because of misunderstanding of each another or in childish behavior (Mockery/derision)

Teachers

As I mentioned above, 60% of the teachers perceive the violence as a behavior that influenced by reasons that found outside the school like the socioeconomic status, the parents separation, and the violence they see in the media. Moreover, among the teachers there are 35% who think that studying difficulties at school are influential factor for violence.

4. Places of the violence occurrence.

Table 63: Places of violence occurrence

Phrases used by the participants	Students N=15	%	Teachers N=20	%	Students& teachers N=35	%
In the classroom (Especially verbal)	3	20%	3	15%	6	17%
In the playground (In crowded places)	7	47%	12	60%	19	54%
In the toilet area	5	33%	2	25%	7	20%

Students

According to the students opinions 47% 0f the violence's events occur in the playground (in crowded places), 33% in the toilets area, and 20% in the classrooms.

Teachers

The teachers reported that 60% of the violence's events occur in crowded places (playgrounds), 25% in the toilets area, and 15% in the classrooms.

Students and Teachers

There is unanimity among the students and the teachers that most of the violence's incidents occur in the crowded places54%. The second places where violence incidents happen is the toilet area 20% and the less places prone to violence are the classrooms with 17% (especially verbal violence). It is prominent that the violence occurs in crowded places and where there is less adults' presence.

5. Factors that can prevent violence.

Table 64: Factors that can prevent violence

Phrases used by the participants	Students N=15	%	Teachers N=20	%	Students+ Teachers N=35	%

Clear and consistent policy	12	80%	20	100%	32	91%
Good students-teachers' relationships	5	33%	10	50%	15	43%
Understandable lessons	10	67%	20	100%	30	86%
Good parents'-school's relationships	15	100%			15	43%
Adults' presence			10	50%	10	29%
Interesting activities in leisure times			10	50%	10	29%

Students

In the students' opinion the most effective factors that can prevent violence are in the first place the good parents'-schools' relationships 100%, in the second place the clear and consistent policy, and in the third place the understandable lessons with 67%.

It is noticeable and astonishing that only 33% of the students mentioned the good students'- teachers' relationships as factor in preventing violence. It is surprising that the students didn't mention the adults' presence and the interesting activities as factors for preventing violence.

Teachers

The teachers believe that clear and consistent policy and understandable lessons are the leading factors in preventing violence 100% respectively. The other factors than can contribute to preventing violence, according to the teaches' opinions are good students'-teachers' relationships50%, adults' presence in crowded places 50%, and interesting activities in leisure times 50%.

Students and Teachers

The students and the teachers believe that the most influential factors in preventing violence, in descending order, are clear and consistent policy 91%, understandable lessons 86%,good students'- teachers' relationships and good parents'- school's relationships 43% respectively. It is very amazing that only 29% of the students and

the teachers ascribe importance to the adults' presence and the interesting activities as influential factors in preventing school's violence.

1.2.3 Observations

For this section we chose three cases of dealing with delinquent students from School A (It worthy of note to remember that this study investigating the violence levels in two vocational Arabs secondary schools).

1.2.3.1The First observation

The case is dealing with a student from the eleventh grade, and following a long history of truancy, disobedience and violent behavior.

Table 65: The unaccepted behaviors in the tenth grade (First observation)

Date	The delinquent behavior	The treatment	
27/10/2010	Making noises and leaving class without permission	A conversation of the tutor with the student	
1/11/2010	Disturbance and fleeing	Second conversation of the tutor with the student	
8/11/2010	Leaving the class without permission	Cautioning the student(Third unaccepted behavior) and informing the parents	
12/1/2011	Misbehavior, disobedience ,disturbing, and throwing a chair toward the teacher	Suspending the student for one day and inviting his parents to the school for explaining their child risky behavior	
26/11/2011	Quarrel with another student	Inviting the parents and explaining to them for the second time the unaccepted behavior of their child/	

3/2/2011	Missing 8 learning days in January	Informing the parents about their child absence additionally to calling them whenever their child did not arrive to school on daily basis.	Informing the municipality regular attendance officer
12/2/2011	Misbehavior and curses toward a teacher.	Informing the parents on telephone, suspending him for one day, and inviting the parents to meet the class tutor.	
6/6/2011	Missing 8 school days	Informing the parents	Informing the municipality regular attendance officer

Table 66: The student's continuous misbehavior in the eleventh grade

21/9/2011	Attending the school without the unique uniform	A private conversation with the tutor and pledge of the student to avoid of repeating the same behavior.	
10/10/2011	Leaving the classroom without permission and against the will of the teacher	Informing the father and asking him to intervene and explain to his child to change his behavior.	
27/10/2011	Running away after the fifth lesson for the second time.	Informing the parents	
10/11/2011	Arriving late to the lesson	The student pledged to his tutor not to repeat it again.	

15/11/2011	Not arriving in time to the lesson for the third time	Informing the parents and private conversation to convince him not repeat the unaccepted behavior	
22/11/2011	Not arriving in time to the lesson for the fourth time	Informing and inviting the parents to meet the tutor	
24/11/2011	Not arriving in time to lesson for the fifth time	Informing and inviting the parents to the school	
31/11/2011	Not arriving in time for more than four times	Suspending him from school till his parents come to school and cooperate in order to solve his problem	The student pledged in front of his father not to repeat that behavior
28/11/2011	Coming to school without the special uniform for the fort time	Informing and inviting the parents to come to school to meet the tutor.	
14/12/2011	Not attending a lesson	Private conversation	
21/12/2011	Arriving late to the school in the morning for the third time	Private conversation and informing the parents.	
23/12/2011	Coming to school without the unique uniform for the fifth time	Informing the parents.	
3/2/2012	Missing 7 school days in January	Informing the parents	Informing the municipality regular attendance officer
13/2/2012	Using the cellular	Private conversation	

	telephone in the classroom	And informing the parents	
15/3/2012	Cheating in an examination, pushing the female teacher who asked him to stop cheating and threatening her	Suspending him for six days. Informing his parents that the school administration considering taking furthers measures against him.	The student threatened the teacher, and the later filed a complaint in which she wrote" The student pushed me by hands because I tried to prevent him cheating in the examination". He threatened saying "you are lucky being a female otherwise I will beat you".

21/3/2012

 After this unaccepted and brutal mentioned above behavior, the principal suspended the student for six days, and informed the student's parents that the school administration will consider taking strict measures against him during the suspension period.

On the sixth day of the suspension, the principal convene the school educational counsel to check and decide what to do with this delinquent student.

In the educational counsel took part the school principal, the discipline coordinator, the pedagogical coordinator, the grade coordinator, the exams coordinator, the educational counselor, the ex-tutor and the class tutor.

It is worthy of notice that all the mentioned above (and all the punishments) are according to the set of rules which were built according to the Ministry of Education.

The class tutor

In the session talked first the class tutor who said "the student is with problematic behavior, disobedient, defiant, and all the time arrive late to the school and the lessons".

"Despite our efforts to involve the parents and try to change his behavior, the student continued in his violent behavior (verbally and physically).

The Discipline coordinator

"I agree with the class tutor that this student is defiant and with violent behavior".

The Ex-tutor

"I agree whit all what said before that the student has a negative attitudes, violent, and all the time threatening his teachers**".**

The counselor

"The student is very violent, verbally and physically, and once exerted physical violence against a teacher".

The principal

According to what I heard here and especially after the last incident in which the student pushed and threatened the teacher, I think we should expel him permanently from our school.

Because his dangerous behavior and our fear that ignoring this brutal behavior would encourage other students, I suggest to expel him permanently and immediately, and trying to find for him another school.

The principal said, I would send a letter to the student's parent announcing them about our expulsion decision.

The principal letter to the student's parents

21/3/2102

For the student's (.....) parents

Under discussion: your child expulsion

Following your child suspension for six days after his violent behavior against his teacher and based on his long history of delinquent behavior in the school, and according the educational counsel decision which based on the rules of the Ministry of Education (2012), we decided to expulse your child immediately and permanently from our school.

To your attention, you can appeal to the District General Manager within 14 days from the date of expulsion (the 21/3/2012).

The parents did not appeal and the student passed to another school.

1.2.3.2 The second Observation

67: The misbehaviors in the tenth grade (Second observation)

The date	The misbehavior	The treatment	
12/11/2015	Roaming outside the classroom	Private conversation	
2/12/2015	Running away from the school.	Informing the parents (the mother). Private conversation and explaining to him the School Set of Rules.	The student also was asked to write 60 times it is forbidden to run away from the school.
10/12/2015	Roaming outside the classroom for the second time	14/12/2015 a meeting with the student's mothers in the principal office and explaining to her the risky behavior of her son.	The principal suggested to the mother and the tutor that there is a need to send him to the school counselor.
12/1/2016	Roaming outside the	Suspending the	

The date	The misbehavior	The treatment	
	classroom for the third time	student till one of his parents comes to school to meet the class tutor.	
16/1/2016		A session of the class tutor with the student's mother and explaining to her the consequences of her child behavior	The mother met also with the school educational counselor.
20/1/2016	Coming to school without the unique uniform and roaming outside the classroom for the fourth time.	Private conversation and cautioning him about his risky behavior.	
3/2/2016	Roaming outside the classroom for the fifth time, quarrel with another student and not respecting the school rules.	Discussing his behavior with the educational counselor.	
8/2/2016	Roaming outside the classroom for the sixth time, quarrel with another student and not respecting the school rules.	Suspension for three days. Informing the mother and inviting her to meet the principal.	Building a treatment plan by the school counselor.

Table 68: The Eleventh grade misbehavior

The date	The misbehavior	The treatment	
29/9/2016	Injuring two students	A session with school	

	inside the classroom with a sharp tool.	discipline coordinator for explaining to him the severity of his dangerous behavior	
1/10/2016	Brutal and impolite words and expressing disrespect toward the teachers.	Suspension for one day	Inviting the mother for discussing her child repetitive misbehavior.
4/10/2016	Behaving in a violent way inside the classroom and threatening another student.	Informing his mother and inviting her to the school.	The student was asked to apologize about his deeds in front all the school students and cleaning the playground for a week.
20/10/2016	Did not bring the needed books, and disturbing during the lesson.	Private conversation and explaining to him the Set of rules instructions again.	
20/101/2016	Participating in a quarrel with two students	Private conversation.	The student pledged not to repeat that behavior again.
27/101/2016	Disturbing during a lesson. Disobedience and disrespect toward the teacher	Private conversation. The student was asked to apologize to the teacher.	The student apologized and the teacher accepted his apology
1/11/2016	Not attending the school for 7 days in November.	Informing the parents about the nonattendance.	
7/11/2016	Hitting a female student by his schoolbag	Informing the mother on telephone	A private conversation with the school counselor.

