

Maladaptive Parental Treatment Styles and Their Relationship to Violence in the School Environment Among a Sample of Secondary School Students A Field Study in the City of Laghouat

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Abstract

This study aimed to investigate the relationship between maladaptive parenting styles and school violence among a sample of secondary school students in the city of Laghouat. The study employed a descriptive methodology due to its suitability for the nature of the subject. Data were collected using two instruments: the first measured maladaptive parenting styles (comprising 24 items), and the second measured school violence (comprising 36 items). After ensuring the validity and reliability of the tools, the field study was conducted on a total sample of 200 male and female students, selected through a simple random sampling method from two secondary schools in Laghouat.

The results revealed a statistically significant correlation between maladaptive parenting styles and school violence among the study sample. Furthermore, the findings indicated no statistically significant differences in either maladaptive parenting styles or school violence attributable to the gender variable.

Keywords: Maladaptive Parenting Styles _ School Violence _ Secondary School Students.

Introduction

The family is the first socializing institution and the fundamental pillar in shaping an individual's value-based and psychological makeup from the earliest stages of development; it plays a pivotal role in forming personality traits and in determining the paths of mental and social growth. With regard to adolescence, the adolescent draws the building blocks of his or her personality from this family system, which may at the same time be a source of numerous psychological and behavioral crises, owing to the stressful experiences and situations encountered along the developmental journey. In this context, specialists in psychology maintain that disturbed parental upbringing is clearly reflected in the adolescent's behavioral practices, the most prominent manifestation of which is violent behavior, particularly within the school environment.

School violence is one of the most complex challenges facing contemporary educational systems. It appears in diverse behavioral patterns, ranging from verbal and physical attacks directed against peers or teaching staff to the destruction of public property. The consequences of this phenomenon are not limited to the direct psychological and physical harm suffered by learners; they extend to constitute a structural obstacle to the achievement of the institution's pedagogical and educational objectives.

From an analytical perspective, school violence must be approached as a multidimensional phenomenon that cannot be reduced to a single cause; rather, it is the product of a complex interplay of social, psychological, and environmental variables. The individual is in a continuous state of interaction

with multiple agents of socialization (the family, the peer group, the neighborhood, and the school), which obliges researchers in the Algerian and Arab sociological context to move beyond abstract theoretical frameworks toward empirical field studies, with the aim of diagnosing the real causes and formulating therapeutic and preventive strategies that are effective and realistic.

I. Theoretical Framework of the Study

1. Problem of the Study

Although there are many means of socialization through which the child learns, such as the school, the street, and the media, the family remains the cradle of the child's care. From it the child obtains his or her most important psychological needs, such as feelings of love and security; learns right from wrong; receives reinforcement for desirable behaviors and inhibition of undesirable ones; and finds in the parents role models to emulate. Parents, however, may differ in the styles they use in treating their children. Some focus intensely on every small and large matter and let no action of the children go unnoticed, while others neglect them entirely. These styles of treatment are the principal determinant of the children's relationship with their parents, since children's responses vary according to the care they receive or the control imposed on them, the lack of appreciation for their selves, and the stripping away of their personalities. This drives children toward violence, harshness, and coldness, as a way of defending their ideas and justifying their behaviors. This is what we observe in our schools today on a large scale, namely the phenomenon of violence in the school environment. It is a problem that threatens students' health and academic adjustment and at the same time affects the course of the educational process. Violence in school settings appears through various behavioral patterns, whether with peers or with teachers, through damage to school property, or through failure to comply with instructions and orders. This violence entails many harms that leave negative effects in schools; its effects are not limited to the physical and psychological harm to students but stand in the way of the efforts of officials as a whole to achieve the school's objectives, and may extend beyond the school (Sherifa & Kadi, 2022, p. 463).

Many Arab and foreign studies have investigated maladaptive parental treatment styles and their relationship to school violence, and have reached findings, among which we mention the following. The study by "Hiram" (1989) aimed to examine the nature of the relationship between the aggressive behavior with which parents treat their children and the behavioral problems these children have; its findings showed a positive correlational relationship between the aggressive behavior with which parents treat their children and the aggressive behavior of those children. The study by "Geri and Dana" (1993) examined the relationship between parental treatment styles and behavioral disorders in a sample of 42 children aged 8 to 16 years; it found that maladaptive parental treatment styles, represented by rejection, neglect, and indifference, are positively related to anxiety, depression, and aggressive behavior among children. The study by "Karlen" (1996) was exploratory and aimed to identify the factors underlying aggressive behavior in children; its results showed that maladaptive parental treatment styles that make the child feel rejected by his or her parents were among the most important factors leading to the emergence of aggressive behavior in children. The study by "Chenouf and Kadi" (2010) aimed to uncover the relationship of parental treatment styles to school violence among adolescents; its sample consisted of 120 male and female students, and its results indicated an inverse correlational relationship between parental treatment styles and school violence, as well as gender differences in school violence in favor of males and no gender differences in parental treatment styles.

