

جامعة نايف العربية للعلوم الأمنية  
كلية الدراسات العليا  
قسم العلوم الاجتماعية

# العوامل الاجتماعية المؤدية للعنف لدى طلاب المرحلة الثانوية ( دراسة ميدانية لمدارس شرق الرياض )

دراسة مقدمة استكمالاً لمتطلبات الحصول على درجة الماجستير في العلوم الاجتماعية  
تخصص التأهيل والرعاية الاجتماعية

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## College of Graduate Studies

**Department: Social Sciences**

**Specialization: Rehabilitation and Social Care**

**Thesis Abstract**  MA  PH.D

**Thesis Title:** Social Factors Leading to Students' Violence in Secondary Schools

**Prepared by:** Fahd Ali Abdul Aziz Al Tayar

**Supervisor:** Dr. Ahassan Mubark Talib

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١. Dr. Ahassan Mubark Talib

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Member

٣. Dr. Muhammad Hassan Al Saieg

Member

**Defence Date:** ١٤/٠٤/١٤٢٦ A.H. — ٢٢/٠٥/٢٠٠٥

**Research Problem:** The thesis addresses the following question:

What are the social factors that lead to violence among secondary school students?

**Research Importance:**

١. To be aware of the nature and magnitude of school violence in the secondary stage of education in terms of the factors producing it and to what extent does it jeopardize the safety and stability of the society and the school environment which are based on interaction and cooperation.
٢. To end with outcomes and recommendations that would substantially contribute to the identification of violence patterns, causes and factors generating it with special emphasis on the social factors. Not that but the dissertation would suggest counter-violence solutions in the objectives of downsizing the phenomenon or even eradicate it. Decisions makers and concerned individuals and bodies are likely to benefit from these proposed solutions.

**Research Objectives:** The Dissertation strives to realize the following targets:

١. To identify the dominant patterns of violence among secondary school students.
٢. To determine the exact contribution of the family in the creation of school violence.
٣. To be cognizant on the role played by the family financial status in the generation of school violence.
٤. To identify the influences of on the appearance of school violence.
٥. To see whether social status of the family is contributive to school violence or not?
٦. To be ware of the relationship between educational level and school violence.
٧. To identify the contribution of school environment in the appearance of violence.

**Research Questions:** The research attempted an answer for the following questions:

١. What are the dominant patterns of violence among secondary school student?
٢. What role does family plays in the prevalence of school violence?
٣. Has the financial status of the family any impact on school violences?
٤. Do companion groups have any impact on the nature and magnitude of school violence?

- ⦿. Is the social status of the family contributive to the school violence or not?
- ⧫. Has the educational level any relationship with school violence?
- ⧬. Does the school environment lead to school violence?

**Research Methodology:** The researcher adopted the descriptive analytical approach. Two questionnaires were designed in providing vital data. The first one was distributed to a population made up of secondary school students in Eastern Riyadh whereas the population for the second questionnaire was a sample selected from among headmasters, deputy headmasters, teachers, and students' supervisors from the same secondary schools (in Eastern Riyadh). Data collected covered a wide spectrum of variables including basic data, personal data and data pertinent to various themes of the research.

**Important Results:**

- ⧫. Information provided by students confirmed the dominance of some patterns of violence in schools. Instances include noise and loud voices. Headmasters, their deputies, teachers and supervisors reported that hot dilectal dialogues among students eventually lead to violent behavior.
- ⧬. Students referred to a fair (moderate) impact of family upbringing in the appearance of school violence. Absence of parental care and monitoring is given as an example. The other group i.e. headmasters, deputy headmasters etc., hold the idea that school violence is to a greater extent an outcome of the "no care" rendered to the student by their families.
- ⧭. Students told the interviewers that the financial status of families is only of moderate stance as regards school violence. Top among variables incorporated under financial status came the economic and living standards disparities among students. Their counterparts i.e., the headmasters etc., categorically emphasized the role of the financial status on the dominance of school violence. In support of their claim they referred to the high incidence of violent cases among low income students?
- ⧮. Students referred to fair role of companion groups on the prevalence of violent behavior. On the other hand the headmasters, deputy headmasters confirmed that role and rate it top importance.
- ⦿. Social level of the family was of only moderate significance as regards school violence from the standpoint of students. Family problems are given as an exemplary of such claim, the other group (headmasters, deputy headmasters etc., described the social position of the family as of top importance as far as violent behavior is concerned. Reference is made to the high violence occurrences among students desending from law social class family.
- ⧫. Low educational standards of families is held responsible, though only moderately, for the prevalence of violent behavior. That is the view of the students whereas the second group of the interviewers (headmasters, deputy headmasters etc.,) maintained that educational level is of outstanding contribution to the dominance of violent behavior.
- ⧬. Headmasters, their deputies, teachers and supervisors, are of the idea that school environment is an important factor in the determination of violence levels. Lack of cooperation between students and teachers is given in support of their opinion. On the contrary students only moderately attribute to school environment a role on the predominance of school violence. The non-availability of sports and social events facilities in schools provides a salient support for their claim.