10/11/2016	Roaming outside the classroom	Suspension for one day. Inviting the mother to meet the class tutor.	
15/11/2016	Violent behavior toward other students and disrespect to his teachers.	Suspension for one day and inviting the parents to meet the class tutor.	
16/11/2016		The mother came to the school met the class tutor which explained to her the dangerous consequences of her child behavior.	The student was asked to meet the school educational counselor.
16/11/2016		The student signed an obligation in which he pledged to stop his bad behaviors.	
23/11/2016		A letter from the school discipline coordinator to the school principal with copies to the school educational counselor in which he warning about the student dangerous behavior and demanding convening a special meeting for discussing the student's	

		delinquent behavior.	
23/11/2016	Using verbal and physical violence against other students. Disobedience, defiance. Repetitive and unsolved misbehavior problems.	Suspension for 5 days. An invitation to his parents to meet the school principal	
3/12/2016		A conversation with the student and his mother after returning from the five days suspension, in the presence of the school principal, class tutor .the school discipline coordinator and the educational counselor.	They decided to build a meetings plan with the educational counselor and referring him to a psychologist.
14/12/2016	Running away from the school.	A suspension for one day. An invitation for the parents to come to meet the class tutor.	
17/12/2016		A meeting with the student's mother after his return from the last suspension to caution her about the consequences of her son.	
21/12/2016		Informing the parents about their son	A copy was sent to the municipality

		nonattendance for 8 days in December.	regular attendance officer.
17/1/2017	Disturbing during the lesson not obeying the teacher instruction and making fun. Setting fire inside the classroom.	Suspension for seven days and inviting the parents to meet the principal for the second time.	The principal explained to the student's mother that her child behaviors are very dangerous and that he is considering a permanent expulsion. The principal, the school educational counselor and the student's class tutor decided not let his returning to the school if he did not cooperate with the psychologist.
21/2/2017	The student hit in a brutal way a female student.	Because the severance of the incident and base on the student long history of delinquent behavior, the principal convened a pedagogical council to discuss the student future in the school.	

The special pedagogical council's meeting on the 25/20/2017.

The meeting was attended by the principal, the class tutor, the educational counselor, the discipline coordinator, the grade coordinator and the pedagogical coordinator.

The principal overviewed the student's history of violent behaviors and expressed his opinion that there is an urgent need to expel the student because his intolerable behavior and asked the present committee members to say their opinion about the student.

Because the student behavior was known to all the present members they decided unanimously for his expulsion.

The principal's letter to the student's parents, from the 25th of February 2017, informing them about their child expulsion decision

To the student's parents

Under discussion: your child expulsion

To your knowledge, following your son violent behavior on the 21 of February against the student (-----------),and after reviewing his personal file which is overfill with unaccepted behaviors, we convened the pedagogical council on the 23 of February(according to the Ministry of Education,2012 / Houzer Mankal),and decided to expel you son immediately and completely from our school.

You have the possibility to appeal to the General Manager of the North District within 14 days from the date of expulsion.

The school counselor will meet your son to help him find another educational institute.

1.2.3.3 The Third Observation

Table 69: The misbehaviors in the tenth grade

The date	The misbehavior deed	The treatment	
15/10/2012	Disturbance during a lesson	The tutor informed the parents	
17/10/2012	Arriving to school without the unique uniform for the	As punishment inside the school the discipline	After his refusal to

	fourth time	coordinator asked him to write 300 times that it is forbidden to come to school without the unique uniform, the student refused to obey.	fulfill the punishment, the student was suspended to one day. Moreover, his parents were asked to come to school to meet his class tutor.
22/10/2012	Disturbing during lessons and threatening the teacher	Informing the parents	
1/11/2012	Talkativeness and not pay attention to the teacher explanations. Intentionally not entering to the classroom in time.	Informing the parents, and suspending him for one day.	The parents were asked to come and meet the class tutor.
12/11/2012	Arriving to school without the unique uniform for the fifth tine	Informing the parents and suspending him for one day.	
21/11/2012	Disturbance and throwing waste through the window.	A private conversation. The student promised to avoid of doing that again.	
26/11/2012	Smoking on the school bus	Informing the parents, and asking them to come to school to discuss the issue.	The student promised not to do it again in the presence of his parents

28/11/2012	Running away from the third lesson	No treatment?	
28/11/2012	Breaking a door knob	The tutor informed the principal.	The principal rebuked him And cautioned him if he repeats the deed another time his parents will pay the knob price.
4/12/2012	Running away from the school after the fifth lesson.	Informing the parents and the principal.	The principal invited the parents to private conversation and suggest to them to refer him to a psychologist
12/12/2012		The parents brought a medical certificate that their son has undergone a treatment for two hours.	
17/12/2012	Not attending a lesson for the fourth time	Suspension for two days. The parents were asked to meet the class tutor.	
28/1/2013	Not attending a lesson	Informing the parents, who promised to	

		discuss the issue with their son at home?	
7/2/2013	Disturbing during the lessons and running away from school after the third lesson.	Suspension for three days, and asking the parents to come to school and meet the class tutor.	
7/2/2013		Informing the parents that their child missed 8 days in January.	A copy was sent to the municipality regular attendance officer.
21/2/2013	Smoking on the bus during a journey to the Golan Heights.		
22/2/2013	Staying outside the classroom and lying when he was asked why he is outside the classroom?	Suspension for 4 days because smoking on the bus, not attending a lesson and lying to the tutor.	The parents were asked to come to school for discussing their child behavior.
4/3/2013		The student, in presence of his two parents signed on a written pledge to stop his misbehaviors.	
19/4/2013	Using a telephone during the lesson.	The telephone was delivered to the school's principal.	Informing the parents.
29/4/2013	Using his cellular telephone. The teacher	The student was suspended for five days.	The parents were

	took the telephone and put it in the secretary office. The student took the telephone and ran away from school.		informed and were asked to come to school to meet the class tutor.

Table 70: The misbehavior in the eleventh grade

The date	The misbehavior	The treatment	
8/10/2013	The student ran away from school	The tutor informed the father who came immediately to school and rebuked his son for his unaccepted behavior.	
29/10/2013	Dangerous behavior during the school bus travel to the school in the morning. The student jeopardized his peer lives when he tried to pull the hand breaks of the bus during the travel.	The student was suspended for 6 days. His parents were asked to come and meet the class tutor and the school principal.	The principal explained to the parents their child dangerous behavior and cautioned that that behavior could lead to expulsion him from the school permanently
9/11/2013		Written announcement About 6 days of not attending the school in	A copy to the municipality regular

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		October.	attendance officer.
13/11/2013	Ran away from the fourth lesson.	Private conversation with the student and on phone with the parents.	
19/11/2013	Leaving the classroom, buying food, coming late to the classroom, and eating during the lesson.	The class tutor took the student for private conversation, and tried to explain to him the consequences of his behaviors.	
20/11/2013	Smoking in the school	Suspension for one day	Informing and inviting the parents to school to meet the class tutor.
26/11/2013	Repeated running away from school, and disturbances during the lessons.	Suspension for two days	Inviting the parents to the school to meet the class's tutor.
3/12/2013	Not attending the third lesson.	The class's tutor took him for private conversation.	Informing the parents.
7/12/2013	Using the telephone in the classroom, not respecting the teacher and defiant behavior.	Suspension for 5 days. Inviting the parents to meet the class's tutor, the principal and the educational counselor.	
12/12/2013		In his return to school, after the suspension, the student and his parents	The school counselor according to

		signed a written pledge that any more not accepted behavior would lead to his expulsion permanently.	the school principal instructions built a treatment plan for the student. The parents signed on the plan, where was written that after two months there would be another session to evaluate the student's situation.
20/1/2014	Not attending a lesson.	Informing the educational counselor and the student's parents.	
27/1/2014	Entering late to the lesson, disturbing, eating and using nasty words	Another conversation.	
25/2/2014	Disturbing during the lesson.	Informing the parents.	
10/3/2014	Running away from school.	Conversation with the class's tutor, the educational counselor and the discipline coordinator.	

11/3/2014	Damaging the gate electric lock	The parents paid for the damage	
12/3/2014		The discipline coordinator sent a reminder to the school principal, the educational counselor and the class's tutor in which he explained and reviewed the student's behaviors and asked for convening a pedagogical council to discuss the student future in the school.	
13/3/2014		The school principal convened the school pedagogical council to discuss the student future in the school.	In the council participated the principal, the educational counselor, the discipline coordinator and all the teachers that teaching the student.
			The council after hearing the educational counselor, the class's

			tutor and the principal, who expressed their worries about the student behavior, indicated the good cooperation of the parents and their readiness to come to school whenever they asked to do so. The educational counselor and the principal who met the parents many times suggested giving the student, for the sake of his parents more opportunities

The date	The misbehavior	The treatment	
			to change his behavior.
13/3/2014	The student disturbed during the lessons and ran away from school.	The principal suspend him for two days	The parents were asked to come and meet the class's tutor and the discipline coordinator.
25/5/2014		The mother came to the school and confessed that her child suffering from medical problems, and asked the school administration to help the parents in educating him properly.	Moreover, the mother signed a pledge that the parents took responsibility to what may happen to their child if he fled the school without permission.
7/6/2014		Informing the parents about their son nonattendance for 6 days in May.	

Table 71: The misbehavior during the twelfth grade

The date	The misbehavior	The treatment	
3/11/2014		Informing the parents	

		about nonattendance of 16 days in October.	
10/12/2104	Not attending the fourth lesson	Conversation with the student and his father.	
3/2/2015		Informing the parents about their son nonattendance for 8 days in January.	
22/2/2015		A written appeal from the father to not suspend his child.	
11/3/2015	Not attending a lesson	Conversation with the educational counselor.	

Despite the student's repeated missing lessons and running away from the school, the student was not expelled like the two above mentioned students, because he did not make any physical violent act, and especially for the sake of his parents who cooperated fully with the school administration and expressed their readiness to do whatever were asked by the school administration and coming to school whenever were asked to do so.

This student graduated from the school in June 2015.

The three documented observation mentioned above show that this school has a will organized system for dealing and documenting the unacceptable students' behaviors. It is obvious that there is clear policy and known rules to the school's teachers and that all the school staff is recruited for implementing the administration policy.

School staff who operate in full harmony reflects good school atmosphere and cooperation which in turn create more calm safety and relaxed learning surroundings

Discussion

The hypotheses establishment

Our research is dealing and checking the impact of the school climate, the student's family socioeconomic status and the student's self-efficacy on the violence levels in the Arab secondary vocational schools in Israel.

The current study is pioneer in checking the violence levels in the vocational Arab secondary schools, and so it will enrich the knowledge on the violence prevention in general and the in the vocational schools in particular.