Hence the present study was undertaken to determine the relationship between maladaptive parental treatment styles and violence in the school environment among a sample of secondary school students in the city of Laghouat. The problem of the present study is accordingly defined in the following questions:

- Is there a correlational relationship between maladaptive parental treatment styles and violence in the school environment among a sample of secondary school students in the city of Laghouat?
- Are there statistically significant differences in maladaptive parental treatment styles among a sample of secondary school students in the city of Laghouat attributable to the gender variable?
- Are there statistically significant differences in violence in the school environment among a sample of secondary school students in the city of Laghouat attributable to the gender variable?

3. Hypotheses of the Study

The present study seeks to test the following hypotheses:

- There is a statistically significant correlational relationship between maladaptive parental treatment styles and violence in the school environment among a sample of secondary school students in the city of Laghouat.
- There are statistically significant differences in maladaptive parental treatment styles among a sample of secondary school students in the city of Laghouat attributable to the gender variable, in favor of males.
- There are statistically significant differences in violence in the school environment among a sample of secondary school students in the city of Laghouat attributable to the gender variable, in favor of males.

4. Objectives of the Study

The objectives of the present study were as follows:

- To examine the reality of the situation in order to reveal the relationship between the variable of maladaptive parental treatment styles and the variable of violence in the school environment among secondary school students in the city of Laghouat.
- To determine the significance of differences, if any, in each of the variable of maladaptive parental treatment styles and the variable of violence in the school environment among the members of the study sample, with respect to gender.
- To identify the degree and level of each of the variable of maladaptive parental treatment styles and the variable of violence in the school environment among the members of the research sample, as shown by the two questionnaires used in this study.
- To identify the sources and causes of maladaptive parental treatment styles and of violence in the school environment, and to analyze and interpret them.
- To arrive at findings in light of which suggestions can be offered that educators and officials in educational institutions may use, to the benefit of students in the family, the school, and society as a whole.

5. Significance of the Study

The significance of the present study is evident from the following:

- Maladaptive parental treatment styles and the phenomenon of violence in the school environment are among the most widespread phenomena at the local, Arab, and global levels alike. Hence the importance of this study, in examining its subject and exploring it in depth.
- This research derives its significance from its aforementioned objectives, which are reflected in the need to study the variable of violence in the school environment in terms of its hypothesized correlational relationship with the variable of maladaptive parental treatment styles among secondary school students, and to study each of maladaptive parental treatment styles and violence in the school environment in terms of the hypothesized variation in the degree of each among the members of the research sample according to gender.

- The value of the present research lies in the relevance of the age group of the study population, namely adolescence, a developmental stage characterized by change among students and coinciding with the secondary education stage. This group is therefore in urgent need of scientific study as an important segment of society.

6. Operational Definitions of the Study's Concepts and Terms

6.1 Maladaptive parental treatment styles. Defined operationally in the present study as: "The abnormal manner in which parents (the mother or the father) treat the child with the intention of shaping or modifying his or her behavior, represented by (emotional abuse, neglect, rejection, inducing guilt in the child, ridicule and belittlement, and physical and bodily abuse). Maladaptive parental treatment styles in the present study are as measured by the items of the questionnaire."

6.2 Violence in the school environment. Defined operationally in the present study as: "Behaviors expressed through verbal or physical abuse or the destruction of property, carried out by the student toward classmates, teachers, or the school administration, as an expression of his or her rejection of the situations he or she is living through. Violence in the school environment in the present study is as measured by the items of the questionnaire."

6.3 Secondary school students. Defined operationally in the present study as: "Students who have entered the secondary education stage after successfully completing the levels of the middle education stage, and whose ages range between 16 and 19 years."

7. Limits of the Study

7.1 Human limits: This study was conducted on a sample of secondary education students consisting of 200 male and female students.

7.2 Spatial limits: This study was conducted in secondary schools in the city of Laghouat, and was confined specifically to two schools: Imam Al-Ghazali Secondary School and Colonel Mohamed Chaabani Secondary School.

7.3 Temporal limits: This study was conducted during October and November of the 2025/2026 school year.

II. Maladaptive Parental Treatment Styles

1. Definition of Parental Treatment Styles

"Youssef Gharib Abdel Fattah" (1990) defines them as: "A means followed by parents in order to instill in their children the values and ideals that enable them to succeed in their lives and work and to be happy in their social relationships with others" (Abdel Fattah, 1990, p. 294).

"Mohamed Khalil Bayoumi" (2000) defined them as: "The educational methods followed by the two parents to impart to their children independence, values, the ability to achieve, and behavioral control" (Bayoumi, 2000, p. 92).

2. Patterns and Styles of Parental Treatment

2.1 The harshness and domination pattern. This means prohibiting and rejecting the child's wishes and preventing the child from doing what he or she desires. Children may have the misfortune of a father or mother with a disturbed personality. The latter may be lenient where firmness is required and lax where severity is required, and may be harsh and strict over the most trivial matters, complaining a great deal, with punishment closer to revenge than to correction and refinement. Children need patience and consistency in treatment and advice, but they do not find what they need; all they find is an atmosphere that does not foster security and stability. The more the parents follow a style of harshness and corporal punishment, the more this contributes to the child's feelings of frustration, to the association of the child's behavior with aggression and violence, and to the child's withdrawal from the

parents in order to escape punishment.

