



The Impact of the Local Climate on the level of Violence at School Among Youth in the Arab sector in Israel.

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Abstract

This dissertation examined the impact of the local climate on the level of violence at school among youth in the Arab sector in Israel. Given the lack of research on this topic, the current study sought to fill this gap in the literature. The study used a mixed-methods approach, incorporating both quantitative and qualitative data. The quantitative data was collected through a survey of Arab youth in Israel. The qualitative data was collected through in-depth interviews with a small sub-sample of the survey participants. The study sought to answer the following question: What factors are associated with increased levels of violence at school among Arab youth living in Israel? The findings of the study will provide policymakers and educators with useful information about the nature and extent of violence among Arab youth, which may help to identify and address risk factors. By understanding the factors that contribute to violence at school among Arab youth, policymakers and educators can better target interventions that will have the most impact. For example, interventions that address socio-economic factors may be more successful in reducing violence if they are implemented in a community where violence is prevalent. In addition, programs designed to reduce violence at school may be more effective if they are tailored specifically to the needs of Arab youth. The results of the study suggest that the local climate has a significant impact on the level of violence at school among youth in the Arab sector of Israel. Specifically, the study found that higher temperatures and humidity levels are associated with an increase in the frequency and severity of violent incidents. The study also found that students who live in areas with a higher prevalence of violence are more likely to engage in violent behavior themselves. There are a number of potential interventions that could be used to improve the situation for Arab youth in Israel. For example, providing access to mental health services and counseling could help address the psychological factors that contribute to violent behavior among some students. Another potential intervention is to improve the quality of education in the Arab sector of Israel, which has historically been underfunded and understaffed. Addressing issues such as overcrowding, a lack of resources, and inadequate teacher training could go a long way in improving the overall educational experience for Arab youth, and may also help reduce incidents of violence at school.

Keywords: Local climate, violence, school, youth, Arab sector in Israel.

1. Introduction:

Educational institutions are in second place for adolescents' socialization after the family (Dolev-Cohen & Ricon, 2020). This structure has always confronted numerous problems produced by the circumstances in the lives of various students. (Friedman & Billig, 2018) argues that the family, nevertheless, remains the primary setting for adolescents' early socialization. According to (Itzhaki-Braun & Yablon, 2022), historically, schools have collaborated with the families of students to instill intellectual,

religious, and ethical principles in the person in order to achieve their career goals. This holistic coordination between schools and families enables the youths to mature into useful contributors to the society. Scholars have generally concluded that the period of a student's life corresponding to their senior years of high school are the most important educational stage (Bartl, Keller, Zohar, & Wahle, 2020). On the one hand, during this stage, the students reap the fruit of their endeavors from previous years. On the other hand, it is the most critical stages of a student's life through which they experience physical and mental growth, and as a result, the students need special treatment (Aviram, Tener, & Katz, 2023). (Hadar-Shoval & Alon-Tirosh, 2019) postulates that at this period (adolescence), the expressions of violence (verbal and physical) have a tremendous influence on the adolescent character as well as in the formation of his personality.

1.1 The Local Climate Concerning the Israeli Arabs

(La Salle, Rocha-Neves, Jimerson, Di Sano, & Martinsone, 2021) argued that students seek to demonstrate their worth in their own particular ways and approaches. Such habits manifest irrespective of whether those ways and approaches are constructive or destructive, conventional or unconventional. Researchers have held that the health and strength of the youth may be assessed by the degree to which their communities enjoy facilities and infrastructures that improve these attributes and are easily accessible by majority of the population (Sedillo-Hamann, 2021). These are developments that can only be made available by having well-rounded institutions. Research by (La Salle, Rocha-Neves, Jimerson, Di Sano, & Martinsone, 2021) demonstrated that the ethnicity, religion, and socioeconomic background of Arab youngsters in Israel, as well as the environment in which they were raised, have a significant impact on the circumstances in which they find themselves. According to (Xia & Wai Li, 2022), the vast majority of the youthful populations today remain very susceptible to the effects of the worldwide youth culture. These cultures manifests in strikingly similar patterns of response to contemporary issues that face this age group.