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أهدي هذا العمل إلى:

\* والديّ ووالدتي اللذين كان لهما الأثر في تشجيعي لطلب العلم .

\* إلى الإخوة سعود وسليم وخالد وعبد العزيز لمتابعتهم لي أثناء

الدراسة .

\* إلى مروح كرميتي أم دخيل وأدعو الله أن يتغمدها بواسع رحمته ويسكنها

فسيح جناته .

\* إلى نزوجتي وابني علي وبناتي حيث كان لهم الأثر الطيب في

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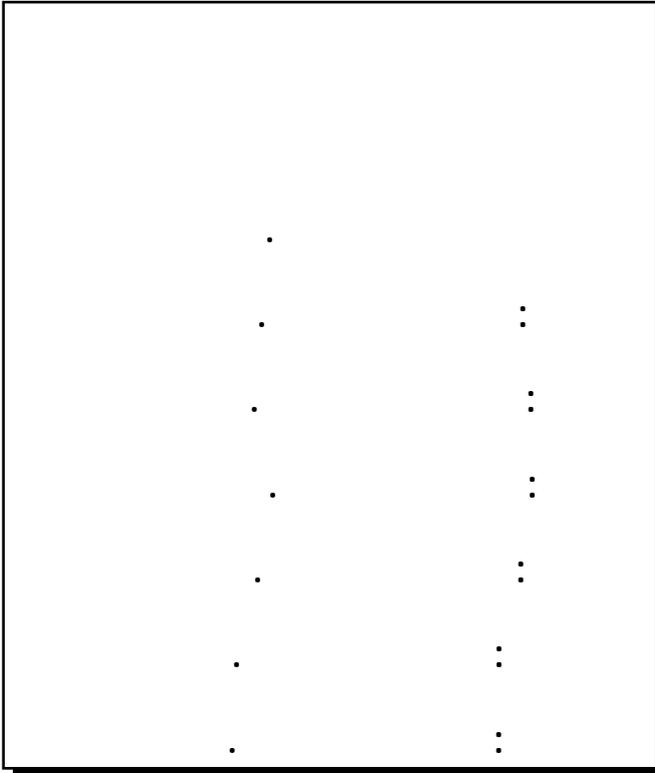





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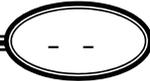
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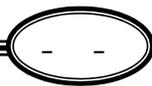
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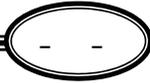
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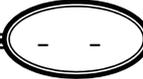
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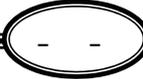
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أولاً، يجب أن نذكر أن الهدف من هذا العمل هو تقييم مدى فهم الطلبة للمفاهيم الاجتماعية الحديثة، وكيفية تطبيقهم لها في الحياة اليومية. ولتحقيق ذلك، تم إعداد هذا الاختبار الذي يتكون من عدة أسئلة تهدف إلى قياس المعرفة والفهم.

ثانياً، نلاحظ أن الموضوع يتناول الجوانب المختلفة للحياة الاجتماعية، من الأدوار والمسؤوليات إلى التفاعل بين الأفراد في المجتمع. وهذا يتطلب من الطلبة القدرة على تحليل المواقف وتقييمها بناءً على المبادئ الأخلاقية والاجتماعية التي تعلموها.

ثالثاً، من المهم أن نذكر أن هذا الاختبار ليس مجرد تقييم للمعرفة، بل هو فرصة للطلبة لمراجعة ما تعلموه وتطبيقه في مواقف افتراضية. لذلك، نرجوا من الطلبة التركيز على فهم المبادئ الأساسية التي يتناولها السؤال، وليس مجرد البحث عن الإجابة الصحيحة.