2.2 The overprotection pattern. The child's welfare and attention to the child are among the necessary things that parents must provide, provided that they do not reach the point of excessive protection, because the latter may rob the child of the desire for freedom and independence when the parents constantly interfere in the child's affairs, and the child may find it difficult to bear responsibility in the future.

2.3 The neglect pattern. Neglect has many forms, including indifference to the child's cleanliness or failure to satisfy the child's necessary physiological and psychological needs. Another form of neglect is failing to reward the child when he or she accomplishes something, which fosters a spirit of aggression in the child. The study by "Rutter" (1985) found that the most important family problem is neglect, which causes children severe behavioral deviations, and that most children with behavioral problems often come from families that neglect their children.

2.4 The discrimination pattern. This consists of deliberate inequality among children and favoritism among them on the basis of gender, birth order, or age, such as preferring the male over the female or favoring the eldest son over his siblings in food and clothing, and so on. Attention, protection, and care are then concentrated on this child more than on the rest of the siblings. This orientation results in a selfish personality accustomed to being given to and not giving, which likes to take possession of everything for itself even at the expense of others, without considering their feelings. As for the brothers and sisters, intense jealousy and concealed resentment often develop in them toward the favored brother or sister, together with increased aggression toward him or her.

2.5 The democratic pattern. This style is among those that promote the child's mental health, as it involves avoiding mistaken and abnormal styles and applies the principles of mental health, resulting in psychological and social adjustment and adaptation. This pattern is characterized by avoiding strict regulation of the child or the suppression of the child's will by the parents relying on their authority and power, and evaluating the child's behavior according to absolute, fixed standards of conduct. Parents encourage children to discuss and help them make decisions, leaving them the freedom to choose and to express their opinions and feelings.

2.6 The reward and punishment pattern. This is regarded as one of the positive socialization techniques on which parents rely. The use of forms of reward with the child leads to faster learning and greater effectiveness. Reward is used when the child engages in good behavior or completes certain tasks in the family; in this case, forms of reward take several practices such as praise, rewards, commendation, and buying gifts. If, on the other hand, the child engages in undesirable behavior such as lying, stealing, disobedience to parents, and non-cooperation with the family, punishment must be used, such as boycotting the child or hitting him or her (Hadj Ali & Hammach, 2021, pp. 137–140).

3. Factors Influencing Parental Treatment Styles

3.1 Family size. Parental treatment is affected by the number of family members. A family usually consists of parents and children, and the number of children may be large (six or more), in which case the family is large; in other cases the family is large because of the presence of other members such as the grandfather, grandmother, paternal uncle, or maternal uncle, and so on. In a large family, treatment is characterized by neglect, because it is difficult for the parents to attend to the affairs of all the children, and it is difficult to use a style of discipline that relies on stability to explain the various matters of life to the children; it is even difficult for them to urge the children toward socially acceptable behavior, so strict restrictions are imposed and domination and control increase. "Nuttall" (1971) showed that love and emotional support from parents toward their children diminish and fade in large families. Other studies conducted in this regard have also shown that children of large families enjoy independence, that is,

self-reliance and adaptation to the conditions of their lives with their difficulties, whereas parental treatment in a small family is characterized by mutual cooperation between children and parents, with emotional support and love being offered, a moderate style of discipline prevailing within a reasonable order, and good opportunities being available for forming emotional and social habits that benefit the child in his or her life.

3.2 Socioeconomic level. If family size plays a role in influencing parental treatment of children, the socioeconomic level of families plays a similar role in this influence. Many of the differences we find among individuals in any society, whether in the ability to solve problems, make decisions, or implement society's laws, are attributable to differences in the socioeconomic level to which they belong (Maysa Ahmed Nayel, 2002, pp. 60–65).

3.3 The child's gender. Family socialization is affected by the child's gender, and this is reflected in the child's psychological development and the formation of his or her personality. The culture of any society determines the roles of gender (male–female), so that society expects of the individual a role according to his or her sex, behavior, and particular personality characteristics. Females in our society still occupy a status lower than that of males, especially in the middle and lower classes, not only in the stimulation they receive, but they are also exposed to feelings of helplessness, which leads to the inhibition of the girl's psychological development. In addition, the girl struggles for independence, unlike males, who obtain it gradually and behave as they please.

3.4 The educational level of parents. Many studies have shown that less-educated parents are more inclined to use harshness and neglect and less inclined to use explanation and reasoning with their children, and that educated mothers are more tolerant toward their children than uneducated mothers. Abdel Moneim Hussein holds that the educational level of parents may be one of the important factors with a great influence on the functional role of the family, because the educational level can be regarded as an indicator of the experiences parents have acquired through all the educational and everyday situations they lived through during their education, and which they live in the light of those acquired experiences (Ayyash, 2009, p. 69).

4. Theories Explaining Parental Treatment

4.1 Psychoanalytic theory. For “Freud,” personality consists of three main systems which, when they work cooperatively, make it easy for their owner to interact with the environment so that his or her basic needs and desires are satisfied; but if these systems are discordant and conflict with one another, the individual's adjustment worsens, his or her satisfaction with the self and with the world diminishes, and his or her efficiency declines. From the standpoint of psychoanalytic theory, the process of socialization involves the child's acquisition and internalization of parental standards and the formation of the superego. Freud believes that this takes place through mental, emotional, and social methods, most prominently reinforcement based on reward and punishment. This theory stresses the effect of the parent–child relationship on the child's psychosocial development (Al-Shennawi, 2001, p. 35).