In addition, (Saada N. , 2022) found that a student's conduct may sometimes be the consequence of the student resisting and questioning others even if they are accurate and objective. These habits may lead to failure and incapacity to meet the necessities of

life, which is regarded harmful for the whole society. When we take into consideration the reality of the educational institutions in the society, (DeSouza, Grossman, Lynch, & Richer, 2022) argues that it is easily evident that violent habits have become a daily reality for students, in particular those who are enrolled in high schools. The kind, severity, and frequency of these symptoms might change, not only depending on the time and location, but also on the individual (Reingold M. , 2019). Theft, threatening others, insulting, writing on walls, ridiculing, ruining properties, disobedience against school rules and laws, leaving from school, cheating on exams, and carrying weapons to school are some examples of typical aggressive actions.

(Gindi, Gilat, & Sagee, 2020) believes that there are undoubtedly a great number of pressures that students are subjected to, and these pressures are thought to be a possible source of psychological and behavioral reactions, such as the phenomenon of school violence. These pressures, and the consequent inability by the society to help the students with coping measures poses a challenge for every stakeholder in the educational process, particularly in high school (ALGANI, Eshan, Ishan-Younis, & Haj, 2020). In addition, the academic requirements of senior high school are far more stringent than those that students faced in elementary and junior high school (Hisherik & Gindi, 2022). (Berkowitz, 2020) found that in Israel, the circumstances of the residential atmosphere that Arab high school students live in are the primary cause of the rising prevalence of school violence. This is particularly true among students who are of Arab descent compared to the Jewish counterparts. (Atamna, 2022) determined that students of this age (adolescent) begin to have a greater awareness of the world around them, and they begin to draw parallels with other settlements, such as the adjacent Jewish settlement and the western settlements that they see on the internet and television.

The Jewish Virtual Library (2019) conducted a survey and postulated that in Israel, the people of Arab descent make about one fifth of the total population. There remains a significant difference between the Jewish and Arabic Israelis in terms of language, culture, traditions, social structure, population growth, political stances, and aspirations (Arar, 2021). Among the Israeli Arabs, there are disparities in terms of ethnicity, geography, and settlement patterns, all of which contribute to the development

of distinct sets of requirements among the various subpopulations (Kearney & Page Smith, 2018). Despite this, the Israeli Arabs maintain the same identity as members of the same national and cultural group, and the disparities among them are only made more apparent by the myriad of local conditions (Kurland, 2019). (Amitay & Rahav, 2018) believes that because of the existing differences between the Arab and Jewish populations, the Arabic adolescents in Israel find themselves in difficult position of battling normalcy in order to satisfy their needs.