We are checking the impact of the independent variable school climate components, the socioeconomic status, and the self-efficacy through three main hypotheses

The current study checking the dependent variable (The violence levels) via three measure hypotheses divided to sub-hypotheses as follows:

.H.1 the school climate hypotheses

H.1.1 is there statistical significant correlation between clear school policy and low violence levels?

H.1.2 is there   statistical significant correlation between good school atmosphere and low violence levels?

H.1.3 is there statistical significant correlation between student involvement (participation) against violence and low violence levels?

H.1.4 is there statistical significant correlation between good students' – teachers' relationships and low violence levels?

H.1.5 is there statistical significant correlation between safety feeling and low violence levels?

H.1.6 is there statistical significant correlation between the student's attachment to school and low violence levels?

H. 2. The family socioeconomic status hypotheses

H.2.1 is there statistical significant correlation between high living standard and low violence levels?

H.2.2 is there statistical significant correlation between good home atmosphere and low violence levels?

H2.3 is there statistical significant correlation between high educated parents and low violence levels?

H.2.4 is there statistical significant correlation between high dwelling density and violence levels?

H .3 the student's self- efficacy hypothesis

Is there a statistical significant correlation between high self-efficacy and low violence levels?

The first hypothesis, H1.1 is checking the impact of the school policy on the violence at schools. The school policy is the school written and unwritten rules, the way these rules are implemented and as such influence the way all the school attendees behave.

We found a statistically significant moderate negative correlation (-0.338 for the students and -0.537 for the teachers) between clear policy and low violence levels such that the higher the school policy the lower is the school violence levels.

Our finding is supported by the findings of many researches like Welsh (2000) and Eliot et al. (2007) who argued the school climate plays decisive role in reducing violence; Marachi et al.(2007) who mentioned the school policy as factor in lowering the violence levels; Gottfredson et al. (2005) who contended that fairness and clarity of the school's rules brings to low levels of delinquency and victimization.

Among the many other researchers who supporting our finding we find Adams (2000) who found that implementing the discipline rules consistently, equity punishment, involving parents in the school life and making control of dangerous situations reduce the risk of harm; Dwyer et al.(1998) who indicated that school that adopts unique uniforms, arranging supervision at critical times and places, deploy adults in the dangerous places can lessen danger and enhance students' safety; Stephens(1994) who asserted that a school that documents the troublemakers behaviors ,establishes clear rules, makes them known for all the school community, and enforces them fairly and consistently will succeed to decrease the violence significantly(see also the current study observations, pp.141-162) ; Astor & Benbenishty (2005) claimed that maintaining good organizational order, recruiting the school's staff ,and leading assertive and consistent policy against violent behaviors will lessen the violence levels.

All the above could be implemented only if there is a good leader who has the authority, the ability and the will confront this dangerous issue (Friedman, Horowitz, Shalev, 1988).

The second hypothesis H1.2 deals with the school atmosphere as a factor in influencing the violence levels.

Since the questions of the atmosphere section are formulated in a negative way such number one means good atmosphere and number five represent bad atmosphere therefore positive correlation means high atmosphere cause low violence levels

The school atmosphere represents the feeling and the relationships among all the school attendees. Therefore good atmosphere reflect good relationships between the school administration and the teachers, between teachers students, among teachers themselves, and among the students themselves. When the teachers feel good they will be calm and relax and shed these feelings toward their students and create positive learning atmosphere in which students learn and play freely and calmly.

For this hypothesis we found statistically significant moderate positive correlation (0.675) for the teachers and statistically significant moderate positive correlation (0.250) for the students (Table 7).

Our finding concerning the school atmosphere is supported by the findings of Loukas(2007),who argued that the way school's attendees perceive their school climate affects the way they behave.

The third hypothesis H1.3 is talking about the participation /involvement of the students in preventing violence and unaccepted behavior.

Involvement means the amount of physical and psychological energy a person devotes in any activity (Astin, 1984)

Involving of a person or a group in any action or decision-making oblige the involved person to cooperate actively with the people that asked the involvement.

Our hypothesis about the participation/ involvement of the students in the violence prevention is rejected (correlation of -0.006 for teachers and -0088 for students)

which mean that there is no statistical significant correlation between involvement and violence levels (Table 7).

This finding is in disagreement with the findings of Marachi et al.(2007) who mentioned the involvement as factor for lessening violence and the findings of Stephens(1994) who contended that involving students, in decision-making related to school plans to tackle violence ,contributes to reducing the violence levels.

 This fact may indicate that the students are not involved in decision – making or in preventing violence in those schools (In school A the students are involved in preventing roaming and staying outside the classrooms).

H1.4 which deal with the students'-teachers' relationships was accepted with statistically significant negative correlation coefficient (-0.515) for teachers and (-0.208) for the students (Table 7).

Good student's –teacher's relationships are essential for healthy teaching- learning process because positive relationships create good interpersonal feelings and enhancing the student attachment to his school and this in return lessen unacceptable behavior and violence rates.

Our finding in this domain is supported by the findings of   Dwyer et al. (1998) who argued that we could create a safe school by establishing and emphasizing positive relationships among students and the school's teachers.

H.1.5 the safety feeling Hypothesis was accepted with statistically significant negative correlation of (-0.533) for teachers and (-0.348) for the students.

Safety feeling means calmness, absence of fear and willingness to come, to learn, and stay at school. This finding is in agreement with of the findings of Freiberg (1998) and Dwyer et al.(1998) who stressed that security feeling is a good factor in preventing violence and making school a safe place to stay and learn in.

Other scholars who also support our findings are Gregory et al. (2010) which argued that consistent enforcement of school's discipline rules maintain safety.

H.1.6 this hypothesis which deals with the attachment to school was accepted with statistically significant negative correlation (-0.216), Table 7.

An attachment to a place (school), represent a positive feeling, loving and enjoying the attendance in that setting. The safety feeling reflects our confidence of the people that surrounding us.

This finding of our study is in harmony with the attachment theory which argues that availability of caregiver (in our case the school staff- my notice) who responses to the individual needs, helps the looked for feel and develop a sense of security (Cherry, 2017).

A person who feels secure and safe will not involve in negative behavior like violence and delinquency. More, the author indicated that a child who fails to perform secure attachment to someone (the school staff) may display negative behavior (Cherry, 2017).

The family socioeconomic status hypotheses

The family living standard hypothesis H.2.1 was accepted with statistically significant negative correlation of (-0.208), Table 8, a fact which means that high living standard cause a decrease in the violent behavior levels. In the contrary, student who suffers poverty and economic hardship will externalize behavioral problems.

This finding of our study is going along with the findings of Mcloyd (1998) who found that persistent poverty affects socioemotional functioning; Kalil (2012) who found that children from families who suffer economic and financial problems, exhibit problematic behavior; Siu Na Ho (1991) who indicated that children which grew up in families suffering of financial hardship would be at risk of psychological and behavioral problems.

H.2.2 hypothesis – This hypothesis which talks about the influence of the home atmosphere on violence levels, was accepted with statistically significant negative correlation of (-0.186), Table 9, indicates that good home atmosphere decrease in the violence levels.

Good home atmosphere creates emotional calmness which in turn affects positively the child behavior and reactions, and on the opposite a child who lives at a home with

bad atmosphere will be in stress and bad mood which influence negatively his behavioral reactions.

This finding of our current study is supported by (Connor, 2002; Weatherbyrn & Lind,1998) who found that poverty ,low socioeconomic status, and unemployment, increase aggression rates and other antisocial behaviors. The findings of Fergosson& Horwood(1998) also are in agreement with our finding. The researchers contended that children who suffer high level of inter-parental violence will experience problems in the social adjustment in their young adulthood. They added that the exposure to inter- parental violence and particularly from the father would cause serious risk like behavioral disturbances, drink abuse, and criminal offences.

H.2.3 – Hypothesis, which postulated that high educated parents influence in a negative way the violence levels, means high educated parents would decrease the violent inclination among their children.

This hypothesis was rejected because of nonsignificant negative correlation of (-0.094 for the fathers and -0.034 for the mothers).This finding shows that the parents education levels do not affect their children behavior, because nowadays parents ,unfortunately , have no enough time for their children because of full employment and less leisure time. More , the parents today may pay less attention for their children because of much television watching (Goodpasture,1999), and in our present days the exaggerated time spent in following different sites on the computer and cellular phones, so they have not the needed time for educating their children for good manners.

H.2.4 The assumption that high density of dwelling cause high violence levels was rejected because of very low negative correlation means that the dwelling density has no influence in the violence levels.

Our finding is in disagreement with the findings of Watherburn& Lind (1998) who stated that inadequate housing and overcrowded living conditions increase the aggression rates and other anti-social behaviors. Bar-on & Ben-Ari (1992) also contradict our finding since their findings showed that residence stress, as a by product of poverty, cause physical health problems, mental health problems and violence.

In the Arab sector in Israel who suffers from high birth rates and most of the families live in hard economic conditions it is, apparently, accepted to live in crowded bedrooms, especially the children.

Children, who accustomed to live and sleep in crowded rooms, as toddlers, may not feel and realize its negative effects, because there is dissimilarity in how people from different ethnic groups accept living in crowded houses(Gray,2001)

H.3 the self-efficacy hypothesis

H.3.1 the self-efficacy hypothesis which postulated that high self-efficacy causes low levels of violence was accepted with statistical significant low negative correlation of (-0.241), Table 10.

People with high self-efficacy, in general, are confident in their selves and can regulate and control their behavior in such a way that they don't let situations to get out of control.

The study finding in this domain is in agreement with the finding of many researches as follows: Caprara, Regalia & Bandura (2002) argued that perceived self-regulatory efficacy reduces the likelihood of violence conduct in the short and long term.; Ojewola(2014) indicated that self-efficacy skills training is a good strategy for reducing aggressive behavior; Ozer& Bandura(1990) and Samson(2009) contended that knowing how to cope with low self-efficacy could help in reducing anxiety, misbehavior and solving problems; Bandura,Pastorelli,Barbaranelli,& Caprara(1999) found that children with high social self-efficacy externalize prosocial behavior, and low level of depression.

Discussion of the adjunct findings

1. Violence levels:

The findings shows that there are 26% of the students suffered verbal violence, 20.2% from moderate violence, 5.75% of serious violence, and 10.6% suffered from digital violence (Table 1 in Appendix 2 ;).

For comparison, Khoury-Kasabri, Benbenishty, & Astor (2008) found that there are higher rates of violence among the Arab students in Israel. The authors reported that the rate of the verbal violence of students against students was 70%, moderate violence 61%, and serious violence 27%.