رابعاً، نذكّر الطلبة أن الوقت المحدد للإجابة على هذا الاختبار هو 30 دقيقة. لذلك، يجب أن يكونوا حريصين على إدارة وقتهم بشكل فعال، والبدء بالإجابة على الأسئلة التي يسهل عليها، ثم الانتقال إلى الأكثر صعوبة.

خامساً، نتمنى للجميع حظاً طيباً في الإجابة على هذا الاختبار، ونرجوا أن يكون ذلك اختباراً ناجحاً يعزز من فهم الطلبة لمفاهيمهم الاجتماعية.

سادساً، نذكّر الطلبة أن الإجابة على الأسئلة يجب أن تكون واضحة ومختصرة، مع ذكر المبادئ التي تستند إليها الإجابة.

سابعاً، نتمنى أن يكون هذا الاختبار قد ساهم في تعزيز وعي الطلبة بأهمية القيم الاجتماعية في حياتهم، وأن يكون قد وفر لهم فرصة للتفكير في تطبيقاتها العملية.

ثامناً، نذكّر الطلبة أننا ننتظر إجاباتهم ونتشوق لمعرفة مدى فهمهم للمفاهيم الاجتماعية الحديثة.

تاسعاً، نتمنى أن يكون هذا الاختبار قد ساهم في تعزيز روح الفريق والتعاون بين الطلبة، وأن يكون قد وفر لهم فرصة للتفاعل والتعلم من بعضهم البعض.

عاشراً، نتمنى أن يكون هذا الاختبار قد ساهم في تعزيز الثقة بالنفس لدى الطلبة، وأن يكون قد وفر لهم فرصة لإظهار قدراتهم ومعارفهم.

أخيراً، نتمنى للجميع حظاً طيباً في الإجابة على هذا الاختبار، ونرجوا أن يكون ذلك اختباراً ناجحاً يعزز من فهم الطلبة لمفاهيمهم الاجتماعية.

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وَلَا تَقْرَبُوا الْفَوَاحِشَ مَا ظَهَرَ مِنْهَا وَمَا بَطَنَ ﴿١٥١﴾ ( : : )

: يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَر قَوْمٌ مِنْ قَوْمٍ عَسَىٰ أَنْ يَكُونُوا خَيْرًا مِنْهُمْ وَلَا نِسَاءٌ مِنْ نِسَاءٍ عَسَىٰ أَنْ يَكُنَّ خَيْرًا مِنْهُنَّ وَلَا تَلْمِزُوا أَنْفُسَكُمْ وَلَا تَنَابَرُوا بِالْأَلْقَابِ بِئْسَ الْأَسْمَاءُ الْفُسُوقُ بَعْدَ الْإِيمَانِ وَمَنْ لَمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ ﴿١١﴾

وَالَّذِينَ لَا يَدْعُونَ مَعَ اللَّهِ إِلَهًا آخَرَ وَلَا يَقْتُلُونَ النَّفْسَ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ وَلَا يَزْنُونَ وَمَنْ يَفْعَلْ ذَلِكَ يَلْقَ أَثَامًا ﴿١٨﴾ ( : )

: ﴿ لَا يَحِبُّ اللَّهُ الْجَهْرَ بِالسُّوءِ مِنَ الْقَوْلِ إِلَّا مَنْ ظَلَمَ ﴾ ﴿١٤٨﴾ ( : : )

وَلَا تَقْرَبُوا الْفَوَاحِشَ مَا ظَهَرَ مِنْهَا وَمَا بَطَنَ ﴿١٥١﴾ ( : : )

( ) ( )

وَالَّذِينَ لَا يَدْعُونَ مَعَ اللَّهِ إِلَهًا آخَرَ وَلَا يَقْتُلُونَ النَّفْسَ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ وَلَا يَزْنُونَ<sup>٤</sup> وَمَنْ يَفْعَلْ ذَلِكَ يَلْقَ أَثَامًا ﴿٦٨﴾ ( : ) .

وَقَاتِلُوا فِي سَبِيلِ اللَّهِ الَّذِينَ يُقْتُلُونَكُمْ وَلَا تَعْتَدُوا إِنَّ اللَّهَ لَا يُحِبُّ الْمُعْتَدِينَ ﴿٦٩﴾ ( : ) .