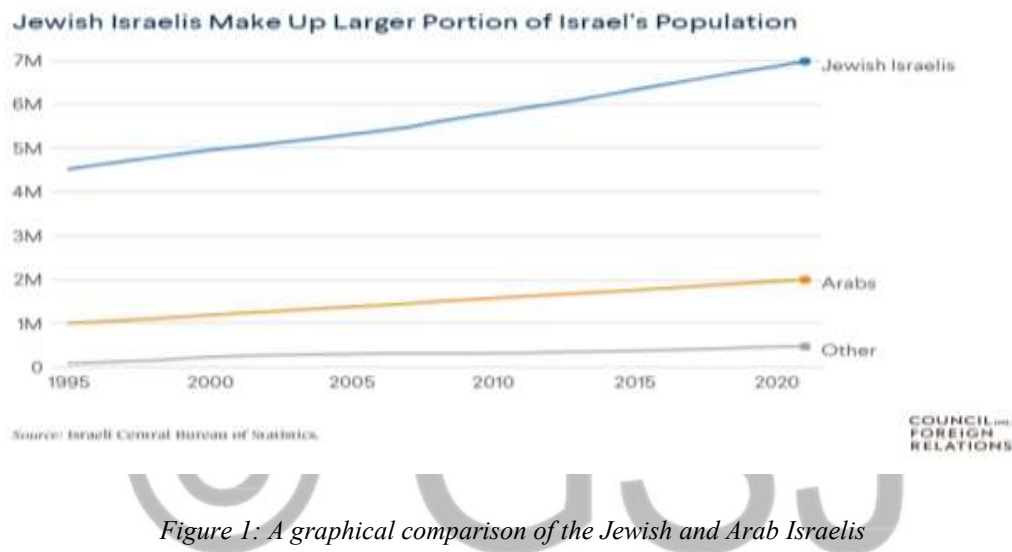


Figure 1: A graphical comparison of the Jewish and Arab Israelis

Similar to any contemporary society, the Arab population has gone through the process of urbanization and the transitions that come with changing life (Massarwi, Khoury-Kassabri, & Eseed, 2019). As a result, the primary areas of focus for the adjustments caused by urbanization are the financial, operational, and structural components of keeping a selected ethical framework in place (Modgil, Singh, & Foropon, 2020). The manifestations of the changes are evident in the demographical aspect, such as a decline in productivity, an increase in education, a rise in the total amount of working women, and a rise in the age of marriage (Savitsky, Radomislensky, Goldman, Kaim, & Bodas, 2021). Others include divorce rates are rising, and an increase in immigration between settlements in the same area. In Israel, when it comes to the hierarchy of the settlements, the Arabs are mostly located in the lowest tier (Haas, 2021). The majority of Arab villages are situated in geographically remote areas, which places them on the periphery of the established economic system. Because of this circumstance,

the communities are unable to fully meet the needs of the Arab population in terms of both infrastructure and the provision of services (Fang & Yu, 2017). (Wrobel, 2022) from the *Times of Israel* reported that as a direct consequence of this, there has to be a significant a rise in the total quantity of work options in addition to how many people commuting to work among the Israeli Arabs. The fact that young people are forced to lower their expectations for the future as a result of these circumstances is a source of ongoing dissatisfaction.

Within the context of the Arab community, the family unit and the clan continue to have a significant amount of significance (Verónica López, et al., 2018). The significance of the family and clans is represented in each and every sphere of existence among the Arabs (Rozmann & Levy, 2019); nevertheless, there remains no coordination between the many settlements in order to trade the various services that are available (Al Kurdi, 2021). This identification of the clan is another source of tension and struggle for the young people, who, in contrast to their individual identities, are expected to defend and demonstrate their legitimacy (Ben-Porat & Reshef-Matzpoon, 2022). The Arab community in Israel has, therefore, been impacted negatively by the rapid economic boom that has taken place in this country (Khoury-Kassabri, 2019). Consequently, both the local government and the Arabic citizens in Israel suffer from a poor socio-economic status.

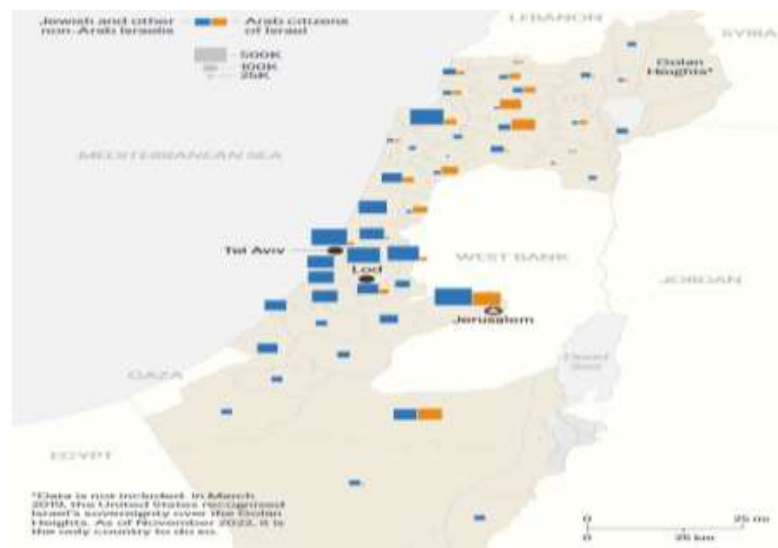


Figure 2: A map of Israel showing the locations where Jewish and Arab Israelis live

