

## **Violence in educational institutions: A sociological analysis of its representations and manifestations within a sample of Algerian Educational Institutions**

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**Abstract---**This sociological study aims to provide a scientific and objective diagnosis of the phenomenon of violence within educational institutions in the city of Ksar El Boukhari, by identifying the main forms of violence practiced by primary school teachers against pupils, and by uncovering the key social, cultural, and institutional factors contributing to the production and persistence of this phenomenon. The study is grounded in a sociological approach that seeks to understand the social contexts within which violent behaviour is constructed inside the school environment. To achieve the objectives of the study, a purposive sample of 265 primary school teachers was used. The study also relied on a case study method, which allowed for an in-depth analysis of the social and educational trajectories of the respondents, as well as an examination of the various experiences that have shaped their professional attitudes and practices since the beginning of their educational careers. The findings reveal that the manifestations of violence practiced by some teachers against pupils are linked to a set of social and cultural influences, primarily prevailing patterns of socialization and a reference culture imbued with values of violence and symbolic domination, which are reflected in pedagogical practices within the school. The results also show that this violence takes multiple forms, including verbal, symbolic, and physical violence, in addition to the limited availability of pedagogical and educational alternatives capable of modifying undesirable pupil behaviours, thereby contributing to the reproduction of traditional punitive practices within educational institutions.

**Keywords---**violence against pupils, reference culture, educational institutions, school regulations, primary education.

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## Introduction

Violence within educational institutions is considered one of the complex social and educational issues that has attracted the attention of researchers in sociology, education, and psychology, due to its negative impacts on the educational process and on the various actors within the school environment. The educational institution, as one of the most important agencies of socialization, plays a central role in shaping the individual's personality and preparing them for positive integration into society. However, this role may become distorted when the school shifts from being a space for learning and socialization into a field for the production and reproduction of violent practices in their various forms (Durkheim, 1956).

In recent decades, there has been a marked increase in scientific interest in the phenomenon of school violence, both in terms of its forms and manifestations and in terms of its underlying causes and consequences. Violence within schools is no longer limited to relationships among pupils; it has come to include various patterns of interaction among all educational actors, including violence that may be exercised by some teachers against pupils in the form of physical, verbal, or symbolic punishment. This raises important questions regarding the limits of pedagogical authority and the legitimacy of disciplinary practices within the educational institution (Bourdieu & Passeron, 1977).

Despite the developments witnessed by the Algerian educational system in terms of legislation and school regulations aimed at protecting pupils and ensuring their physical and psychological safety, some traditional punitive practices are still present to varying degrees in certain educational institutions. This is reflected in the persistence of certain forms of physical and verbal punishment that contradict modern pedagogical principles based on dialogue, persuasion, and educational guidance. In this regard, Article 73 of the decree regulating the educational community in educational and training institutions stipulates that corporal punishment is a non-educational method of correcting pupil behaviour, and that any harm resulting from it constitutes a personal fault that entails administrative and criminal liability for the responsible staff member (Ministerial Decree No. 778 of 26 October 1991).

However, a legal approach alone is insufficient to understand or explain the persistence of this phenomenon, as sociological studies reveal that school violence is linked to a broader system of social and cultural factors that extend beyond the educational institution. The school is not an isolated social system; rather, it is influenced by the various transformations occurring in society and largely reflects prevailing social relations and dominant values. From this perspective, sociologists argue that many behaviours and practices observed within educational institutions represent an extension of the dominant social culture and the patterns of socialization to which individuals are exposed from early childhood (Berger & Luckmann, 1966).

In the Algerian context, the importance of studying school violence becomes particularly evident in light of the social and cultural transformations that society has experienced in recent decades, along with changes in family authority patterns, socialization practices, value systems, and mechanisms of social control. A social culture that sometimes tolerates certain forms of violence or considers them legitimate means of correction and discipline may directly or indirectly contribute to the reproduction of such practices within schools. Moreover, professional pressures faced by teachers, classroom overcrowding, weak psychological and pedagogical support, and difficulties in dealing with students' behavioural issues may push some educators to adopt violent methods in managing educational situations.

From a sociological perspective, school violence can be seen as the outcome of the interaction of structural, cultural, and institutional determinants. This requires moving beyond reductionist explanations that attribute violence solely to individuals, and instead analysing the broader social contexts that enable its emergence and persistence. Violence within schools does not merely reflect

individual deviance; it may indicate deeper dysfunctions affecting systems of socialization, mechanisms of social control, and power relations within society (Foucault, 1977).