“Jung” indicates that the child's first education is accomplished through the parents, whose lives and personalities may have the greatest effect on the child; all parental problems are reflected, unintentionally on their part, in the child's psyche. “Fromm” holds that the positive development of the child's own individual abilities is facilitated by the presence of a parental pattern characterized by warmth, effectiveness, and absence of threat, in which parents teach their children by example rather than by compulsion. But if the child loses the sense of self-reliance as a result of pathological parental behavior on the part of harsh parents, who use the child to realize their own frustrated ambitions for success in professional and social spheres or to enjoy a sense of personal power, then for such parents it is better to suppress their true inclinations and concentrate their attention on guiding and encouraging the child (Al-Nubi, 2010, p. 22).

4.2 Behaviorist theory. The proponents of this theory hold that the individual is born equipped with initial predispositions that constitute the raw material of his or her personality, and that the family plays a major role, through the process of socialization, in shaping those predispositions. “Watson” holds that the starting point is a living organism capable of producing some simple responses such as crying, smiling, or moving the arms, after which the parents begin to shape it. The proponents of this theory also maintain that disturbed behavior is acquired during the individual’s social upbringing, and that there is no difference between the way normal behavior is acquired and the way pathological behavior is acquired, since the main process in both cases is a process of learning and of forming associations between particular stimuli and responses. “Sears” holds that the child is born with multiple biological needs, that the experiences arising from the satisfaction of these needs are a source of learning, and that the family, with all its variables and the socialization styles it follows, is behind everything the child learns. The parents play a decisive role because they are the most important reinforcing agents for the child. According to this theory, behavior is shaped on the basis of the external events to which the individual is exposed, and behavior change involves associative processes; the proponents of this theory view the organism as responding to particular stimuli with particular responses, and they represent the relationship between children and parents as the association between stimulus and response (Al-Sabaawi, 2010, p. 123).

4.3 Social learning theory. This theory relies on reinforcement as a kind of parental reward given to the child when he or she produces the desired behavior. “Miller” and “Dollard” (Dollard and Miller) attach great importance to reinforcement in the learning process, and behavior is strengthened or changed according to the pattern of reinforcement or punishment used (Al-Shennawi, 2001, p. 32).

Behavior that ends in reward tends to be repeated in situations similar to the one in which the behavior was rewarded, while behavior that ends in punishment tends to cease. “Bandura” and “Walters,” although they agree with the principle of reinforcement and its effect in strengthening behavior, point out that reinforcement alone is not sufficient to explain the occurrence of some patterns of behavior that appear suddenly in the child, under circumstances in which one cannot assume that these patterns were formed gradually through reinforcement. Bandura holds that people develop hypotheses about the kinds of behavior that will lead them to reach their goals, and the acceptance or rejection of these hypotheses depends on the consequences of the behavior, such as reward and punishment; that is, much learning occurs by observing the behavior of others and noticing the consequences of their actions. According to this theory, we do not learn only isolated actions but whole models of behavior; what we learn is not only models of behavior but also the rules that underlie behavior. The concept of the observational learning model rests on the assumption that the human being, as a social creature, is influenced by the attitudes, feelings, actions, and behaviors of others, that is, can learn by observing their responses and imitating them. This assumption carries great educational importance if we take into account that learning, in its basic sense, is a social process (Abu Jadou, 1991, p. 41).

4.4 Cognitive theory. Piaget’s cognitive theory was concerned with the cognitive aspects, on the assumption that human personality emerges from the interlocking of mental and emotional functions and from the interaction between these two functions, and that the social and intellectual world outside the individual has no subjectivity or agency of its own; it is a reflection of the socialization the individual undergoes in his or her cognitive development. This depends on assimilation and accommodation: the first process represents the internalization of the environment and of those around the child so as to achieve adaptation, while the second aims at the child’s modification of his or her behavior and cognitive structure in order to be consistent with the environment (Al-Nubi, 2010, p. 22). In general, the child carries out processes of building and modifying the knowledge accumulated within him or her in order to be able to adapt to the changing variables of the social environment, and there is no doubt that the child’s

surroundings play an important role in the speed and ease of adaptation to the environment's givens, especially the family, which facilitates the child's contact with the environment and helps the child to adapt successfully to its new developments (Ibrim, 2012, p. 29).

III. School Violence

1. Definition of School Violence

"Shidler" defines school violence as: "Verbal and non-verbal aggressive behavior toward another person occurring within the boundaries of the school. Aggression consists of any behavior that targets the rights of others. It may take a material or moral form. School violence, in the context of this study, is violence practiced within the framework of educational institutions and occurring among the parties of the school community (students, teachers, administrators)" (Karoum, 2005, p. 114).

2. Types of School Violence

2.1 Classification by method

A. Physical violence. This is anything that may hurt and harm the body as a result of exposure to violence, whatever the degree of harm. It is defined as the deliberate use of physical force toward the teacher or classmates in order to inflict injury and physical harm on them, causing pain and suffering. Physical violence by a student toward his or her teacher takes the form of assault on the teacher's person; examples of the use of physical violence include hitting with the hands or with other means.