The capacity to deliver services is hindered by low socioeconomic status, which also contributes to the growing divide between Jews and Arabs (Muhsen, Green, Soskolne, & Neumark, 2017). Because of this, children and teenagers grow up with a sense of unfairness, which fuels their wrath. Arabs living in Israel are generally in favor of making peace with the Palestinians and the other Arab governments (Abu-Nimer, 2022). This advocacy continues even though doing so may lessen their sense of belonging to Israel, which they see as their proper homeland. In addition, the Arab population in Israel suffers from a fracture that is connected to their shared nationality with the rest of the Arab world (Jerjes-Loulou & Khoury-Kassabri, 2022); on the other hand, the Israeli Arabs also suffer from a fracture that is connected to their citizenship in Israel (Arar, Arar, & Haj-Yehia, 2019). The following section of this dissertation will provide a synopsis of the main elements of the Arab settlements that have an effect on the growth of young Arab people.

1.2 Demographics

According to (Becker, Rubin, & Woessmann, 2021), religion, culture, and economic institutions all have a role in the restricted adoption of contemporary western conduct, which is a direct result of demographic concerns. In most cases, the rate of natural growth is showing signs of having a little negative trend among the Israeli Arabs and the number of those above 35 years has increased significantly compared to the general population (Hleihel, 2022). In addition, (Puddister, Ali-Saleh, Cohen-Dar, & Baron-Epel, 2020) determined that due to modernism, those who reach the marriage age prefer to wait longer to get married, which has led to an increase in households with just one parent. Nevertheless, there remains a significant gap in the provision of services for the younger population, such as housing and work opportunities among the Israeli Arabs (Shemesh & Barnoy, 2020). As a result, every young person has anxiety about his or her future from an early age on in their lives.

1.3 Residence

There has been a recent uptick in the building of shared residences that are organized around the concept of association relationships. The autonomous home known as the "Villa" is slowly being replaced by apartments in Israel (Badran, 2017). This is

occurring as a direct result of the Israeli government's stifling regulations on the sanctioning of construction projects and the relinquishment of lands (Stein, 2020). As a result, the traditionally held aspiration of constructing one's own home is becoming less common.

	Jewish Israelis	Arab citizens of Israel
Median monthly income (U.S. dollars)	\$4,652	\$3,048
Average years of schooling of economic head of household (years)	14.4	11.7
Average age of economic head of household	50	42
Average number of people per household	3.1	4.4

Figure 3: A representation of the disparities between Jewish and Arabic Israeli Households

Source: (Robinson, 2021)

1.4 Developing the Spatial Location

(Arieli, 2019) believe that there is a significant disparity between the actual state of the Arab settlements and the accelerated urbanization process that the government is attempting to impose on the Arab population. They considered that the Israeli government attempt is motivated by the need to demonstrate that there is democracy and equality between Jews and Arabs (Ariely, 2021). On the other hand, the Arab authorities do not collaborate to the same extent. When young Arabs learn about the process of urbanization and growth, the reality of the situation hits them like a ton of bricks when they look around. This results in a sense of disconnection and abandonment of their core values. According to (Copeland, et al., 2020), the reality is that in order for our community to be ready and well-prepared for such a significant step forward, there is need for more time to structure other aspects of the community.

1.5 Local Authority

It has become more common for municipal governments to be recognized as legitimate service providers. On the other hand, a particular image of these authorities has

been created as a result of the inefficient operation of the local authority based on considerations of personal safety and privacy on the one hand, and the limited capacity of the local authority to provide services to initiate the development of communities on the other. For the younger generation, in order to get services from the local authorities, an Israeli Arab youth has to come from a large family (Bywaters, et al., 2019). Because of this, many individuals, particularly those who belong to subordinate groups, have a sense that the world is unfair and are angry about it.

1.6 Employment

When compared to the Jewish community, the percentage of the Arab population that participates in the labor force is much smaller. Opportunities for employment are few in the Israeli Arab settlements, particularly for persons with academic backgrounds (Ramadi, Srinivasan, & Atun, 2019). There has been an uptick in the number of people finding jobs in other settlements. This is a fresh obstacle for the younger generation. They are well aware of the obstacles that stand in the way of obtaining a good career in their town in the future.