Based on these considerations, this study aims to diagnose the reality of violence within Algerian educational institutions, identify its main manifestations, and analyse the social, cultural, and institutional factors contributing to its spread, with a particular focus on violent practices that may be exercised by some teachers against pupils in primary education. Accordingly, the central research question of this study is formulated as follows:

What is the reality of violence within Algerian educational institutions, and what are its main manifestations and the social, cultural, and institutional factors contributing to its production and persistence?

### **First: Study Hypotheses**

Based on the theoretical framework of the study and the preliminary data related to the research topic, the following hypotheses were formulated:

**Hypothesis One:** The violent practices adopted by some primary school teachers toward pupils are associated with a set of social and cultural influences, primarily prevailing patterns of socialization and a dominant reference culture imbued with values of authority, domination, and symbolic and social violence.

**Hypothesis Two:** The gap between educational legislation prohibiting corporal punishment, on the one hand, and the lack of effective pedagogical alternatives for dealing with undesirable pupil behaviours, on the other hand, contributes to the increased reliance of some teachers on various forms of violence within the educational institution.

**Hypothesis Three:** Violence practiced by some teachers toward pupils takes multiple and overlapping forms, including physical, verbal, and symbolic violence, with varying degrees depending on the nature of educational situations and the social characteristics of the educational actors.

### **Second: Definition of Concepts**

#### **1. The Concept of Violence**

Violence is considered a complex social phenomenon that has attracted the attention of researchers across various scientific disciplines due to its multiple dimensions and the interrelation of its psychological, social, cultural, and legal determinants. Theoretical approaches differ in defining it according to their intellectual frameworks. From a sociological perspective, violence is not limited to physical aggression or the use of material force; it also includes various forms of coercion, control, and domination exercised directly or indirectly within social relations (Galtung, 1990).

Bourdieu argues that violence may take a symbolic form, manifested in the imposition of specific systems of values, norms, and social representations in a way that leads individuals to accept them without recognizing their coercive nature, a phenomenon known as symbolic violence (Bourdieu, 1991). Galtung also emphasizes that violence extends beyond individual acts to include the social and cultural structures that produce and maintain inequality within society (Galtung, 1990).

From a legal perspective, violence is defined as the unlawful use of force or coercion that infringes upon an individual's freedom or physical and psychological integrity (Murad & Zaimi, 2002).

Accordingly, violence can be understood as any behaviour or practice aimed at causing material or moral harm to others, or imposing control over them through direct or indirect means.

**Operational definition of violence:** In this study, violence refers to all physical, verbal, or symbolic practices exercised by the teacher toward the pupil within the educational institution, resulting in psychological, physical, or social harm.

## 2. The Concept of School Violence

School violence is a topic that has received increasing attention in contemporary sociological and educational studies due to its direct link to the learning environment and the quality of social relations within schools. School violence is defined as a set of aggressive behaviours or unlawful practices occurring within the educational institution among different educational actors, whether between pupils themselves, between pupils and teachers, or against school property (Olweus, 1993).

Debarbieux argues that school violence is not merely an individual deviation but rather a reflection of a set of social, cultural, and institutional dysfunctions that affect school life and reproduce various forms of tension and conflict within it (Debarbieux, 2001).

Sociology of education literature also indicates that the school may become a space for the reproduction of social and cultural domination relations, which gives certain disciplinary practices a violent dimension, whether material or symbolic (Bourdieu & Passeron, 1977).

**Operational definition of school violence:** In this study, school violence refers to all negative behaviours and practices inflicted on the pupil by the teacher within the educational institution, whether inside or outside the classroom, taking physical, verbal, or symbolic forms, and affecting the pupil's psychological and social balance and their relationship with the school environment.

## 3. The Concept of School Punishment

Punishment is a key concept related to social and educational control processes and has historically been used as a means of behaviour modification and deterrence of undesirable actions. Melhem defines it as a procedure aimed at reducing the likelihood of a behaviour recurring in the future by exposing the individual to unpleasant stimuli or depriving them of certain privileges (Melhem, 2004).

However, modern educational approaches increasingly call for moving beyond traditional punishment, especially corporal punishment, and adopting pedagogical strategies based on dialogue, guidance, and positive reinforcement, given the negative effects of punishment on a child's psychological and social development (UNESCO, 2017).