B. Psychological violence. Violence may occur through an act or through the omission of a certain behavior, which causes psychological harm to the other party. This includes other acts, such as the student's rejection and non-acceptance of his or her teacher and failure to listen to the teacher's commands and prohibitions, and the performance of certain behaviors and gestures toward the teacher's person, such as shouting, disobedience, rebellion, threats, refusal, intimidation, gestures, manipulative and ambiguous behaviors, indifference, lack of concern, and disregard, until the teacher begins to respond with counter-violence.

2.2 Classification by number

A. Individual violence. This is exemplified by the student with violent behavior inside the classroom or outside it, who is characterized by certain traits that make him or her very often inclined to practice violence toward teachers; that is, the violent behavior is committed by a single individual who uses force and pressure on the freedom of individuals or of a certain group.

B. Collective violence. This is carried out by students collectively, such as disobedience, rebellion, and the creation of disorder inside the classroom, all of which represents a reaction against goals, aspirations, and demands that have not been fulfilled.

2.3 Classification by the nature of violence

A. Innate violence. On this view, violent behavior is innate and is born with the human being. Among the supporters of this idea is "Lombroso," who stresses the heritability of violence and holds that physical and temperamental predispositions make people violent. From this theory we conclude that violence is an innate behavior born with the human being, and that its emergence is reinforced if internal and external factors act on the individual's personality, driving him or her to harm others psychologically or physically or to destroy their property. Objections were raised to this theory on the grounds that violence is acquired behavior.

B. Acquired violence. This refers to the violent behaviors that the child or adolescent learns through observation and imitation of the surrounding environment and the actions of adults, such as conflicts and quarrels, and so on, or through watching television, including films of violence, terror, excitement, and horror. Among the advocates of this doctrine is "Bandura," who held that a child's witnessing violent

behavior by adults directed toward him or her or toward his or her peers reinforces the child's acquisition of that violent behavior; that is, the adolescent or the student in the secondary stage is exposed to all the influences that stir his or her feelings and drive him or her to be affected by everything he or she sees or experiences of violence. This view has also been criticized, since violent behavior cannot be attributed to a single transmitted factor, whether innate or acquired; rather, both are essential factors in explaining the violent personality. Heredity is responsible for the individual's predispositions, and the external environment is responsible for stimulating and activating them so that violent behavior finally appears (Hussein, 2005, pp. 262–263).

3. Causes of School Violence

3.1 Individual psychological causes. These are the causes and motives that stem from the individual's own self and psychological state, which was formed as a result of external circumstances such as neglect, maltreatment, and exposure to violence, particularly since childhood, along with other circumstances that accompany the human being and that led to the accumulation of various subjective impulses, from which emerged psychological states that ultimately led to compensating for these circumstances by resorting to violence in the school environment. Individual causes are therefore factors associated with the individual and refer to his or her psychological and emotional characteristics that drive him or her to violence, that is, to violent behavior; they refer to psychological characteristics, psychological and impulsive makeup, and personality characteristics, among which are impulsivity and fear. Impulsive children are predisposed to aggressive and violent behavior when they reach adolescence and adulthood. States of anger and outburst and the use of violence in school corridors are often linked to psychological problems and repercussions within the student, which may depend on the amount of negative feelings resulting from frustration or failure. Since frustration is the key to anger, anger in turn turns into disturbed behaviors that eventually crystallize into violent courses of action.

3.2 Family causes. "Schulman" indicates that there is a close relationship between parental upbringing and psychological disorders in children. If this upbringing is sound, it helps the individual, whether child or adolescent, to adjust to his or her environment and to behave in healthy ways; but if the upbringing is abnormal, it becomes one of the factors of psychological and behavioral disturbance that appears in aggressive behavior, which may be directed at the self or at the institutions of society, of which the school is one.

Accordingly, the family plays an important role in shaping the normal and abnormal behavior of the child, and the family context is considered one of the important factors that may contribute to the emergence of violence within the school. When the student comes to school with many family problems, he or she may find in the school an outlet and may transfer violence from inside the family to the school.

Specialists in sociology, education, and psychology agree on the family's role in developing the child's aggressive tendency when the child grows up in a family environment that lacks love, affection, and proper care of children. Parents who quarrel and neglect the upbringing of their children, or who do not permit dialogue, the expression of opinions, and understanding of problems, become a cause of planting feelings of resentment and hatred in the child and pushing him or her toward rebellion and the attempt to assert the self through violent behaviors. This violence is a reflection of family problems and of family disintegration. Among the negative consequences of family disintegration is the child's attempt to seek affection and the esteem of others outside the family, and the child often falls victim to bad companions, who contribute to his or her delinquency.

3.3 School causes. The school is the receptacle for all external pressures. Students who have been subjected to violence by their families and the surrounding society come to school to release their pent-up repression through aggressive and violent behaviors, and they encounter other students in a similar situation who behave in similar ways. In this manner the intensity of the phenomenon of violence develops

and its spread increases. Likewise, within the school, groups with similar attitudes toward violence form cliques and alliances for the sake of belonging, which strengthens those orientations and behaviors in them. If the environment outside the school is violent, the school may become violent.