1.7 The Quality of Life

Every democratic nation should make it possible for its citizens to achieve a high quality of life. Quality of life is defined as the state of being happy and healthy overall, both as individuals and as a society (Raijman & Geffen, 2018). The concept can be used in many contexts' settings, such as international development, healthcare, politics, wealth, employment, the constructed world, health, schooling, free time, social connections, and bodily and emotional wellbeing, among others. If we examine the circumstances of Arabs living in Israel, we can see that there is a significant disparity in the quality of life enjoyed by each group (Dalia, Olga, D., & Jacob, 2020). The Arabs are subject to higher taxes, receive lower salaries, and even have a distinct medical coverage option. A sense of anger and unfairness is generated as a result of this bias.

1.8 Services

Despite the need for specialized services as well as community services including education, health care, and welfare is growing at a rapid rate. More social and community services are desperately needed, particularly for the activities that take place in our

schools and for filling of leisure time (Nimrod & Ivan, 2022). The young people need assistance in determining how they should use their spare time or how they should pursue their interests. This circumstance generates a great deal of destructive energy.

1.9 Educational Achievements

The Ministry of Education maintains centralized control over the shape and content of the curricula that is used in Arab schools, and very few Arab instructors have decision-making power inside their schools. Education goals for state schools are outlined in the State Education Law, with an emphasis on teaching students about Jewish history and culture (Agbaria A. K., 2018). Because of this, the subjects taught in schools in Arab countries are of little interest to the young people who attend such schools; the only reason they study is to prepare for their examinations, not because of any genuine interest in the subject matter.

1.10 The Arabic Language

Education in Hebrew and the usage of the language in Arab culture both suffer from a fundamental flaw. Even though Arabic is recognized as one of Israel's official languages, there is a significant disparity in the possibilities afforded to speakers of Arabic and Hebrew to appreciate and make use of their respective languages in official and public contexts (Schwarz & Gorgatt, 2018). This disparity must be addressed. Regarding Israel's responsibility under worldwide human rights legislation to safeguard the linguistic rights of Israel's Arab ethnic group, Arabic is given less priority than Hebrew (Da'as & Zibenberg, 2021). This is the case despite the fact that Hebrew is the official language of Israel. Because they are unable to communicate effectively in Hebrew, young Arabs have fewer opportunities to benefit from a variety of programs. Because of this, they are unable to submit employment applications or visit public locations, not even for recreational purposes. This results in a sense of lack of self-confidence as well as inadequacy.

1.11 Problem Statement

One of the most fundamental challenges that modern civilizations all around the globe are confronted with is the issue of violence. Because of its intricacy, its growth, and its development, it has been given the moniker "the phenomena of our times." As a

consequence, this is one of the key challenges shared by many different countries. It is currently included into the strategic plans that it has developed in order to attain social security in the many educational, cultural, and industrial organizations. Researchers and intellectuals from a wide range of scientific fields have been interested in the phenomenon of violence as a result of its proliferation into new domains, the variety of factors that contribute to its occurrence, the range of its manifestations, and the breadth of its approaches (Ademiluyi, Li, & Park, 2022) (Poletto, Basile, Sanguinetti, Bosco, & Patti, 2021). As a result, research on violence has expanded to include a broad range of topics across the board in the humanities and social sciences.

Despite the concerns that have been raised about the issue of violence in a variety of contexts, including the home, vocational, political, economic, sexual, and media contexts, among others. (Shwartz, Rourke, & Daoud, 2020) determined that the occurrence of violent behavior in high schools and the effect of the social environment on it have not been subjected to as much investigation and analysis as they should have been. Because it predominantly affects children and young people, violence is a severe concern for public health, and the adverse effects of it undercut the basic goals of education.

The impact that violence has on its victims is another repercussion that will be investigated by this research. The victims of bullying have much higher rates of absenteeism, are at a greater risk of dropping out of school, and are more likely to struggle in their social connections (Fry, et al., 2018). In addition, victims face a decrease in their self-esteem as well as social isolation, all of which may last well into adulthood. (Tikva, Kluger, & Lerman, 2019) believes that the problem of violence in schools is one that should be investigated empirically since it affects public health. On many different scales, including the individual, the peer group, the family, the school, and the national level, violence may be attributed to a convergence of societal systems and potential dangers (Raine, 2018) (Storey, 2020). Examining the larger rather than outside the framework of classroom violence concentrating just on the level of the individual is very necessary, despite the fact that the results may be catastrophic for some people. There

have only been a very small amount of research efforts devoted to the connection between larger-scale aspects of the atmosphere of a settlement and school violence such as researches by (Jerome, Elwick, & Kazim, 2019). It is very necessary to take into consideration the effect that socioeconomic disparities have on the degree of violence that occurs in schools.