2. Theft and bringing weapons:

Stealing: In table 1 in Appendix 2 we find that 50% the students reported that there is stealing in their school, but when asked if their personal properties were stolen, 86% answered never(Items no. 1 and seventeen in same table) .

Bringing weapons: Also in the case of bringing weapons 50% of the students reported that there are students who bring weapons like knives and sticks to the school, but when they were asked if they were threatened by a knife , a gun , or were cut personally by a knife , 95% answered never(Items 18,19,20 in table 1 Appendix 2).

The above shows that the students, in the case of stealing and bringing weapons, relied on prejudice or on uncertain thoughts.

From the above we can conclude that the real percent of bringing weapons is 5% and the theft percentage is about 14%.

This finding of the weapons at school is significantly low compared with the findings of Khoury −Kasabri et al.(2007) who found that the weapons bringing rate was 14% among the Arab students.

3. Bullying and vandalism

Bullying

The current study findings show that 8% of the teachers think that there is a bullying problem in their schools (Table 3 in Appendix 2, item 40).

This finding is significantly low when compared with the finding of Olweus (1994) who reported that there are about 15% of the Norwegian students were involved in bullying problems, and the findings of Kaltiala-Heno, Rimpela, Rantanen, &Rimpela (2000) who reported that there are about 9% of the girls and 17% of the boys in Finland involved in bullying on a weekly basis.

Vandalism

Vandalism is an intentionally damaging or destructing school property by bored frustrated or ideology- driven students (De wet, 2004).

Our findings indicate that there are 10% of the teachers perceive that there is vandalism problem in their schools (Table 3 in Appendix 2). This finding is very low when compared with the findings of De Wet (2004).

De Wet (2004) reported that more than 44.5% of the surveyed teachers were of opinion that vandalism exists and occurs much and very much in their schools.

The very low rate of the vandalism in the investigated schools is thanks to smallest rate in school A which makes the difference (See table 3 in Appendix 2 item 39).

The reason for very low vandalism rate in school A is due to its consistence policy in dealing with improper behaviors (see observation section pp.141-162).

Sexual violence

The findings of our study shows that there are 14% of the students reported that they suffered sexual violence in the form of unwanted sexual advances or making sexual comments (Table 1 in Appendix 2). For comparison, Rama's findings show 19% among the Arab student, in general Arab secondary schools, while our study dealing with vocational schools' students.

This low relatively result is due to the strict schools' policy toward unacceptable behaviors (mean 3.7 in table 6) and especially in school A whose policy's mean is 3.83 for students (Table 14) and 4.63 for teachers (Table 13) in a Likert scale ranges from 1-5.

The violence rate in the two schools

It is amazing and astonishing that despite the priority of school A in all the parameters upon school B, (Tables 13 and 14), and the opinions of the teachers and students in the focus groups (aforementioned), about the supremacy of school A, the students of school B reported less violence rates than the students of school A (Tables 15 and table 1 in Appendix 2).

The reason for these unexpected results could be the ambiguity and unclear rules in school B toward some violent behavior, misunderstanding of some of the questionnaire questions, or the shame to admit of being hit

Other reasons suggested by researchers, the different way people perceive and interpret violence(Morrison, Furlong& Morrison,1994), or the human tendency to forget or be inaccurate in recalling their past behaviors(Yu,2013).

Discussion of the Qualitative Findings

1. Focus group findings

Our findings show that most of the teachers and the students perceive that the physical violence rates among the Arab students are higher than the rates among the Jewish students, and that verbal rates are higher between the Jewish students than among the Arab students (Table 60)

These finding are with agreement with the findings of (Benbenishty, Zeira,& Astor,2000;Khoury –Kasabri ,2006; Kkoury – Kasabri,2002; Khoury – Kasabri,Benbenishty,Astor,&Zeira ,2004; Kkhoury Kasabri,Benbenishty ,& Astor ,2008)

The findings show that the teachers differ from students concerning the violence at school, while the students say that most of the violence happen because of childish behavior, the teachers believe that the sources are from outside the school, like hard socioeconomic status, separation of parents and the media(Table 62).

This difference in opinions is supported by the findings of Furlong & Morrison (2000) who indicated to the existence of two sources of the school violence.

The current focus groups' findings analysis show that most of the violence at school occur in classroom (verbally at most) in the play grounds and in crowded places especially where there is less adult presence(Table 63).

These findings are supported by the findings of (Metasom, 1997; Dwyer et al., 1998)

Moreover, our focus groups' analysis reveal that the most effective factors that might prevent school violence are consistent policy, good students' –teachers' relationships, and good parents'- school's relationships(Table 64).

These findings support our statistical findings in the current research (p.99 ;) and are supported by the findings of (Welsh,2000; Eliot et al.,2007;Marachi et al.,2007; Gottredson et al., 2005)

2. Case study Findings

Our findings, in the case study analysis, show that most of the students that participated in the study, missed more than one day per- week.

These findings are higher than the school and the Ministry of Education allow and accept. According to the Ministry of Education., student may miss or not attend school only 15-20% of the year studying days (Houzer Mankal, 2016/8).

The current case study reveals that the principal reasons for absenteeism, in descending order are: personal illness, working for family maintenance.

 Those findings are supported by Balfanz& Byrens, 2012; Simuforosa& Rosemary,

2016).

We found also that about 32% of the participants reported that the reason for their absence is difficulties in getting to school. This excuse is not rational because more than 75% of the students come to school by arranged transportation.

The lake of motivation was reason for 18% of the students' absence. This reason go along with the findings of that Aliga(2013).

We found also that there are lessons that were missed more than others, because of boredom(Kottasz,2005).

It is worthy of notice that no one student mentioned the unsafety as a reason for absence, and this finding is in disagreement with the findings of Balfanz&Byerns(2012). This finding supports our statistical finding that most of the students feel safe at school (p.82)

This case study found that the most influential factors affecting positively the student's attendance are interesting studied materials (Kottasz, 2005; Clearly-Holdfort, 2007), more informal activities and not learning in holydays of their parents.

This is rational that student, like all of us, love and prefer more leisure time.

3. Observations

The three observations show that the school policy is clear to all the school attendees and especially for the teachers, who follow after and document every unaccepted behavior and deal with the students in a fair manner (see differences in the decisions made concerning the three students presented in the observation (pp. 140-162)

.

Conclusions and recommendations

Our findings in the current research show that the school climate and its components have decisive role in decreasing and preventing violence.

The most effective variables of the school climate are the school policy, school atmosphere, students'-teachers' relationships, attachment to school, and the students' safety feeling.

Moreover, we find that the student's family standard of living and the home atmosphere play important role in minimizing violence levels.

Our findings and the background review can help many stakeholders in dealing and preventing violence at schools. Basing on our findings and our experiences as a secondary vocational school, we recommend to the institutions, who are interested in violence prevention, to adapt the below proposals:

Principals

We propose to the school's principals to lead and implement clear, fair, strict, and consistent policy, which includes clear and fair rules and implement them literally and in consistent way.

Documenting every improper conduct, not ignoring any misbehavior even the very neglect ones, because, ignorance could be interpreted as weakness or unawareness to what happening in the school. Ignorance of small and neglect behaviors can encourage students to continue in the same behavior or even worsen their behavior.

Identifying the violence occurrence places and deploys adults in those places for deterring violent behaviors, especially in playgrounds, hallways and every crowded place.

Recruiting the students and involve them in monitoring and helping in documenting unaccepted behaviors; Installing explicit camera in playgrounds, and hallways to deter misbehaviors.

For preventing vandalism to the classrooms furniture, we suggest giving numbers to the class itself; its benches and chairs in a way that every student becomes responsible for his place (See an example in Appendix 3)

Adopting documentation and a daily contact with the student's parent to update them of any unaccepts behavior; leading success's encouraging exams, maintain practical and enjoyable lessons; existing a lot of leisure activities for preventing boredom, which is the cause most of the delinquent behaviors.

Additionally, we suggest to the principals to intensify the students'- teachers' relationships by arranging joint activities, involving students in decision-making, and attaching a teacher to every student who suffers from learning and behaviors problems for helping him/her understanding the studied materials and support him/her in crisis situations.

 In implementing the above mentioned suggestions, we create good school atmosphere safety feeling and attachment to school which represent the finding of our research.

Municipalities

We propose to the municipalities to build a unified set of rules in cooperation with the schools' principals, educational counselors, and discipline coordinators. To implement it in all the town or village schools in the same consistency and strictness in order to educate all the students and accustom them to the same rules and atmosphere because this can prevent any resistance when passing from one stage to another, primary, junior and high schools.

When educating children from early ages to behave properly, they will continue in the same behavior in their childhood, adolescence, and adulthood. For doing and implementing the mentioned recommendations, the municipality has to appoint a coordinator to monitor and intervene when necessary.

Ministry of Education

We suggest to the Ministry of Education to build, in cooperation with the universities and teachers' colleges, a qualification plan and training courses for preparing teachers

who can and know how to prevent escalations and how to regulate theirs and their students' anger and resentment.

Moreover, we insist that in qualifying the teacher, the related institutions have to teach them how to prepare practical, understandable, and enjoyable lessons for preventing boredom, which is the source and cause for most of the misbehavior problems.

Because most of the violence happens among student, we suggest for the Ministry of Education, to prepare and insists on teaching the students in all the school's stages, the skills needed in solving disputes peacefully and without violence.

Recommendation for future researches

Our current research checked and found that the school climate and its components and especially the school policy and student's safety feeling are the most effective variables in explaining the variance in the school violence. Even though, there still a high unexplained   variance in the school violence.

In order to increase the explained variance, we recommend to check, in future researches, the impact of parents'- teachers' relationships and the influence of practical enjoyable and attractive lessons in preventing violence.

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1. Students' questionnaire

A Questionnaire for students

High school (grades 10-12)

Dear Student,

This survey aims to study and understand what students think about different topics and issues connected to school life.

There are no correct or incorrect answers, we are interested only in what you think, and what do you know about the violence issues.

Please read every question carefully and answer them seriously to help us understand what you think about every issue.

You only have to encircle the correct answer.

We assure you full anonymity, so please do not write your name.

Thanks for your readiness to cooperate.

In what frequency do the following events happened in your school last month?

Violence at your school	Never	Once	Twice-three	Four-fiver	At least five
1.Students stealing things(properties)	0	1	2	3	4
2.Students bring weapons (like knives and sticks)	0	1	2	3	4

Did you experience any of the followings in last month?