Students' violence is also attributed to the restrictions of the school system resulting from the excessive emphasis on applying strict instructions and on the administration's monitoring of rules and regulations, to the neglect of students' family, social, or economic problems and of their concerns and interests, which leads to the blockage of channels of communication. It is well known that a school in which an authoritarian style prevails, where the educational process is conducted in an atmosphere of intimidation and threat and in the absence of dialogue and persuasion, produces violence. A failed educational policy that, through its resources and curricula, does not give opportunities for expression and the use of the democratic style rests on a mistaken conception that leads to the production of what is called insecurity.

School violence and misbehavior on the part of the student may also arise as a result of, or a reaction to, the conditions of education, the systems, and the density of the curricula, and their negative reflection on students' psychology, including the privileging of quantity over quality, outdated educational curricula, the failure to update educational programs to what prevails, their unsuitability to students' needs, and their not being developed on the basis of new developments in society (Karoum, 2005, p. 127).

4. Treatment and Prevention of the Phenomenon of School Violence

- The efforts of the family, the school, and the media must be combined to curb the phenomenon of violence; the matter requires reconsideration and a serious pause to address this phenomenon that has come into our school community from outside.
- Cognitive and psychological methods should be used to reduce violence, such as teaching students the skill of problem-solving, teaching them methods of self-control and self-direction, developing social skills in dealing with others, and correcting the negative and mistaken concepts and beliefs of some students.
- Offices for the psychologist and the social specialist should be established in secondary education institutions, with attention to guidance and counseling and to qualifying counselors educationally and psychologically to perform their roles, and periodic meetings should be organized among them to become acquainted with the various problems and how they were overcome and to benefit from one another's experiences.
- The teacher's understanding of the nature of the stage that students pass through during adolescence should be emphasized, along with good educational and scientific preparation of the teacher, with training courses aimed more at focusing on the study of developmental psychology of the adolescent child and on the study of teaching pedagogy.
- The student should be respected and not belittled, allowed to express his or her feelings, given space for freedom of thought and expression of opinion, and attention should be focused on the positive aspects of his or her personality.
- The role of the parents' association should be activated to follow up on their children who are students, and its work should be coordinated with the school.
- Understanding should be fostered and ties strengthened among the various members of the school community (students, teachers, administration, parents), and positive interactions and relationships should be reinforced.
- Information days should be organized, as a benefit to the administrative and educational staff of secondary education institutions, on the treatment and prevention of manifestations of violence in schools.

- Cultural and sporting activities should be intensified for the benefit of teaching staff and students, with the aim of bringing them closer to one another.
- Programs and films that incite violence should be stopped and replaced with programs and films that call for peace, coexistence, familiarity, solidarity, and cooperation, and that spread a culture of tolerance and the rejection of violence.
- Students should be warned against bad companions and guided on how to choose friends and what their characteristics should be, with examples given and the expected end of keeping bad company explained (Karoum, 2005, p. 203).

IV. Field Framework of the Study

1. Study Methodology

The research method that suits the nature of the present study is the descriptive method; I relied on this method in order to describe the phenomenon under study in terms of its nature, its existence, and its interpretation.

2. Study Sample

The study sample consisted of 200 male and female students, comprising 78 males and 122 females. Table (01) shows this.

Table (01): Distribution of the sample members by school, according to the gender variable

	Number	Percentage
Males	78	39%
Females	122	61%
Total	200	100%

3. Study Instruments

3.1 The parental treatment styles questionnaire. The study relied on a scale developed by “Perris” (BURS) and his colleagues in 1980, which they named “EMBU,” the initial letters of the test’s name in Swedish, and which was translated and Arabized by “Mohamed El-Sayed Abdel Rahman and Maher Mostafa El-Maghrebi.” It was first issued in Swedish with 81 items answered by self-report, in which the respondent decides whether or not the item applies to him or her. In this study, after the psychometric properties were applied, the scale was reduced to six dimensions: emotional abuse, with items (1-2-3-4); neglect, with items (5-6-7-8-9); rejection, with items (10-11-12); inducing guilt in the child, with items (13-14-15-16); ridicule and belittlement, with items (17-18-19-20); and physical and bodily abuse, with items (21-22-23-24).

3.2 The school violence questionnaire. A questionnaire was constructed containing four main dimensions related to school violence among the surveyed students, in light of the theoretical framework of the present research and of previous studies. They are: violence directed at classmates, with items (1, 5, 9, 13, 17, 21, 25, 29, 33, 36); violence directed at the teacher, with items (2, 6, 10, 14, 22, 26, 30, 34); violence directed at the administration, with items (3, 7, 11, 15, 19, 23, 27, 31, 35); and violence directed at property, with items (4, 8, 12, 16, 20, 24, 28, 32). Each dimension thus consists of a number of items covering the forms of school violence that belong to the domain concerned.

4. Pilot Study

The pilot study was conducted on a sample of 40 individuals to verify the validity and reliability of the two questionnaires used in this study.