**Operational definition of school punishment:** In this study, school punishment refers to various measures used by some teachers to modify or deter pupil behaviour, whether through physical punishment, reprimand, humiliation, sarcasm, or deprivation, which may result in negative psychological and educational effects on the pupil.

## 4. The Concept of the Educational Institution

The educational institution is one of the most important formal agencies of socialization, tasked with preparing individuals and enabling their integration into society. Durkheim considered the school as society's instrument for transmitting its values and norms to new generations and ensuring the continuity of the social order (Durkheim, 1956).

Parsons views it as an intermediary institution linking the family and society, working to develop competencies and reinforce values of discipline and social integration (Parsons, 1959).

**Operational definition of the educational institution:** In this study, the educational institution refers to public primary schools located in the city of Ksar El Boukhari, which constitute the spatial and human setting within which the educational and social relations under study take place.

## 5. The Concept of Primary School

The primary school represents the first stage of formal education and is considered one of the most important socialization institutions after the family. It provides the child with basic knowledge, values, and social norms necessary for integration into society. Dewey views the school as a miniature society reflecting the various social relations and processes of the broader society (Dewey, 1916).

Durkheim also emphasizes that the school performs a moral and social function aimed at preparing the child for collective life and instilling values of discipline, responsibility, and cooperation (Durkheim, 1956).

**Operational definition of primary school:** In this study, the primary school refers to educational institutions that receive children in the first stage of formal education, forming the main setting for the

development of their social and educational personalities, and serving as the framework within which manifestations of violence against pupils are examined.

### **Third: The Theoretical Approach of the Study**

The theoretical approach in scientific research represents the reference framework that guides the formulation of hypotheses and provides them with explanatory depth, allowing social phenomena to be understood within their structural and cultural contexts. It is not limited to describing reality, but rather seeks to explain it by linking it to coherent intellectual systems, enabling the researcher to move from the empirical level to an analytical–interpretive level that reveals hidden relationships among social variables (Babbie, 2020).

Based on the nature of this study, which addresses the phenomenon of violence within Algerian educational institutions, a synthetic theoretical approach has been adopted. This approach combines symbolic interactionism and social learning theory, while also drawing on certain contributions from the sociology of education. The aim is to construct a multidimensional explanatory framework for school violence as a complex social phenomenon in which cultural, socialization, institutional, and psychological factors intersect.

Symbolic interactionism, as developed by George Herbert Mead and Herbert Blumer, is based on the idea that social reality is constructed through symbolic interaction among individuals, and that human behaviour can only be understood through the meanings actors assign to their actions and situations. Individuals do not merely respond to stimuli; rather, they act according to their interpretation of these stimuli within a specific social context (Mead, 1934; Blumer, 1969). In this sense, violence within the educational institution becomes a behaviour loaded with symbolic meanings related to the teacher's representations of authority and discipline, as well as the image they hold of the pupil within the school space. It is also linked to how teachers define difficult educational situations and interpret deviant pupil behaviour.

On the other hand, Albert Bandura's social learning theory (Bandura, 1977) provides a complementary explanatory dimension, focusing on how human behaviour is acquired through observation, imitation, and modelling. Violent behaviour is not only learned through direct experience but also through observing social models within the family, school, or broader society, where certain behavioural patterns are internalized and later reproduced in new situations. Accordingly, some violent practices within educational institutions can be understood as an extension of earlier processes of socialization in which violence is perceived as a legitimate or acceptable means of control and guidance.

The combination of these two theoretical frameworks shows that school violence cannot be explained as an isolated individual behaviour. Rather, it is the product of a complex interaction between socially acquired meanings through symbolic interaction on the one hand, and social learning mechanisms that allow the reproduction of behaviour over time on the other. This understanding is further reinforced by the sociology of education, particularly Bourdieu and Passeron, who argue that the school is not a neutral institution but rather a space that reproduces dominant cultural and social structures, including relations of power and symbolic violence (Bourdieu & Passeron, 1977).

Accordingly, violence within educational institutions is understood as a complex social phenomenon shaped by patterns of socialization, dominant cultural references, and daily interactions within the educational institution, giving it a structural character that goes beyond individual behaviour to reflect deeper dysfunctions in the social system.

#### **Fourth: Methods and Techniques Used**

The scientific method is a set of intellectual and technical procedures used by the researcher to study social phenomena in a systematic way, allowing for accurate and interpretable results. The choice of method varies according to the nature of the topic and the research problem. The study of complex social phenomena often requires a combination of qualitative and quantitative approaches to ensure a comprehensive understanding of the phenomenon (Creswell, 2018).