Digital violence	Never	Once	Twice-three	Four-fiver	At least five
3.Someone(student) posted mean or hurtful comments (student)about me online	0	1	2	3	4

	Never	Once	Twice - three	Four- fiver	At least five
4.Someone(student) posted mean or hurtful picture on line of me	0	1	2	3	4
5.Someone (student)posted mean or hurtful video online of me	0	1	2	3	4
6.Someone (student)created a mean or hurtful web page about me	0	1	2	3	4
7.Someone (student)spread rumors about me online	0	1	2	3	4
8.Someone (student)threatened to hurt me through a cellphone message	0	1	2	3	4
9.Someone (student)threatened to hurt me online	0	1	2	3	4
10. Someone(student) pretended to be me online and acted in a way that was mean or hurtful to me	0	1	2	3	4

Did the Following happen to you at school last month?

Violence at School	Never	Once	Twice - three	Four- fiver	At least five
11.you were grabbed or shoved by someone being mean(student)	0	1	2	3	4
12.Yoy were punched or kicked by someone trying to hurt you(student)	0	1	2	3	4
13. Personal property smashed or damaged on purpose	0	1	2	3	4
14.Someone threatened to beat you	0	1	2	3	4
15. Someone made fun of you	0	1	2	3	4
16. Someone tried to scare you by the way they looked at you	0	1	2	3	4
17. You had some property stolen	0	1	2	3	4
18. You was threatened by a student with knife and you saw the knife	0	1	2	3	4

19. You was threatened by a gun, and you saw the gun	0	1	2	3	4
20. You were cut with a knife or something sharp by someone(student) trying to hurt you	0	1	2	3	4
21. Went to a doctor or nurse because you were hurt in an attack or fight	0	1	2	3	4
22. Someone(student) threatened you going to school or the way home after school	0	1	2	3	4
23. Someone (male student) made unwanted sexual advances toward you	0	1	2	3	4
24. Someone(female student) sexually harassed you(making unwanted sexual comments)	0	1	2	3	4

School climate(School policy)	Totally disagree	Disagree	Not sure	Agree	Strongly agree
25. At my school there are clear rules against violence	1	2	3	4	5
26. Whenever student violate the rules the principal and the teachers treat them strictly but in a fair way	1	2	3	4	5
27. It pays to follow the rules at our school	1	2	3	4	5
28. At our school ,there are clear rules against sexual harassment	1	2	3	4	5
29. The principal makes a great effort to prevent violence	1	2	3	4	5
30. I feel that my school endeavors to prevent violence	1	2	3	4	5

31. The teachers usually succeed to treat violent students	1	2	3	4	5
32. During the breaks, there are teachers presence to prevent violently unacceptable behaviors	1	2	3	4	5
33. Whenever I complain a student hurting me, the teachers intervene immediately	1	2	3	4	5
34. Whenever there is a fight in the breaks ,the teachers intervene and stop it	1	2	3	4	5
35. Whenever students harass others, the teachers intervene to stop them	1	2	3	4	5

School atmosphere	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
36.In our school, there are many students who afraid being hurt	1	2	3	4	5
37. Most of the students in our school feel very safe	1	2	3	4	5
38. Our school is a dangerous place	1	2	3	4	5
39. In our school, some students smash and damage the school properties	1	2	3	4	5
40. In our school ,some students are bullying others	1	2	3	4	5
41. In our school, some students attack ad take part in fights	1	2	3	4	5
Students' –Teachers' relationships	Strongly disagree	Disagree	Not sure	Agree	Strongly agree

42. My class educator does his/her best to prevent violence in our class	1	2	3	4	5
43. My class educator respects me	1	2	3	4	5
44. I have good relationships with my teachers	1	2	3	4	5
45. Whenever I feel ill or sad, I do not hesitate to talk about it with my class educator	1	2	3	4	5
46. Whenever I confront difficulties or problems with my peers, I do not hesitate to tell my class educator	1	2	3	4	5
School climate/**Students' involvement/Participation**					
47. The students in my school are involved in preventing violence	1	2	3	4	5
48. The students are involved in decision-making of the rules against violence	1	2	3	4	5

School climate / **safety feeling**	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
49. I feel safe and secure in my school	1	2	3	4	5
50. I afraid of being threatened and harassed by other students	1	2	3	4	5
51. I afraid being hurt and beaten by other students	1	2	3	4	5

School climate /**connection/attachment**	Strongly disagree	Disagree	Not sure	Agree	Strongly agree

52. At my school the rules against violence are clear and fair	1	2	3	4	5
53. I can trust most of the teachers at my school	1	2	3	4	5
54. The teachers look for and take care of the students	1	2	3	4	5
55. Whenever a student has a real problem, always there is a an adult to help	1	2	3	4	5
56.The school's teachers do their best to involve students in decision-making processes	1	2	3	4	5
57. The school administration respect and cooperate seriously with the students' counsel	1	2	3	4	5
58.If it depends on me, I will leave to another school	1	2	3	4	5
59.I am satisfied that I am studying in this school	1	2	3	4	5
	Do not love	Do not like	Like	Love	Strongly love
60. How do you feel toward your school?	1	2	3	4	5

Self-efficacy	Not at all true	Hardly true	Moderately true	True	Exactly true
61. I can always manage to solve difficult problems if I try hard enough.	1	2	3	4	5
62. If someone opposes me, I can find the means and ways to get what	1	2	3	4	5

I want.					
63.It easy for me to stick to my aims and accomplish my goals.	1	2	3	4	5
64.I am confident that I could deal efficiently with unexpected events.	1	2	3	4	5
65. Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4	5
66. I can solve most problems if I invest the necessary effort.	1	2	3	4	5
67.I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4	5
68. When I am confronted with a problem, I can usually find several solutions.	1	2	3	4	5
69. If I am in trouble, I can usually think of a solution.	1	2	3	4	5
70.I can usually handle whatever comes my way.	1	2	3	4	5

Has any of the coming happened to you during last month?

Teachers' violence against students	Never	Once	Once-twice	Three-four	At least five
71.A teacher threw something on you	0	1	2	3	4
72.A teacher grabbed or pushed you	0	1	2	3	4
73.A teacher slap you	0	1	2	3	4
74.A teacher kicked or punched you	0	1	2	3	4
75.A teacher twisted your wrist	0	1	2	3	4
76.A teacher yelled at you	0	1	2	3	4

77.A teacher insulted (Belittled) you	0	1	2	3	4
78.A teacher swore(cursed) at you	0	1	2	3	4

Finally, some personal questions for study purposes only:

1.Gender: 1. Boy   2. Girl

2. I live with: 1. my two parents   2. With my father only   3. With my mother   4. With my grandfather and

grandmother

3. Girl   Age: 1. 15 years   2. 16 years   3. 17   years   4. 18 years

4. At our home we are (include my parents) ----------------- people .

5. We have at our home: ------------ rooms

6. How many brothers sleep with you at the same room?-------------------

7. How many cars your family has? -----------------cars

8. My relationships with my parents are: 1. Not good   2. Tensioned   3. Okay   4. Good   5. Very good

9. In my opinion, our living standard is: 1. Very low   2. Low   3. Middle   4. Good   5. Very good

10. we have the following equipment : 1. Home cinema   2. Dishes washer   3.Freezer   4. Air conditioner   5. A terrain vehicle

11. My father's education level: 1. Elementary school (6years)   2.middle school(9 years) 3. High school (12

years) 4. Technician (13 years)   5. Practical engineer(14 years)   6. B.A (15 years) 7.M.A(17 years)   8. Ph.D.(21 years)

12. My Father occupation : 1. Unemployed 2. Clerk 3. Teacher   4. Business man 5. Physician   6. Engineer

 7. Other--------------------

13. My father monthly salary : 1. Unemployment allowance 2. Till 5000 shekel(1300 Dollar) 3. 5001-

 7000 shekel   4. 7001- 9000 shekel   5. 9001- 11000 shekel 6. 11001- 13000 shekel
7. 13001 -15000 shekel 8. More than 15000 shekel

14. My mother's education level: 1. Elementary school (6years)   2.middle school(9 years) 3. High school (12 years) 4. Technician (13 years)   5. Practical engineer(14 years) 6. B.A (15 years)   7.M.A(17 years)   8. Ph.D.(21 years)

15. My mother occupation: 1. Unemployed 2. Clerk 3. Teacher   4. Business man 5. Physician   6. Engineer 7. Other-------------------

16. My mother monthly salary: 1. Unemployment allowance 2. Till 5000 shekel(one thousand Dollar) 3. 5001- 7000 shekel   4. 7001- 9000 shekel   5. 9001- 11000 shekel

 6. 11001- 13000 shekel   7. 13001-15000 8.More than 15000 shekel

17. Your religion: 1. Muslim   2. Druze 3. Christian

18. Your religiosity : 1.Secular   2. Traditional   3. Religious 4. Strongly religious

Thank you again for your kind cooperation.

2. The teachers' questionnaire

Dear teacher,

This survey aims to study and understand what you think about different topics and issues connected to school life.

There are no correct or incorrect answers, we are interested only in what you think, and what do you know about the violence issues.

Please read every question carefully and answer them seriously to help us understand what you think about every issue.

You only have to encircle the correct answer.

We assure you full anonymity, so please do not write your name.

Thanks for your cooperation

In what frequency do the following events happen in your school?

Violence at your school	Never	Once	Twice-three times	Four-five	At least five times
1.Students stealing things(properties)	0	1	2	3	4
2.Students bring weapons (like knives and sticks)	0	1	2	3	4

Did you experience any of the followings in last month?

Digital violence	Never	Once	Twice-three times	Four-five	At least five times
3.Someone(student) posted mean or hurtful comments about me online	0	1	2	3	4
4.Someone(student) posted mean or hurtful pictures on line of me	0	1	2	3	4
5.Someone (student)posted mean or hurtful video online of me	0	1	2	3	4
6.Someone (student)created a mean or hurtful web page about me	0	1	2	3	4
7.Someone (student)spread rumors about me online	0	1	2	3	4
8.Someone (student)threatened to hurt me through a cellphone message	0	1	2	3	4
9.Someone (student)threatened to hurt me online	0	1	2	3	4
10. Someone(student) pretended to be me online and acted in a way that was mean	0	1	2	3	4

or hurtful to me					

Did the Following happen to you at school last month?