﴿ لَا يُحِبُّ اللَّهُ الْجَهْرَ بِالسُّوءِ مِنَ الْقَوْلِ إِلَّا مَنْ ظَلَمَ<sup>٥</sup> ﴾ ( : ) .

(<sup>(١)</sup>)

وَعِبَادُ الرَّحْمَنِ الَّذِينَ يَمْشُونَ عَلَى الْأَرْضِ هَوْنًا وَإِذَا خَاطَبَهُمُ الْجَاهِلُونَ قَالُوا سَلَامًا ﴿٦٧﴾ ( : ) .

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يَأْتِيهَا الَّذِينَ ءَامَنُوا لَا يَسْخَرُونَ مِنْ قَوْمٍ عَسَىٰ أَنْ يَكُونُوا خَيْرًا مِنْهُمْ وَلَا نُنَازِعُكَ فِي مَا أَنْعَمْتَ عَلَيْنَا وَنَحْنُ بِمَا أَنْعَمْتَ عَلَيْنَا كَاتِبِينَ ﴿١١﴾

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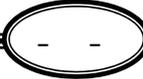
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: ﴿ وَقَدْ خَلَقْنَا الْإِنْسَانَ ﴾

وَنَعَلِمُ مَا تُوَسَّوَسُ بِهِ نَفْسُهُ<sup>ط</sup> وَخَنُ أَقْرَبُ إِلَيْهِ مِنْ حَبْلِ الْوَرِيدِ ﴿١١﴾ ﴿

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الَّذِينَ ءَامَنُوا وَلَمْ يَلْبِسُوا ءِيمَانَهُمْ بِظُلْمٍ أُولَٰئِكَ لَهُمُ ءَأَمْنٌ وَهُمْ مُّسْتَدُونَ ﴿٨٢﴾

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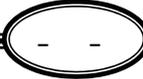
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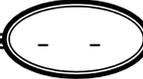
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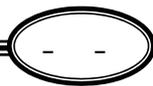
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## الفصل الثالث

- أولاً : منهج الدراسة
- ثانياً : حدود الدراسة
- ثالثاً : مجتمع الدراسة
- رابعاً : عينة الدراسة
- خامساً : أداة الدراسة
- سادساً : إجراءات تطبيق الدراسة
- سابعاً : أساليب المعالجة الإحصائية

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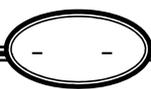
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## الفصل الرابع

أولاً : المتغيرات الأولية  
ثانياً: متغيرات الدراسة الأساسية  
ثالثاً: العلاقة بين متغيرات الدراسة