1.12 Significance of the study

There are many compelling reasons to investigate the relationship between environmental factors and the prevalence of classroom violence among Arab adolescents in Israel. To begin, Israel's Arab citizens make up a sizable subset of the total populace, making up around 20% of the total population (Goldman, et al.). Second, the Arab population is disproportionately affected by violence, both in terms of victimization and perpetration (Xu, Macrynika, Waseem, & Miranda, 2020). Finally, the issue of school violence is a pressing concern in many Arab communities in Israel.

The research findings on the effects of the local climate on school violence among Arab youth in Israel would provide crucial background knowledge for addressing a pressing issue. For example, it could help identify strategies for reducing violence at school among Arab students. Additionally, such a study could lead to new insights about the ways in which different environmental factors (such as unemployment) affect aggression and other violent behaviors.

Alternatively, the results of this type of research could open up possibilities for further research into specific environmental factors that may be associated with increased violence in Arab schools. This type of research could help to develop more effective interventions or strategies for reducing violence in Arab schools. In either case, such a study's findings would be extremely helpful and would have a significant impact on the way we think about school violence and its impact on marginalized communities.

2. Materials and Methods

Data for this study was gathered using a combination of qualitative and quantitative approaches on the impact of local climate on a rise in school-based violence among youth in the Arab sector in Israel (Berkowitz, 2020). This approach combines the

strengths of mixed anecdotal and quantitative approaches to better understand the issue at hand and improve precision of the study's findings. The use of a multidisciplinary research design is particularly useful when studying complex social phenomena such as violence, which involves multiple factors and perspectives. Qualitative methods like interviews and focus groups may provide substantial light on participants' experiences and perspectives. In contrast, quantitative approaches like surveys and statistical analysis may provide quantifiable data useful for spotting patterns and trends (Khalaila, 2020).

3. Results:

The Quantitative part:

Pearson Test

The atmosphere in the Classroom as Students See It: The Perceived School Climate Scale was utilized to determine the atmosphere in the classrooms. (Lev-Wiesel & First, 2018). There are six different factors that make up the measure (such as, two issues that plague this institution are "test cheating" and "bullying or fighting."). On a measure from 1 (always) to 5 (never), participants evaluated each statement. A better number indicates that respondents have a more favorable view of the school's atmosphere. Arab sector people have used this measure (Reddy, Espelage, Anderman, Kanrich, & McMahon, 2018). In the current investigation, Cronbach's was 0.86.

Aggression and bullying: (Tesler, Nissanholtz-Gannot, Zigdon, & Harel-Fisch, 2019) created the Bullying Scale to assess bullying behavior.

1. Perceived school climate T1	1							
2. Bullying perpetration T2	.23***	1						
3. Moral disengagement T2	.19***	.28***	1					
4. Peers defending T2	.02	.07	.09	1				
5. Adolescents defending T2	.13*	.15**	.06	.15*	1			
6. Perspective taking T2	.06	.22***	.22***	.04	.39***	1		
7. Empathic concern T2	.04	.11*	.15**	.09	.46***	.68***	1	
8. Age	.13*	.13*	.15**	.05	.03	.02	.04	1
<i>M</i>	2.98	1.34	1.71	2.78	2.69	2.61	2.48	12.84
<i>SD</i>	0.69	0.59	0.61	0.69	1.23	.71	.69	.89

Table 1: Relationships and descriptive data for the factors of concern

There are four factors that make up the measure. (For instance, "I don't associate with a few of my fellow students,"). On a five-point measure spanning from 1 (never) to 5 (very often), adolescents were requested to evaluate the frequency with which (in the context of the current school year) they had engaged in the conduct outlined in each question.