In this study, the case study method was adopted as the most appropriate approach for understanding violence within educational institutions in its natural context. This method allows for an in-depth examination of real-life social cases and enables the analysis of both individual and collective trajectories of educational actors, as well as the complex interactions occurring within the school environment (Yin, 2018). It made it possible to trace teachers' professional experiences from their early years in teaching, understand the evolution of their pedagogical attitudes and practices in relation to socialization patterns and professional experience, and analyse their representations of school punishment, pedagogical authority, and possible alternative approaches.

This method was also supported by a descriptive statistical approach aimed at transforming field data into quantitative indicators that facilitate organization and interpretation. Frequencies and percentages were used to highlight general trends in respondents' answers, enabling objective comparison and analysis of the qualitative data supported by numerical representation (Field, 2018).

Regarding data collection techniques, interviews were used as one of the most important sociological tools due to their ability to access deep meanings and subjective perceptions of social actors. Exploratory interviews were conducted with education inspectors, teachers, and parents during the preparatory phase, which helped define the dimensions of the phenomenon, formulate the research problem, and construct preliminary hypotheses.

Direct observation was also employed within the studied educational institutions in order to capture daily classroom interactions as they naturally occur, beyond verbal statements. This helped in understanding patterns of pedagogical control and teacher–pupil interaction in their real context. For data analysis, content analysis was used as a methodological tool that allows the decomposition of field discourse into analyzable semantic units. The process involved transcribing textual data, identifying meaning units, and constructing analytical categories that reflect prevailing representations of school violence. This was complemented by a quantitative approach based on frequencies and percentages to enhance analytical precision and reinforce the scientific validity of the results, ensuring integration between qualitative and quantitative analysis.

#### **Fourth: Fields of the Study**

Field research in social sciences is generally structured around three main dimensions: the spatial field, the human field, and the temporal field. These dimensions constitute the general framework that defines the context of data production and allows the findings to be situated within their methodological and empirical boundaries.

The spatial field defines the geographical and institutional setting in which the study is conducted. The human field relates to the characteristics of the sampled population, while the temporal field determines the time period during which data collection and analysis are carried out.

Regarding the spatial field, this study was conducted within primary educational institutions in the city of Ksar El Boukhari, in the Wilaya of Médéa, which represents the empirical setting for observing the phenomenon of school violence under investigation. The study focuses exclusively on primary schools,

excluding middle and secondary education levels, in line with the objectives of the research, which focuses on the first stage of education as the foundational phase of social and educational development. This field included 32 primary schools distributed across various neighborhoods and municipalities of the city, reflecting geographical and social diversity that allows for a relative coverage of local educational specificities. Among these institutions are: Mtomra Abdelkader School, Ghazal El Ghalmi, El Rabaiya, Ouled Aïd, Ferraresa Ben Yahia, Hammam, El Kherba, Maghassel El Mahjoub, 05 July 1962 Mjebbar, Bouhssin Lakhdar, Ben Khira Aïssa, Ibn Khaldoun, Abdelkader Abbad, Brothers Batache, Hassiba Ben Bouali, Rkik El Hanachi, Rih Ben Yemina (upper and lower), Zaouia Jadida, Gharib El Souissi, Brothers Marouane, Herzli Mohamed Chaibane Boumerzag, Ben Amar Yacoub, 05 July 1962, Yahiaoui Mokhtar, 400 Housing Units, Ben Yelles Ali, Ajalana 01 and 02, Belaid Mohamed, and Boughari Mohamed. This institutional diversity reflects the broad scope of the fieldwork and strengthens the potential generalizability of the findings within its sociological limits.

The human field is defined by the target population of the study, namely primary school teachers working in the educational institutions under investigation. Defining sample characteristics is a key methodological step, as sample selection is guided by the nature of the research problem, its objectives and hypotheses, as well as the material and temporal constraints of the researcher, ensuring a balance between scientific rigor and field feasibility.

The research population was limited to Arabic language teachers in the primary level, with specific methodological criteria to ensure sample homogeneity and enhance the validity of results. Only permanent teachers were included, excluding temporary or contract-based staff, in order to focus on stable professional actors with established field experience within the institution. The geographical scope was also limited to teachers working in primary schools in Ksar El Boukhari.

This choice was justified by both objective and subjective considerations, including the fact that the researcher belongs to the same region and works within one of its educational institutions, which facilitated access to respondents and field data collection. This proximity also improved communication with educational actors and allowed a better understanding of real pedagogical contexts while ensuring the availability of research units.