Violence at School	Never	Once	Twice - three times	Four- five	At least five times
11.you were grabbed or shoved by someone being mean(student)	0	1	2	3	4
12.Yoy were punched or kicked by someone trying to hurt you(student)	0	1	2	3	4
13. Personal property smashed or damaged on purpose	0	1	2	3	4
14.Someone threatened to beat you	0	1	2	3	4
15. Someone made fun of you	0	1	2	3	4
16. Someone tried to scare you by the way they looked at you	0	1	2	3	4
17. You had some property stolen	0	1	2	3	4
18. You were threatened by a student with knife and you saw the knife	0	1	2	3	4
19.You were threatened by a gun, and you saw the gun	0	1	2	3	4
20.You were cut with a knife or something sharp by someone(student) tried to hurt you	0	1	2	3	4
21.You were treated by a doctor or nurse because you were hurt in an attack	0	1	2	3	4
22.Someone(student) threatened you going to school or the way home after school	0	1	2	3	4
23. Someone (student-male) made unwanted sexual comments toward you	0	1	2	3	4

24.) Someone (student-female) made unwanted sexual comments toward you	0	1	2	3	4

School climate/**School policy**	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
25. At my school there are clear rules against violence	1	2	3	4	5
26. Whenever student violate the rules the principal and the teachers treat them strictly but in a fair way	1	2	3	4	5
27. It pays to follow the rules at our school	1	2	3	4	5
28. At our school ,there are clear rules against sexual harassment	1	2	3	4	5
29. The principal makes a great effort to prevent violence	1	2	3	4	5
30. I feel that my school endeavors to prevent violence	1	2	3	4	5
31. The teachers usually succeed to treat violent students	1	2	3	4	5
32. During the breaks, there are teachers presence to prevent violently unacceptable behaviors	1	2	3	4	5
33.Whenever a student complain someone hurt him/her, the teachers help him/her					
34. Whenever there is a fight in the breaks ,the teachers intervene and stop it	1	2	3	4	5
35. Whenever students harass others, the teachers intervene to	1	2	3	4	5

stop them					

School climate / **School atmosphere**	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
36.In our school, there are many students who afraid being hurt	1	2	3	4	5
37. Most of the students in our school feel very safe	1	2	3	4	5
38. Our school is a dangerous place	1	2	3	4	5
39. In our school, some students smash and damage school properties	1	2	3	4	5
40. In our school ,some students are bullying others	1	2	3	4	5
41. In our school, some students attack and take part in fights	1	2	3	4	5
School climate/**Students' involvement/ participation**	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
42.Students are involved in preventing violence	1	2	3	4	5
43. student are involved in decisions against violence	1	2	3	4	5
School climate/**Support/ students' – teachers' relationships**	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
44. The classes educators do their best to prevent violence in classes	1	2	3	4	5
45.The classes' educators respect their students	1	2	3	4	5

46 Students have good relationships with the teachers	1	2	3	4	5

School climate / **safety feeling**	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
47.The student feels safe and secure at school	1	2	3	4	5
48 At school , student afraid of being threatened and harassed by other students	1	2	3	4	5
49.At school , student afraid being hurt and beaten by students	1	2	3	4	5

School climate/ **connection/ attachment**	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
50. At my school the rules against violence are clear and fair	1	2	3	4	5
51. I can trust most of the teachers at my school	1	2	3	4	5
52. The teachers look for and take care of the students	1	2	3	4	5
53. Whenever a student has a real problem, always there is a an adult to help	1	2	3	4	5
54.The school's teachers do their best to involve students in decision-making processes	1	2	3	4	5
55. The school administration respect and cooperate sincerely with the students' counsel	1	2	3	4	5

Self-efficacy	Not at all true	Hardly true	Moderately true	True	Exactly true
56. I can always manage to solve difficult problems if I try hard enough.	1	2	3	4	5
57. If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4	5
58.It easy for me to stick to my aims and accomplish my goals.	1	2	3	4	5
59.I am confident that I could deal efficiently with unexpected events.	1	2	3	4	5
60. Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4	5
61. I can solve most problems if I invest the necessary effort.	1	2	3	4	5
62.I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4	5
63. When I am confronted with a problem, I can usually find several solutions.	1	2	3	4	5
64.If I am in trouble, I can usually think of a solution.	1	2	3	4	5
65.I can usually handle whatever comes my way.	1	2	3	4	5

Finally some personal questions for the research purposes only:

66) Gender: 1.Male   2. Female

67) Period of service: ------------------ years

68) Marital status: 1. Unmarried   2.Married   3. Married plus children 4. Divorced
5. Widower

69) Educational level: 1. B.A   2. Bed   3.M.A   4.Med 5. Other---------------------

70) Teaching tools: 1. Chalk and blackboard 2.Projector   3. Interactive projector

4. Interactive board

Thank you for your kind cooperation

3. Questions for students' focus group

Dear students we gather here to deal and discuss a very dangerous problem, which affect our

society and jeopardize our safety and wellbeing, so please be serious and tell only what you think

 and feel about this issue.

1. What you imagine when hearing the word violence?

2. How do you assess the violence rates among Arab and Jewish students?

3. Are there violence incidents at your school?

4. How do you assess the violence rates in your present school compared with your

pervious school?

5. What are the reasons for violence at your school?

6. Where most of the violence events at your school occur?

7. Is teachers' presence preventing violence?

8. Is there bullying or cyberbullying at your school? (Pay attention that bullying

means repetitive violence against a student who can no defend hum self)

9. You said that the violence rates at your school are low, what are the reasons?

10. What can help in preventing violence?

11. How you evaluate your parents' – school's relationship?

Thank you for cooperation

Monir Nasser Saed

Questions for teachers' focus group

Dear fellows we gather here to deal and discuss a very dangerous problem, which affect our

society and jeopardize your safety, wellbeing ,and our work, so please tell only what you think

 and feel about this issue, to help us find to gather how to prevent and overcome this

anti-social phenomenon.

1. What do you imagine when you hear the word violence, bullying?

2. How do you assess the violence rates among Arab and Jewish students?

3. Is there violence at your school?

4. How do you assess the violence rates at your school compared with other schools?

5. What are the reasons for violence in your school?

6. Are there, in your school, reasons that prevent violence?

7. Where most of the violence events at your school occur?

8. is there cyberbullying at your school?

9. How, in your opinion, schools can prevent violence?

10. Do you think that simple, understandable, and enjoyable lessons can lessen

violence?

11. How do you evaluate your school relationship with the students' parents

Thank you for cooperation

Monir Nasser Saed

3. Questions for parent's focus group

Dear friends we gather here to deal and discuss a very dangerous problem, which Affect our society and jeopardize your children safety, and wellbeing, so please tell only what you think and feel about this issue, in order to help us find the proper means to restrict and prevent its bad effects.

1. What do imagine when you hear the word violence?

2. How do you assess the violence levels among Arab and Jewish students?

3. Is there violence at your child school?

4. How do you assess the violence rates in your child present school compared with his/her previous school

5.Is there digital violence at your child school?

6. You said that the violence rates in your child are low, what are the reasons?

7. How you assess your relationships with your child school?

8. What can prevent school violenc?

Thank you for cooperation

Monir Nasser Saed

4. Case study Questions

Dear student, there are students who late or do not come to school for many reasons. We want you to tell us how we can help you to get to school at time?

There are no wrong answers. We only want to know what you think about the reasons for getting to school late or why students miss a full school day(days?

1.Where are you from? Please write the name of your village-----------------.

2.What grade are you?   a. 10th grade   b. 11th grade   c. 12th grade

3. What time you fall asleep on a school night?

Please write the time! ----------------.

4.What time you usually wake up in the morning on a school day?

Please write the time! ------------------.

5. How do you usually wake up in the morning on a school day?

a. I usually use an alarm clock or the alarm of cell phone.

b. A parent or caregiver wakes me.   c. A sibling wakes me   d. A friend wakes me.

e. Another person------------------.

6. How do you usually get to school in the morning?

a. I take a public transportation.   b. I take the school bus   c. I get a ride from parents   d. I get a ride from a sibling   e. I get a ride from a friend   f. I walk to school.

7. How long does it usually take you to get school?

a. Less than 10 minutes   b. 10-20 minutes   c. 20-30 minutes   d. 30-40 minutes

e. 40-50 minutes   f. 50 minutes to one hour .

8. What are your top three reasons for coming to school?

Please rank the by one for the first priority, two for the second, and thee for the third priority.

a.I think education is important   b. My parents encourage me to attend

c. My friends encourage me to attend   d. My classes are interesting. I enjoy the studied materials.

9. How often are you late to school?

a. Never   b. 1-2 times each week   c.3-4 each week   d. Every day

10. Are there some classes you miss more than others?

a. No   b. Yes

If you answered yes, please write which --

11. How often do you miss an entire day of school?

a. Never   b. Once in a month   c. 2-3 times each month   d.1-2 times each week

e. 3-4 time each week

12. When you miss an entire school day (or days), what are the top reasons for your absence?

Please rank your priorities from one for the first top reason two for the second and third for the less important reason.

a.I cannot wake up in the time   b. I have difficulties in getting to and from school

c.I do not care getting good marks   d. I do not understand the studied materials

e. I have to care for a younger sibling or other family member.

f. I work for helping my family maintenance   g. I am concerned about my safety at

school   h. I am concerned about my safety on the way to and from school.

i.When I am suspended

13. Which of the following do you think would be most helpful for student at your school to get at school on time?

Please rank your choices from 1-4 when one is the most helpful and four the less helpful.

a.someone waking me up every morning   b. Using an alarm clock   c. Interested

studied materials   e. A later start time to the school day.

Appendix II

Descriptive statistics of survey questions

Table 1: The distribution of student's violence according to school (student's questionnaire)

question	School	Never	Once	Few	Several	Many

					Times	Times	Times
Theft							
1. Students stealing things (properties)	**A**	**49%**	22%	15%	5%	9%	
	B	**53%**	22%	19%	3%	3%	
	Both	**50%**	22%	17%	4%	7%	
17. You had some property stolen	**A**	**85%**	7%	3%	2%	3%	
	B	**88%**	6%	2%	1%	3%	
	Both	**86%**	6%	3%	2%	3%	
Weapon							
2. Students bring weapons (like knives and sticks)	**A**	**46%**	25%	18%	6%	5%	
	B	**57%**	19%	14%	5%	5%	
	Both	**50%**	23%	17%	5%	5%	
Digital violence							
3. Someone(student) posted mean or hurtful comments (student) about me online	**A**	**87%**	5%	4%	3%	1%	
	B	**86%**	6%	6%	1%	1%	
	Both	**87%**	5%	5%	2%	1%	
4. Someone (student) posted mean or hurtful picture on line of me	**A**	**82%**	7%	5%	2%	4%	
	B	**89%**	7%	1%	1%	2%	
	Both	**85%**	7%	3%	2%	3%	
5. Someone (student) posted mean or hurtful video online of me	**A**	**90%**	3%	3%	2%	2%	
	B	**94%**	3%	1%	1%	1%	
	Both	**93%**	3%	2%	1%	1%	
6. Someone (student) posted mean or hurtful web page about me	**A**	**90%**	3%	4%	2%	1%	
	B	**93%**	5%	==	1%	1%	
	Both	**91%**	4%	3%	1%	1%	
7. Someone (student) spread rumors about me online	**A**	**88%**	4%	5%	1%	2%	
	B	**93%**	4%	==	==	3%	
	Both	**90%**	4%	3%	1%	2%	
8. Someone (student) threatened to hurt me through a cellphone message	**A**	**89%**	4%	3%	1%	3%	
	B	**92%**	3%	1%	1%	3%	
	Both	**91%**	4%	2%	1%	2%	
9. Someone (student) threatened to hurt me online	**A**	**89%**	5%	1%	2%	3%	
	B	**92%**	4%	==	2%	2%	
	Both	**91%**	5%	1%	1%	2%	