4.1 Psychometric properties of the parental treatment styles questionnaire

A. Validity. The validity of the present scale was calculated by the method of discriminant validity: individuals' scores were ranked from lowest to highest, then the lowest 27% and the highest 27% of the distribution were taken, with 6 individuals in each group. The t-test was then calculated to determine the differences between the two groups, using the statistical software, and the following table shows this:

Table (02): Discriminant validity between the upper and lower groups on the scores of maladaptive parental treatment styles

	N	Mean	Standard deviation	Degrees of freedom	t value	Significance level
Lower group	06	53.60	10.56	38	10.86	Significant at 0.01
Upper group	06	50.60	05.29			

The calculated t value equals 10.86, as Table (04) shows. Hence t is statistically significant at the 0.01 level, because the calculated t value exceeds the tabulated t value for a two-tailed test, which indicates that the scale has validity through its ability to discriminate between individuals with high scores and those with low scores.

B. Reliability. The reliability of the scale was calculated by means of Cronbach's alpha using the SPSS program, and the reliability value was 0.77, which is a high value and expresses an acceptable level of scale reliability. The scale therefore met the psychometric properties of validity and reliability and can accordingly be used on the study sample.

4.2 Psychometric properties of the school violence questionnaire

A. Validity. The validity of the present scale was calculated by the method of discriminant validity: individuals' scores were ranked from lowest to highest, then the lowest 27% and the highest 27% of the distribution were taken, with 6 individuals in each group. The t statistic was then calculated to determine the differences between the two groups, using the statistical software, and the following table shows this:

Table (03): Discriminant validity between the upper and lower groups on the scores of violence in the school environment

	N	Mean	Standard deviation	Degrees of freedom	t value	Significance level
Lower group	06	50.65	02.56	38	20.36	Significant at 0.01
Upper group	06	50.41	08.29			

The calculated t value equals 20.36, as Table (05) shows. Hence t is statistically significant at the 0.01 level, because the calculated t value exceeds the tabulated t value for a two-tailed test, which indicates that the scale has validity through its ability to discriminate between individuals with high scores and those with low scores.

B. Reliability. The reliability of the scale was calculated by means of Cronbach's alpha using the SPSS program, and the reliability value was 0.77, which is a high value and expresses an acceptable level of scale reliability. The scale therefore met the psychometric properties of validity and reliability and can accordingly be used on the study sample.

5. Presentation, Interpretation, and Discussion of the Results of the Hypotheses

5.1 Presentation, interpretation, and discussion of the results of the first hypothesis

The first hypothesis of the present study states that there is a statistically significant correlational relationship between parental treatment styles and violence in the school environment among second-year secondary school students in the city of Laghouat. The following table presents the results of this hypothesis.

Table (04): The correlational relationship between maladaptive parental treatment styles and violence in the school environment

Study variables	Pearson correlation coefficient	Significance level
Maladaptive parental treatment styles and violence in the school environment	0.57	0.05

The results revealed that the value of the correlation coefficient (r) between the sample members' scores on the two questionnaires, the parental treatment styles questionnaire and the school violence questionnaire, is moderate and positive, the value of the correlation coefficient (r) being 0.57. When it was compared with the tabulated value of Pearson's correlation coefficient, the calculated (r) value was found to be greater than the tabulated (r) value at the significance level of 0.05 and at 38 degrees of freedom; the correlation is therefore statistically significant. We accordingly state that the first hypothesis was confirmed.

These results provide statistical and psychological confirmation of the null hypothesis posited. **Maladaptive parental treatment**, in its various manifestations such as emotional abuse, neglect, and rejection, cannot be confined to its material framework alone; it must be regarded as **an existential deprivation that makes** the adolescent lose his or her sense of security and belonging. When the adolescent is subjected to "ridicule and belittlement" or to physical abuse, this creates a charge of suppressed psychological tension. Since at this stage the adolescent lacks the mechanisms of adaptive maturity, he or she **displaces this** conflict from the family sphere to the school space, transforming it into aggressive behaviors (verbal and motor) as a defense mechanism to regain a sense of control or to attract the attention that is lacking.

This conclusion intersects with the educational literature that has investigated the roots of aggression. The study by "**Hiram**" stresses the concept of "**identification with the aggressor**," whereby children reproduce parental aggressive behavior as an acquired model. In the same vein, the study by "**Karlen**" went deeper in uncovering the direct relationship between the feeling of parental rejection and the emergence of violence as a retaliatory response or a cry of protest against family marginalization.

The consequences of maladaptive treatment styles are not limited to external behavior but extend to the inner psychological structure, as confirmed by the study by "**Geri and Dana**," which showed that rejection and neglect do not produce violence in isolation but rather an integrated system of behavioral disorders that includes (**anxiety, depression, and aggression**). This indicates that school violence is nothing but the tip of the iceberg of deeper affective disorders, caused by the fragility of parental bonds and the absence of emotional care.

5.2 Presentation, interpretation, and discussion of the results of the second hypothesis

The second hypothesis states that there are statistically significant differences in parental treatment styles among second-year secondary school students attributable to the gender variable. To show the significance of the differences in scores on the parental treatment styles questionnaire among the study sample members according to the gender variable, the following table presents the results of this hypothesis.