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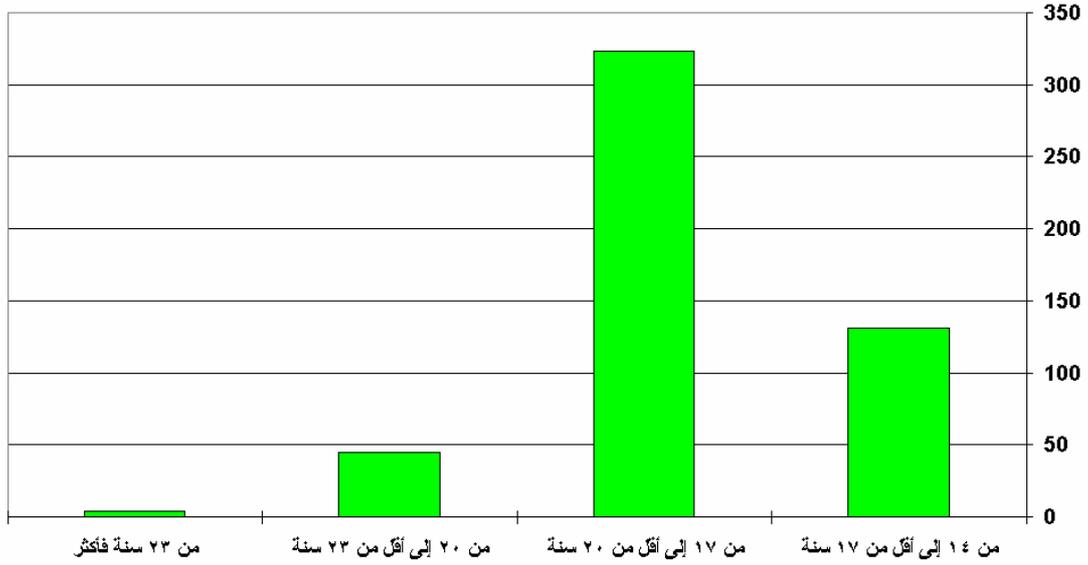
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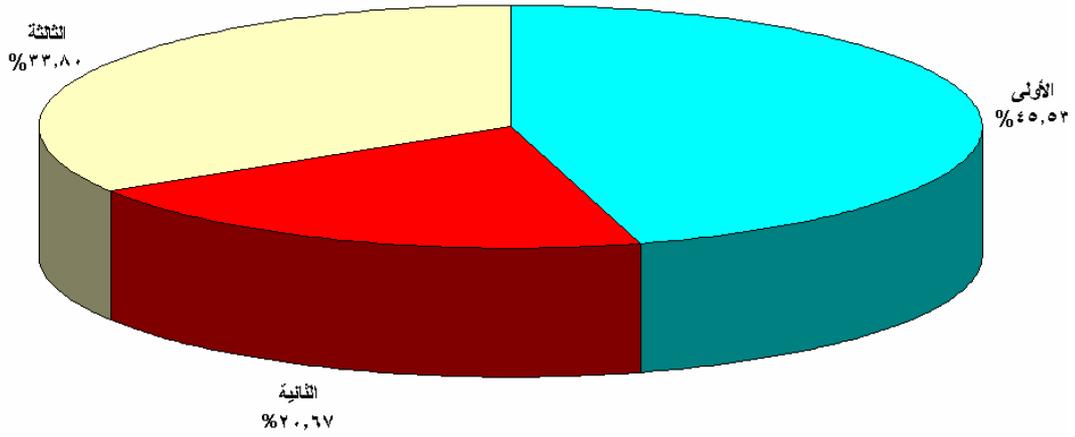
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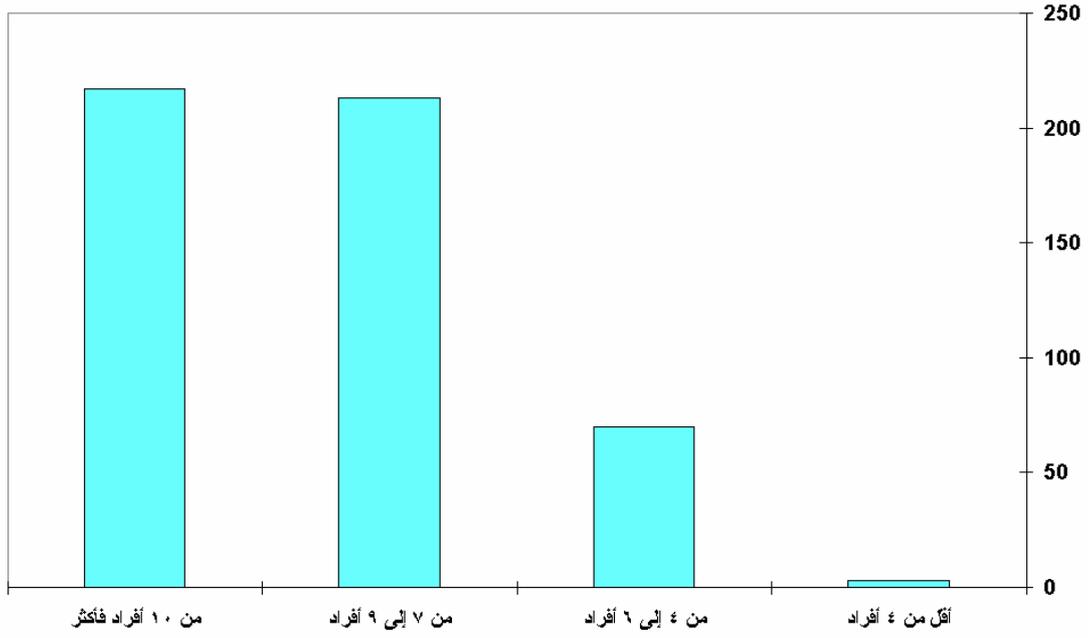