10. Someone (student) pretended to be me online and acted in a way that was mean or hurtful to me	**A**	**89%**	7%	1%	1%	2%
	B	**86%**	8%	3%	==	3%
	Both	**87%**	7%	2%	1%	3%

Verbal violence

15. Someone made fun of you	**A**	**74%**	14%	5%	1%	6%
	B	**75%**	8%	5%	3%	9%
	Both	**74%**	11%	5%	2%	8%

Moderate violence

11. you were grabbed or shoved by someone being mean (student)	**A**	**65%**	21%	7%	2%	5%
	B	**71%**	17%	7%	2%	3%
	Both	**67%**	20%	7%	2%	4%
12. You were punched or kicked by someone trying to hurt you (student)	**A**	**69%**	19%	6%	1%	5%
	B	**82%**	6%	6%	3%	3%
	Both	**75%**	13%	6%	2%	4%
13. Personal property smashed or damaged on purpose	**A**	**79%**	9%	6%	2%	4%
	B	**86%**	7%	2%	1%	4%
	Both	**82%**	8%	5%	1%	4%
14. Someone threatened to beat you	**A**	**83%**	6%	6%	3%	2%
	B	**80%**	10%	5%	2%	3%
	Both	**82%**	8%	5%	2%	3%
16. Someone tried to scare you by the way they looked at you	**A**	**81%**	10%	4%	3%	2%
	B	**84%**	8%	2%	3%	3%
	Both	**83%**	9%	3%	3%	2%
22. Someone(student) threatened you going to school or the way home after school	**A**	**90%**	5%	1%	2%	1%
	B	**89%**	6%	2%	1%	2%
	Both	**90%**	6%	2%	1%	1%

Serious violence

18. You were threatened by a student with knife and you saw the knife	**A**	**91%**	3%	3%	1%	2%
	B	**94%**	4%	1%	==	1%
	Both	**93%**	3%	2%	1%	1%
19. You were threatened by a gun, and you saw the gun	**A**	**98%**	0.5%	==	0.5%	1%
	B	**98%**	==	==	1%	1%
	Both	**97%**	0.5%	0.5%	0.5%	1.5%
20. You were cut with a knife or	**A**	**92%**	5%	1%	1%	1%

		Never	Once		Several	Many
something sharp by someone(student) trying to hurt you	**B**	**97%**	1%	==	1%	1%
	Both	**94%**	3%	1%	1%	1%
21. Went to a doctor or nurse because you were hurt in an attack or fight	**A**	**90%**	6%	1%	1%	1%
	B	**95%**	1%	3%	==	1%
	Both	**93%**	4%	1%	0.5%	1.5%
Sexual violence						
23. Someone (student) made unwanted sexual advances toward you	**A**	**84%**	8%	2%	1%	5%
	B	**85%**	7%	1%	4%	3%
	Both	**85%**	7%	2%	2%	4%
24. Someone(student) sexually harassed you(making unwanted sexual comments)	**A**	**86%**	5%	3%	1%	5%
	B	**89%**	4%	3%	2%	2%
	Both	**87%**	4%	3%	2%	4%

In most of the questions, there no main difference between the distribution of the answers between school a, and school b. Most of the students (86%) report that they had never any property stolen; half of them (50%) report that students have been stealing things once or more. Half of the students (50%) report that students brought weapons one or more. Most of the students (an average of 89%) report that there is no Digital violence. About three quarters (74%) report they have not experienced verbal violence. Most of the students (an average of 80%) report that they have not experience moderate violence. While in school a about third of the students reported that they were punched or kicked by someone trying to hurt them at least once (31%), only 18% reported this experience in school b. while about a fifth (21%) of the students in school a reported that their personal property smashed or damaged on purpose only 14% reported of this experience in school b. The vast majority of students (an average of 94%) reported they have not experience a serious violence. About seventh (15%) of the students report that a student made unwanted sexual advances toward you and sexually harassed him (13%).

Table 2: The distribution of student's violence according to gender (student's questionnaire)

question	School	Never	Once	Few Times	Several Times	Many Times
Theft						

1. Students stealing things (properties)	**boys**	**49%**	24%	16%	4%	7%
	girls	**62%**	15%	18%	==	5%
17. You had some property stolen	**boys**	**86%**	6%	3%	2%	3%
	girls	**90%**	8%	2%	==	==
Weapon						
2. Students bring weapons (like knives and sticks)	**boys**	**50%**	23%	18%	5%	4%
	girls	**57%**	19%	11%	8%	5%
Digital violence						
3. Someone (student) posted mean or hurtful comments (student)about me online	**boys**	**88%**	5%	3%	2%	2%
	girls	**87%**	3%	8%	3%	==
4. Someone (student) posted mean or hurtful picture on line of me	**boys**	**85%**	7%	3%	2%	3%
	girls	**89%**	75	==	3%	3%
5. Someone (student) posted mean or hurtful video online of me	**boys**	**93%**	2%	2%	1%	2%
	girls	**95%**	3%	==	3%	==
6. Someone (student) posted mean or hurtful web page about me	**boys**	**93%**	4%	1%	1%	1%
	girls	**90%**	8%	2%	==	==
7. Someone (student) spread rumors about me online	**boys**	**92%**	3%	2%	1%	2%
	girls	**87%**	5%	3%	==	5%
8. Someone (student) threatened to hurt me through a cell phone message	**boys**	**91%**	5%	1%	1%	2%
	girls	**95%**	==	==	==	5%
9. Someone (student) threatened to hurt me online	**boys**	**92%**	4%	1%	1%	2%
	girls	**89%**	3%	==	5%	3%
10. Someone (student) pretended to be me online and acted in a way that was mean or hurtful to me	**boys**	**90%**	7%	2%	==	1%
	girls	**84%**	3%	3%	==	10%
Verbal violence						
15. Someone made fun of you	**boys**	**73%**	11%	5%	2%	9%
	girls	**82%**	8%	5%	3%	3%
Moderate violence						
11. you were grabbed or shoved by someone being mean(student)	**boys**	**69%**	17%	8%	2%	4%
	girls	**59%**	33%	5%	==	3%

12. You were punched or kicked by someone trying to hurt you(student)	**boys**	**76%**	12%	7%	1%	4%
	girls	**69%**	20%	8%	==	3%
13. Personal property smashed or damaged on purpose	**boys**	**81%**	9%	5%	1%	4%
	girls	**87%**	10%	3%	==	==
14. Someone threatened to beat you	**boys**	**83%**	7%	5%	2%	3%
	girls	**85%**	10%	5%	==	==
16. Someone tried to scare you by the way they looked at you	**boys**	**84%**	9%	3%	2%	2%
	girls	**79%**	12%	3%	3%	3%
22. Someone (student) threatened you going to school or the way home after school	**boys**	**91%**	5%	2%	1%	1%
	girls	**95%**	5%	==	==	==
Serious violence						
18. You were threatened by a student with knife and you saw the knife	**boys**	**93%**	4%	2%	==	1%
	girls	**97%**	3%	==	==	==
19. You were threatened by a gun, and you saw the gun	**boys**	**98%**	0.5%	0.5%	==	1.5%
	girls	**100%**	==	==	==	==
20. You were cut with a knife or something sharp by someone (student) trying to hurt you	**boys**	**95%**	3%	0.5%	0.5%	1.5%
	girls	**97%**	3%	==	==	==
21. Went to a doctor because you were hurt in an attack or fight	**boys**	**93%**	5%	1%	==	1%
	girls	**94%**	3%	==	==	3%
Sexual violence						
23. Someone made unwanted sexual advances toward you	**boys**	**86%**	6%	2%	2%	4%
	girls	**79%**	13%	3%	==	5%
24. Someone sexually harassed you(making unwanted sexual comments)	**boys**	**88%**	5%	2%	2%	3%
	girls	**91%**	==	3%	3%	3%

While more than haft of the boys (51%) report that students stole things at least once, only about third (38%) report this information. However, Most of them (86% of the boys and 90% of the boys) report no one ever stole their property. Half of the boys (50%) and about half of the girls (43%) report that students brought weapons at list once. Most of the boys and girls report they have not experienced digital violence.

About a fourth of the boys (27%) and fifth (18%) of the girls reported that someone made fun of them. Girls reported that they were grabbed or shoved (41%), punched or kicked (31%) more than boys (31% and 24% respectively). The vast majority of boys and girls reported that they did not experience any serious violence.

Table 3: The distribution of student's violence against teachers according to school (teacher's questionnaire)

question	School	Never	Once	Few Times	Several Times	Many Times
Theft						
1. Students stealing things (properties)	A	**47%**	36%	14%	3%	==
	B	**42%**	29%	29%	==	==
	Both	**46%**	34%	18%	2%	==
17. You had some property stolen	A	**100%**	==	==	==	==
	B	**86%**	14%	==	==	==
	Both	**96%**	4%	==	==	==
Weapon						
2. Students bring weapons (like knives and sticks)	A	**64%**	33%	3%	==	==
	B	**43%**	36%	21%	==	==
	Both	**58%**	34%	8%	==	==
Digital violence						
3. Someone(student) posted mean or hurtful comments (student) about me online	A	**100%**	==	==	==	==
	B	**100%**	==	==	==	==
	Both	**100%**	==	==	==	==
4. Someone (student) posted mean or hurtful picture on line of me	A	**100%**	==	==	==	==
	B	**100%**	==	==	==	==
	Both	**100%**	==	==	==	==
5. Someone (student) posted mean or hurtful video online of me	A	**100%**	==	==	==	==
	B	**93%**	7%	==	==	==
	Both	**98%**	2%	==	==	==
6. Someone (student) posted mean or hurtful web page about me	A	**100%**	==	==	==	==
	B	**100%**	==	==	==	==
	Both	**100%**	==	==	==	==
7. Someone (student) spread rumors	A	**97%**	3%	==	==	==
	B	**93%**	7%	==	==	==