Table (05): Differences between the mean scores of maladaptive parental treatment styles according to the gender variable (male group and female group)

	N	Mean	Standard deviation	Degrees of freedom	t value	Significance level
Males	78	41.38	4.68	198	0.34	Not statistically significant at 0.05
Females	122	42.13	7.82			

The results of the present study shown in the table above, using the statistical technique of the t-test, revealed no statistically significant differences between the mean scores of male students and the mean scores of female students on parental treatment styles. The calculated t value was 0.34, which is smaller than the tabulated t value at the 0.05 significance level and at 38 degrees of freedom. We therefore conclude that the second hypothesis was not confirmed.

The findings point to a similarity in self-perception between the two genders (males and females) with regard to parental treatment styles; the data did not show substantial differences in how adolescents receive styles of neglect, emotional rejection, or physical and verbal abuse (such as hitting and ridicule). This may be explained by the possibility that parents in the current environment follow a uniform pattern of socialization toward adolescents regardless of their gender, or that the prevailing cultural norms have come to impose similar pressures on both genders at this age stage. It should also be noted, on the basis of the arithmetic means, that the sample studied enjoys a relatively high level of family stability, as no significant indicators of excessive exposure to parental abuse appeared, which reflects educational awareness among parents or the effectiveness of sound family disciplinary mechanisms.

Consistency with previous studies. These results intersect with the findings of the study by (Chenouf & Kadi, 2010), which focused on examining the reciprocal relationship between parental treatment patterns and school violence in a sample of 120 male and female students. That study established an inverse correlation: the more balanced and supportive the parental treatment, the lower the frequency of violent behavior in the school environment. Although the study by “Chenouf and Kadi” recorded differences in the practice of violence in favor of males (as a behavioral response), it agreed with the present study in the absence of differences between the genders in the perception of parental treatment styles, which supports the hypothesis that the family environment is a variable with a constant influence on both genders.

In the same supportive context, the study by “Karen” comes to deepen our understanding of the dynamic roots of aggressive behavior, as its results confirmed that the feeling of “parental rejection” resulting from maladaptive educational styles is among the strongest predictors of the emergence of aggressive tendencies in children. This confirms that the psychological perception of rejection or abuse acts as a trigger for behavioral disorders, which explains why parental treatment styles are emphasized as a pivotal variable in understanding the phenomenon of violence among adolescents.

5.3 Presentation, interpretation, and discussion of the results of the third hypothesis

The third hypothesis states that there are statistically significant differences in violence in the school environment among the members of the research sample attributable to gender. The following table presents the results of this hypothesis.

Table (06): Differences between the mean degree of violence in the school environment according to the gender variable (male group and female group)

	N	Mean	Standard deviation	Degrees of freedom	t value	Significance level
Males	78	61.38	10.782	198	0.83	Not statistically significant at 0.05
Females	122	58.29	11.764			

The results of the table, using the statistical technique of the t-test, showed no statistically significant differences between the mean scores of male students and the mean scores of female students on violence in the school environment. The calculated t value was 0.83, which is smaller than the tabulated t value at the 0.05 significance level and at 198 degrees of freedom; we therefore conclude that the third hypothesis was likewise not confirmed.

This result is attributed to the convergence of behavioral characteristics between the genders with regard to violent practices; modern psychological readings indicate that females may adopt behavioral

patterns that were traditionally classified as “masculine behaviors,” such as the inclination toward liberation, rebellion against parental authority, and risk-taking (recklessness).

This can be explained by the nature of adolescence as a stage of emotional development characterized by turbulence and instability (“Storm and Stress”). This stage imposes similar developmental pressures on both males and females, leading to a rise in the frequency of violence as a defensive or expressive response to internal conflicts, even if the intensity of this violence or the channels through which it is discharged differ between the genders according to biological and social determinants.

In the same context, these propositions intersect with the conclusions of the study by (Chenouf & Kadi), which affirmed the essential role of family variables; its results revealed a statistically significant inverse correlational relationship between normal (sound) parental treatment styles and the level of school violence. Although the study showed a relative superiority of males in the practice of violence, it established that there are no substantial differences between the genders in the nature of their reception of parental treatment styles, which supports the hypothesis that the family environment influences the formation of violent behavior in both genders alike, with differences in behavioral expression remaining tied to gender characteristics.

Recommendations

- Parents should adopt the style of constructive dialogue and effective communication as a preventive mechanism to reduce family conflicts and to bridge the generational gap between parents and children.
- Families should be urged to adopt sound parental upbringing styles that balance meeting the biological (material) needs with the psychological and emotional needs of the adolescent, so as to ensure balanced personal development.
- The role of guidance and counseling centers within educational institutions should be strengthened by providing specialized psychological and social services capable of early detection of adolescent disorders and of treating them within their school setting.
- Societal and family awareness should be raised of the repercussions of maladaptive parental treatment styles (such as rejection or domination) on the dimensions of the adolescent’s cognitive and psychological development and social adjustment.
- Periodic training programs and scientific seminars, supervised by specialists in the educational sciences and psychology, should be organized to equip parents with modern scientific parenting skills and with mechanisms for dealing properly with the requirements of their children’s age stage.

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