The study relied on a purposive sampling method, which is widely used in qualitative sociological research. This approach involves the deliberate selection of research units based on specific criteria aligned with the objectives and problem of the study. Fieldwork consisted of conducting direct interviews with teachers who met the selection criteria within schools in Ksar El Boukhari. The total sample reached 265 teachers, providing a substantial dataset for a rigorous sociological analysis of the phenomenon, while maintaining relative diversity within the research population.

The temporal field refers to the period during which the fieldwork and data collection were carried out. It included the preparatory theoretical phase, the construction of data collection tools, field investigation through interviews and observation, and finally data processing and analysis. This temporal delimitation is essential for understanding the context in which the results were produced, especially since educational phenomena are highly sensitive to institutional and temporal changes. Thus, defining the three fields of the study provides a precise methodological framework for the research and ensures clear spatial, human, and temporal boundaries for the data, thereby enhancing the credibility and sociological interpretability of the findings.

### **Fifth: Presentation and Discussion of Results**

The stage of presenting and discussing results is considered a crucial phase in scientific research, as it transforms field data into sociological meanings that are open to interpretation, thereby linking empirical reality to the theoretical framework of the study. This stage is not limited to the presentation

of numerical data; it goes beyond that to construct an analytical reading that reveals relationships between variables and situates the findings within their theoretical and comparative context (Creswell, 2018).

## 1. General Data Results and Discussion

Field data showed that the vast majority of the sample consists of female teachers, reflecting the structural transformation occurring in the Algerian primary education sector toward the feminization of the teaching profession. From a sociological perspective, this can be explained in light of changes affecting the educational labour market, where women have become increasingly present in the education sector, particularly at the early stages of schooling.

However, this shift is not without social and professional pressures, as sociological literature suggests that the multiplicity of women's social roles may lead to what is known as "role conflict," especially when professional responsibilities intersect with family obligations (Giddens, 2009). This may influence classroom practice, not in terms of competence, but in terms of the daily conditions of educational work.

The results also indicated a considerable proportion of teachers experiencing professional instability or difficulties related to commuting and distance, a factor that has direct relevance in the sociology of educational work. Such conditions affect professional energy and the quality of classroom interaction. According to Bourdieu, material working conditions are part of the "field" that structures actors' practices within institutions (Bourdieu, 1991).

Regarding professional relationships, the findings revealed tensions between teachers and educational administration, among teachers themselves, and between teachers and pupils. These strained relations can be interpreted through symbolic interactionism, where weak communication and differing representations of educational authority contribute to tension within the school environment, potentially creating conditions for various forms of symbolic or direct violence (Blumer, 1969).

Previous studies confirm that the quality of institutional relationships is a decisive factor in reducing school violence. This aligns with the findings of Benbrahim (2018), which showed that a weak school climate increases the likelihood of resorting to violent punishment as a disciplinary mechanism.

## 2. Discussion of Hypothesis One

The results of the first hypothesis confirm that violence within educational institutions cannot be reduced to an isolated individual behaviour; rather, it results from the interaction of multiple factors related to socialization, cultural reference systems, and professional practice.

Field data showed that pupils' misbehaviour—such as classroom disorder, failure to respect rules, and verbal aggression among pupils—constitutes one of the main justifications provided by teachers for the use of violence in its various forms.

From the perspective of social learning theory (Bandura, 1977), this justification can be understood as part of a behavioural reproduction process, where violence is internalized as a "learned response" to situations perceived as requiring strict control. Some teachers also consider corporal punishment an effective means of correcting behaviour, reflecting a traditional cultural representation of violence as a legitimate pedagogical tool.

The results further indicate the presence of symbolic violence within the school environment, expressed through mockery, insulting language, or exclusion. This corresponds to Bourdieu's concept of symbolic violence, defined as a subtle form of domination exercised within power relations without the direct awareness of the actors involved (Bourdieu, 1991).

It was also found that some violent practices are not individually generated but are learned within the professional environment itself, as several respondents acknowledged imitating colleagues' classroom management styles. This confirms that the educational institution functions as a space for the reproduction of behavioural practices through daily professional interaction.

Additionally, the findings show that violence within schools is often normalized or administratively overlooked, which aligns with Lahouel (2019), who found that weak pedagogical monitoring contributes to the persistence of non-educational practices in schools.