about me online	**Both**	**96%**	4%	==	==	==
8. Someone (student) threatened to hurt me through a cellphone message	**A**	**97%**	3%	==	==	==
	B	**100%**	==	==	==	==
	Both	**98%**	2%	==	==	==
9. Someone (student) threatened to hurt me online	**A**	**100%**	==	==	==	==
	B	**100%**	==	==	==	==
	Both	**100%**	==	==	==	==
10. Someone (student) pretended to be me online and acted in a way that was mean or hurtful to me	**A**	**100%**	==	==	==	==
	B	**100%**	==	==	==	==
	Both	**100%**	==	==	==	==
Verbal violence						
15. Someone made fun of you	**A**	**72%**	20%	8%	==	==
	B	**72%**	14%	14%	==	==
	Both	**72%**	18%	6%	4%	==
14. Someone threatened to beat you	**A**	**78%**	19%	3%	==	==
	B	**64%**	22%	14%	==	==
	Both	**74%**	20%	6%	==	==
Moderate violence						
11. you were grabbed or shoved by someone being mean (student)	**A**	**86%**	11%	3%	==	==
	B	**64%**	22%	14%	==	==
	Both	**80%**	14%	6%	==	==
12. You were punched or kicked by someone trying to hurt you (student)	**A**	**100%**	==	==	==	==
	B	**93%**	7%	==	==	==
	Both	**98%**	2%	==	==	==
13. Personal property smashed or damaged on purpose	**A**	**97%**	3%	==	==	==
	B	**57%**	7%	22%	7%	7%
	Both	**86%**	2%	8%	2%	2%
16. Someone tried to scare you by the way they looked at you	**A**	**72%**	19%	6%	3%	==
	B	**64%**	14%	22%	==	==
	Both	**70%**	18%	10%	2%	==
22. Someone(student) threatened you going to school or the way home after school	**A**	**94%**	6%	==	==	==
	B	**93%**	7%	==	==	==
	Both	**94%**	6%	==	==	==

Serious violence						
18. You were threatened by a student with knife and you saw the knife	A	100%	==	==	==	==
	B	100%	==	==	==	==
	Both	100%	==	==	==	==
19. You were threatened by a gun, and you saw the gun	A	100%	==	==	==	==
	B	100%	==	==	==	==
	Both	100%	==	==	==	==
20. You were cut with a knife or something sharp by someone(student) trying to hurt you	A	100%	==	==	==	==
	B	100%	==	==	==	==
	Both	100%	==	==	==	==
21. Went to a doctor or nurse because you were hurt in an attack or fight	A	97%	3%	==	==	==
	B	100%	==	==	==	==
	Both	100%	==	==	==	==

question	School	Strongly disagree	Disagree	Have doubts	Agree	Strongly agree
39. In our school, some students smash and damage the school properties	A	43%	40%	14%	3%	==
	B	43%	14%	14%	29%	==
	Both	43%	33%	14%	10%	==
40. In our school ,some students are bullying others	A	33%	50%	14%	3%	==
	B	29%	29%	21%	21%	==
	Both	32%	44%	16%	8%	==

question	School	Never	Once	Few Times	Several Times	Many Times
Sexual violence						
23. Someone (student-male) made unwanted sexual comments toward you	A	89%	8%	3%	==	==
	B	86%	==	14%	==	==
	Both	88%	6%	6%	==	==
24. Someone (student-female) made unwanted sexual comments toward you	A	97%	3%	==	==	==
	B	93%	7%	==	==	==
	Both	96%	4%	==	==	==

More than half of the teachers (54%) report that students are stealing things, but no teacher at school a have reported that he had had some property stolen (100%), and most of them (86%) at school b. More than half of the teachers at school b (57%)

report that students bring weapons and about a third (36%) at school a. Teachers report that they have not experience any digital violence. But about a fourth (28%) of the teachers report they have experience verbal violence at least once. While most of the teachers at school a (86%) report they were not been grabbed or shoved; only 64% at school b report that. Also, while vast majority of the teachers at school a (97%) report their personal property were not smashed or damaged on purpose, only 57% report that in school b. this phenomenon also seen about not being threatened to be beat (78% in school a and 64% in school b), and not being scared by the way someone looked at them (72% in school a and 64% in school b). It seems that school b report more moderate violence that school a. all teachers reported that they have not experienced any serious violence. About one tenth of the teachers (12%) reported that a student-male made unwanted sexual comments toward them.

Table 4: The distribution of teacher's violence according to school (student's questionnaire)

question	School	Never	Once	Few Times	Several Times	Many Times
Verbal violence						
76. A teacher yelled at you	A	**45%**	14%	11%	10%	20%
	B	**50%**	13%	8%	7%	22%
	Both	**47%**	14%	10%	9%	20%
77. A teacher insulted (Belittled) you	A	**65%**	11%	8%	6%	10%
	B	**68%**	9%	8%	6%	9%
	Both	**66%**	11%	8%	6%	9%
78. A teacher swore (cursed) at you	A	**73%**	9%	11%	2%	5%
	B	**76%**	7%	8%	2%	7%
	Both	**75%**	8%	9%	2%	6%
Moderate violence						
72. A teacher grabbed or pushed you	A	**72%**	8%	11%	4%	5%
	B	**66%**	15%	6%	2%	11%
	Both	**70%**	11%	9%	3%	7%
73. A teacher slap you	A	**81%**	9%	4%	3%	3%
	B	**69%**	9%	11%	3%	8%
	Both	**76%**	9%	7%	3%	5%
Serious violence						

		Never	Once	Few Times	Several Times	Many Times
71. A teacher threw something on you	A	**72%**	9%	10%	3%	6%
	B	**71%**	7%	7%	3%	12%
	Both	**72%**	8%	9%	3%	8%
74. A teacher kicked or punched you	A	**77%**	12%	6%	==	5%
	B	**77%**	8%	3%	3%	9%
	Both	**76%**	10%	5%	1%	8%
75. A teacher twisted your wrist you	A	**76%**	10%	6%	5%	3%
	B	**82%**	4%	3%	2%	9%
	Both	**79%**	8%	4%	3%	6%

Students report of verbal violence. About half of the students (53%) report a teacher yelled at them. About third of the students (34%) report that a teacher insulted them. Also, forth of the students (25%), report that a teacher cursed them. Student's report of moderate violence, more reports in school b than in school a. while 28% report in school a that a teacher grabbed or pushed them, in school b there are 34% of the reports. Also, while 19% reports in school a, that a teacher slapped them, in school b there are 31% of the reports. Students also report about serious violence, same distribution in both schools. About a fourth (28%) reported that a teacher threw something on them, kicked or punched (24%), and about a fifth (21%) report that a teacher twisted their wrist.

Table 5: The distribution of teacher's violence according to gender (student's questionnaire)

question	School	Never	Once	Few Times	Several Times	Many Times
Verbal violence						
76. A teacher yelled at you	boys	**47%**	12%	10%	8%	23%
	girls	**48%**	24%	8%	10%	10%
77. A teacher insulted (Belittled) you	boys	**66%**	11%	8%	5%	10%
	girls	**71%**	13%	5%	3%	8%
78. A teacher swore (cursed) at you	boys	**74%**	8%	10%	2%	6%
	girls	**81%**	8%	5%	3%	3%
Moderate violence						
72. A teacher grabbed or pushed you	boys	**67%**	11%	11%	3%	8%
	girls	**84%**	10%	==	3%	3%

73. A teacher slaped you	**boys**	**74%**	10%	8%	3%	5%
	girls	**92%**	3%	3%	==	3%
Serious violence						
71. A teacher threw something on you	**boys**	**68%**	9%	10%	3%	10%
	girls	**82%**	10%	5%	3%	==
74. A teacher kicked or punched you	**boys**	**75%**	11%	6%	1%	7%
	girls	**91%**	3%	==	3%	3%
75. A teacher twisted your wrist you	**boys**	**76%**	9%	5%	4%	6%
	girls	**95%**	==	==	==	5%

More boys them experience verbal violence. Students report that a teacher yelled at them (53% of the boys and 52% of the girls), Insulted them (34% of the boys and 29% of the girls), and cursed them (26% of the boys and 19% of the girls). More boys them experience moderate violence. Students report that a teacher grabbed or pushed them (33% of the boys and 16% of the girls), that a teacher slapped them (26% of the boys and 8% of the girls). This phenomenon also seen in serious violence. Students report that a teacher threw something on them (32% of the boys and 18% of the girls), a teacher kicked or punched them (25% of the boys and 8% of the girls), and that a teacher twisted their wrist (24% of the boys and 5% of the girls).

Appendix III

The order of setting in classroom

מדינת ישראל
משרד החינוך
לשכת המדען הראשי

25 בינואר 2016
ט"ז בשבט תשע"ו
תיק 9020 413 רו

לכבוד
מר מוניר נסר סעד
ת.ד. 527, שפרעם

הנדון : בקשתך לקבלת היתר לאיסוף מידע במוסדות חינוך לצורך מחקרך בנושא

"האלימות במגזר הערבי וגורמיה"

שלום רב,

מהטופס 'פרטים ראשוניים' שהמצאת ללשכתנו ביום 10.1.2016 בנושא שבנדון, יחד עם הצעת המחקר על כליה, עולה כי את המחקר אתה מבקש לבצע לצורך לימודיך באוניברסיטת בוקרשט שברומניה.

בנוהל משרדנו בנושא "פעילות מחקרית במערכת החינוך" שפורסם בחוזר המנכ"ל מחודש מאי של שנת 2015 נקבע, כאחד מהתנאים המקדמיים להתייחסות לבקשה, כי על העבודה המבוקשת לביצוע על ידי סטודנט לצורך לימודיו להיערך <u>במסגרת לימודים במוסד ישראלי להשכלה גבוהה</u>" (ראי סעיף 1.5.2 בנוהל הנ"ל).

מאחר שבקשתך אינה עומדת בתנאי המקדמי שלעיל, לא נוכל, לצערי, להתייחס אליה לגופו של עניין ודינה להידחות על הסף.

בברכה,
רנה אוסליזון
מרכזת בכירה (בקרה ומעקב)

העתק : פרופ' עמי וולנסקי, המדען הראשי

Saturday, January 30, 2016

Dear Professor Neacsu

Attached, the free translation of the answer of the chief scientist of the Israeli Education Ministry.

To Mr. Monir Nasser Saed

Under discussion: your request for permission to collect information from schools for your research

"The violence in Arabs' schools"

Hello,

From the details that you sent to us on the 10/1/2016 including the research instrument, it is clear that you are going to make a research for your studies in the Romanian Bucharest University.

According to the procedures of our office "Research activity in the Educational System" which published on May 2015, one of the preliminary conditions for giving permission is that the research is done by a student who is studying in an Israeli High Educational Institute(see article 1.5.2 of that procedure).

Since your request does not coping with that preliminary condition, we refuse your request totally.

Copy: Professor Ami vellneski, chief scientist.