Higher responses across the board showed a greater propensity for bullying among teenagers. As (Hindi, Mordi, Tener, & Katz, 2022) note, this measure has been applied to Arab teenage populations. In this investigation, Cronbach's was 0.82.

The Qualitative Part:

Theme 1: Economic Factors:

Economic factors are an important consideration when discussing students' motivation and academic performance. According to social cognitive theory, individuals' behavior, thoughts, and emotions are shaped by the social and economic conditions in which they live (Bandura, 1986). This means that economic factors such as poverty, lack of access to resources, and poor living conditions can have a significant impact on students' motivation and academic performance

A: Economic factors can impact students' motivation and academic performance in several ways. For example, students from low-income families may lack access to resources like technology and a quiet place to study, which can make it difficult for them to stay focused and motivated. Additionally, students who are dealing with food and housing insecurity may be more focused on meeting their basic needs than on their schoolwork. Students in under-resourced schools may not have access to the same quality of education as their peers in more affluent schools, which can make it difficult for them to stay motivated and perform at the same level as their peers.

Theme 2: Family Factors

Family factors were identified as another significant contributor to students' lack of motivation and academic performance. The literature suggests that a supportive family environment can positively impact a child's academic achievement, while a negative family environment can lead to a decrease in motivation and academic performance

During the interviews, teachers and counselors discussed various family factors that can impact a student's motivation and academic performance. Lack of parental supervision was mentioned as a significant issue. When parents are not actively involved in their child's education and do not monitor their behavior, it can be challenging for the child to stay motivated and succeed academically. Additionally, if parents are overly punitive or inconsistent in their discipline, it can create anxiety and stress for the child.

T1: "I had a student who was consistently late to class, didn't turn in assignments, and was often absent. When I called the student's parents, they seemed uninterested in their child's education and didn't seem to see the importance of attending school. The student's lack of motivation and academic performance improved slightly when we implemented a mentorship program with a community volunteer, but it was clear that the lack of parental support was a significant barrier to their success."

Other family factors mentioned by teachers and counselors included lack of child-bringing up practices, punitive parents with unclear disciplinary orientation, and the breakup of the family. When children do not have a stable home environment or do not have consistent parenting, it can make it hard for them to focus on their schoolwork. Students may also experience anxiety and stress when discipline is inconsistent or when they are unsure of what is expected of them.

C2: "I had a student who was very bright and capable but struggled with turning in assignments on time. When we talked to the student, they mentioned that their parents had different rules for different situations, and they were never sure what was expected of them. This inconsistency created a lot of anxiety for the student, and they struggled to stay motivated and focused."

The literature also suggests that family values with good moral and religious guidelines can positively impact a child's academic achievement (Cohen-Azaria & Zamir, 2021). When children have a sense of purpose and direction instilled by their family, they are more likely to stay motivated and engaged in their education.

Q: Have you noticed a difference in academic performance between students who come from families with strong values and those who do not?

T8: "Absolutely. When students come from families with strong values and a sense of purpose, they are often more motivated and engaged in their education. They have a clear sense of what is important to them and are more likely to see the value in their education. On the other hand, students who come from families without these values may struggle to see the importance of their education and may lack direction and purpose."

In summary, family factors can significantly impact a student's motivation and academic performance. Lack of parental supervision, inconsistent parenting, unclear disciplinary practices, and the breakup of the family can all contribute to a decrease in motivation and academic performance. On the other hand, strong family values and a sense of purpose can positively impact a student's academic achievement.

Theme 3: School Factors

The third hypothesis focuses on the role of school factors in contributing to students' lack of motivation and academic performance. Schools play a significant role in shaping students' attitudes towards education and learning. A supportive and positive school environment can motivate students to engage in their studies, while a negative or hostile environment can deter them from learning. In this section, we will explore the theories and evidence related to school factors and how they contribute to students' lack of motivation and academic performance.