### **3. Discussion of Hypothesis Two**

The results of the second hypothesis reveal that the ministerial decree prohibiting corporal punishment has not been effectively implemented in daily school practice, as physical violence is still present at significant levels within educational institutions.

This contradiction between legal texts and field practice can be explained through what sociology refers to as the "gap between legislation and implementation."

The findings also show that the absence of effective pedagogical alternatives for dealing with disruptive behaviour is a key factor pushing some teachers toward corporal punishment. This aligns with Dubet (2002), who argues that the lack of pedagogical support strengthens a "discipline-through-punishment" logic within educational institutions.

The data further reveal that some teachers maintain professional beliefs that non-punitive methods—such as guidance, psychological support, or behavioural education—are insufficient for classroom management, reflecting the persistence of a traditional educational model based on direct authority.

### **4. Discussion of Hypothesis Three**

The results of the third hypothesis confirm that violence within educational institutions is closely linked to systems of socialization and dominant popular culture.

The findings show that many respondents justify corporal punishment based on their own childhood experiences, arguing that such methods were effective in their upbringing.

From a sociological perspective of culture, this can be interpreted through Bourdieu's concept of habitus, defined as internalized dispositions that unconsciously guide behaviour (Bourdieu, 1991). Teachers raised in environments where educational violence is normalized are more likely to reproduce the same patterns within the school.

The results also reveal the strong presence of popular sayings that legitimize educational violence, such as "the stick for whoever disobeys," reflecting the persistence of traditional cultural representations of punishment as a legitimate educational tool. This aligns with Ait Ahmed (2017), who found that popular culture in certain social contexts contributes to the reproduction of symbolic violence within educational institutions.

On the other hand, these findings contrast with recent studies such as UNESCO (2021), which highlight the negative impact of school violence on academic achievement and students' psychological well-being, supporting the global shift toward non-violent pedagogical approaches.

Thus, it becomes clear that violence within educational institutions is not merely an individual practice, but the result of a complex interaction between social culture, family socialization, institutional structures, and teachers' professional representations, making it a fundamentally sociological phenomenon requiring a multidimensional approach.

### **Conclusion**

The results of this study show that violence within educational institutions cannot be interpreted as a situational behavioural deviation or the result of isolated individual factors. Rather, it is the outcome of a complex interaction between the institutional legal framework, dominant social culture, and the processes of socialization experienced by educational actors from early stages of life.

From this perspective, school violence appears as a direct reflection of a broader social structure that reproduces patterns of authority, control, and interaction within the educational space, making the school an extension of society rather than an isolated institution.

Field data further demonstrate that relying solely on legal approaches to address school violence—through legislation prohibiting corporal punishment—is insufficient to reduce the phenomenon. It may even create a gap between official discourse and daily practice within schools. While law remains essential in regulating professional relations, it is not sufficient unless supported by profound transformations in the cultural and cognitive structures of educational actors, since pedagogical behaviour is shaped not only by legal texts but primarily by deeply rooted social representations and prior socialization patterns (Bourdieu, 1991).

In this context, the study confirms that a social culture that normalizes certain forms of educational violence as “legitimate pedagogical practice” remains a key factor in the reproduction of these behaviours within schools. The lack of effective pedagogical alternatives and insufficient training in classroom management and behavioural education further contribute to the persistence of the phenomenon despite institutional and legislative reforms.

From a sociological standpoint, real change in the educational field cannot be achieved mechanically through laws alone; it requires a long-term reconstruction of social representations and a comprehensive requalification of educational actors at cognitive, professional, and cultural levels. Transformative change extends beyond modifying regulations to include changing deeply embedded patterns of thought and behaviour shaped over decades of socialization, making educational reform a slow and complex process involving pedagogical, psychological, and social dimensions.

Accordingly, reducing violence in educational institutions requires a holistic approach that goes beyond legal and administrative dimensions to include cultural reconstruction, continuous teacher training in communication and classroom management, and the involvement of specialists in social psychology and sociology of education in educational policymaking. Educational media and cultural institutions are also called upon to play a calm and systematic awareness-raising role aimed at reshaping social perceptions of punishment and violence, thereby redefining the teacher–student relationship on more humane and interactive foundations.

In this regard, this study opens up future research perspectives that may focus on analyzing the relationship between school violence and value transformations in Algerian society, examining the effectiveness of teacher training programs in reducing violence, or investigating the impact of digitalization and educational technology on reshaping classroom discipline mechanisms, in order to achieve a deeper understanding of ongoing transformations in educational practice within a changing social context.

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