Several theories explain how school factors influence students' motivation and academic performance. According to SDT, students are more likely to put in the effort necessary to learn when their demands for autonomy, competence, and relatedness are all being addressed. (Kaplan & Assor, 2018). The term "autonomy" is used to describe the importance of giving pupils a sense of agency in their educational experiences and that they are making choices that are aligned with their interests and goals. Students must have confidence in their ability to understand and apply the concepts they are being taught. Students have a need for relatedness when they have a desire to be connected to their teachers, peers, and the school community. When these needs are met, students are more likely to be intrinsically motivated to learn, which leads to better academic performance.

Social Cognitive Theory (SCT) proposes that learning occurs through the reciprocal interactions between the person, the environment, and behavior (Nadav,

Benoliel, & Schechter, 2023). According to SCT, students' academic performance is influenced by their observations of others' behavior and the environmental factors that shape their learning experiences. SCT suggests that positive role models, supportive learning environments, and opportunities to engage in challenging and meaningful activities can promote students' academic achievement.

T1: I think one of the biggest factors is the lack of support that some students receive from their teachers. When teachers are not invested in their students' success, it can be hard for students to stay motivated and engaged in their learning.

4. Discussion:

The purpose of this study was to look at the elements that influence school violence among secondary school students. School violence was shown to be highly influenced by economic, familial, and school-related variables after data from surveys and in-depth interviews were analyzed.

According to Hypothesis 1, economic circumstances significantly contribute to the level of violence among middle and high school students in schools. This theory was backed by the study's results, which showed that social and economic exclusion, low income, uneven access to good educational opportunities and job prospects, subpar living circumstances, and inadequate funding for education were all major causes of violence in schools (Scharpf, Kızıltepe, & Hecker, 2022).

The prevalence of aggressiveness and violence in schools was shown to be greater among kids from low-income households, and poverty and social exclusion were identified to be important causes of school violence. Students' dissatisfaction and rage, which resulted in violent conduct, were also fueled by a lack of access to basic necessities like food, clothes, and shelter (Savitsky, Radomislensky, Goldman, Kaim, & Bodas, 2021).

Due to the fact that pupils from underprivileged backgrounds have less opportunity to acquire high-quality education, it has been shown that inequitable education is another important factor leading to school violence. Due to the lack of

educational options and resources, students may get frustrated and disengaged, which may increase their propensity to act aggressively (Yakhnich, 2023).

School violence has also been linked to poor living circumstances and a lack of employment options, with kids from financially struggling families feeling discouraged and disappointed about their future chances. Aggressive actions in the classroom may result from these emotions. Violence in schools has also been linked to insufficient investment in education. According to the research, insufficient financing for education led to poor infrastructure, a shortage of supplies, and packed classrooms, which may foster an atmosphere that encourages violent behavior (Stein, 2020).

The emphasis of Hypothesis 2 was on the contribution of familial variables to school violence. The research found that punitive parents' inconsistent approaches to punishment, lack of parental supervision, and poor child-rearing practices were all major causes of school violence.

The absence of parental oversight was noted as a significant problem, with many children claiming that their parents did not keep an eye on their conduct or know where they were at all times. It was shown that the absence of supervision was associated with increased risky behavior and aggressive behavior. Other important variables were poor child-rearing techniques including inconsistent discipline and unclear expectations (Saada, 2022).

According to hypothesis number three, secondary school students who engage in school violence do so for a variety of reasons. According to the study, a number of factors, such as students' poor academic performance, students' prior acts of violence committed on school property, their exposure to violent role models, their involvement in violent and destructive peer relationships, teachers' punitive attitudes, and the challenge of managing large classes, all contributed to school violence.

School violence has been linked strongly to poor academic achievement, with pupils who struggled in school more likely to engage in violent behavior. This could be brought on by irritation, a sense of inadequacy, and a lack of encouraging feedback from instructors (Reingold, 2019).

5. Conclusion

In conclusion, this research discovered that economic, familial, and educational characteristics all had an impact on school violence among school students in Israel. The study's conclusions indicate that in order to address these issues and avoid school violence, policymakers, educators, and families must collaborate. Students may become frustrated and aggressive due to economic causes like poverty and a lack of chances, while violent conduct may result from domestic problems like poor parenting and ambiguous discipline policies. School-related elements such as punishing teacher attitudes, unmanageable class numbers, and aggressive behavior patterns in schools may all contribute to school violence.

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