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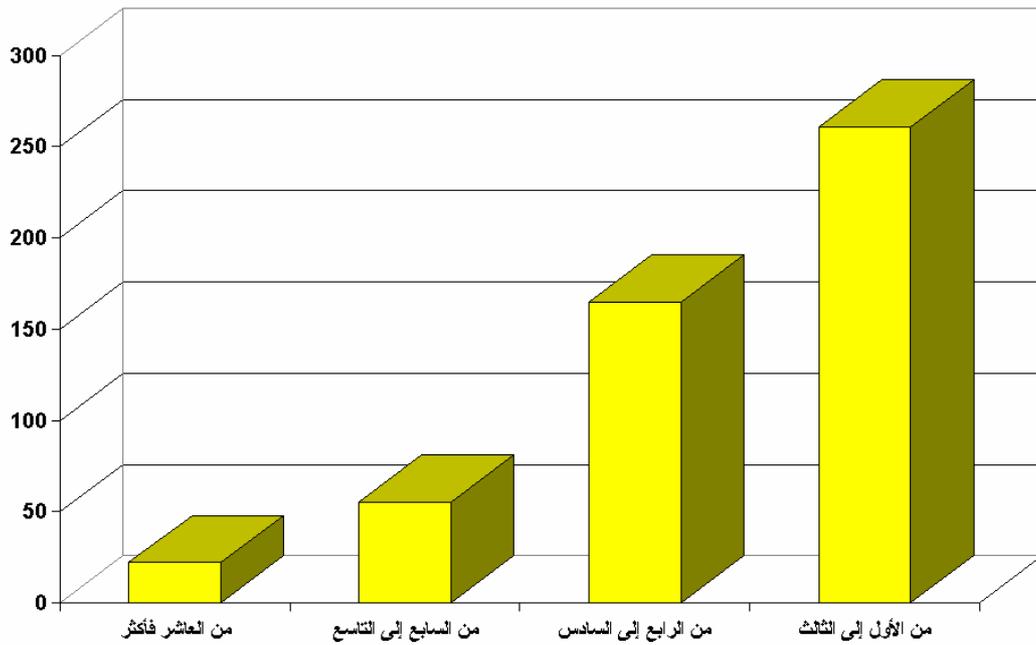
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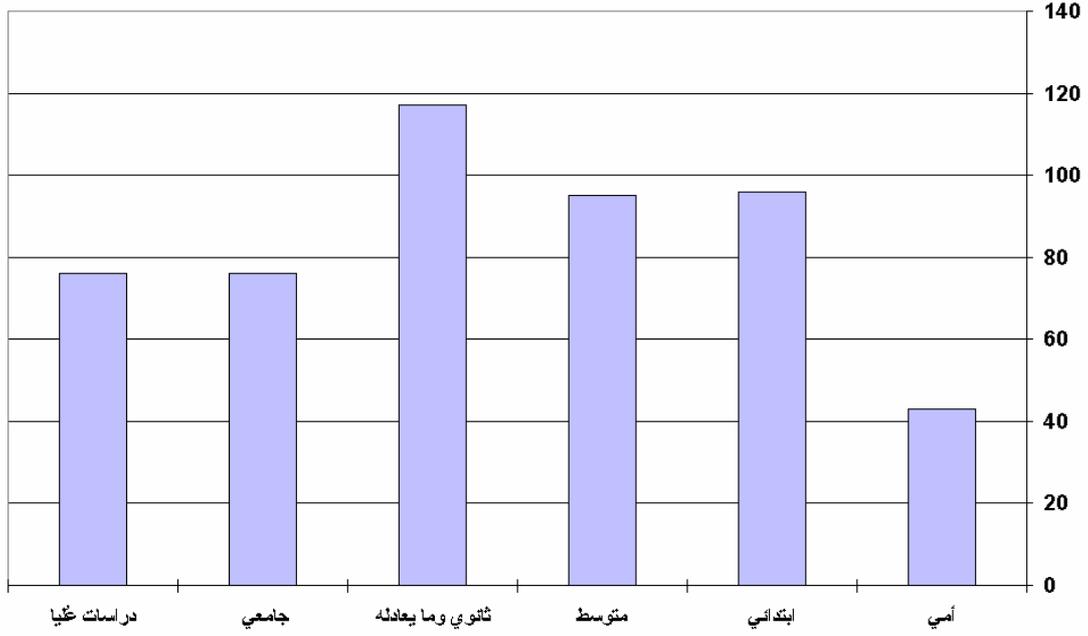
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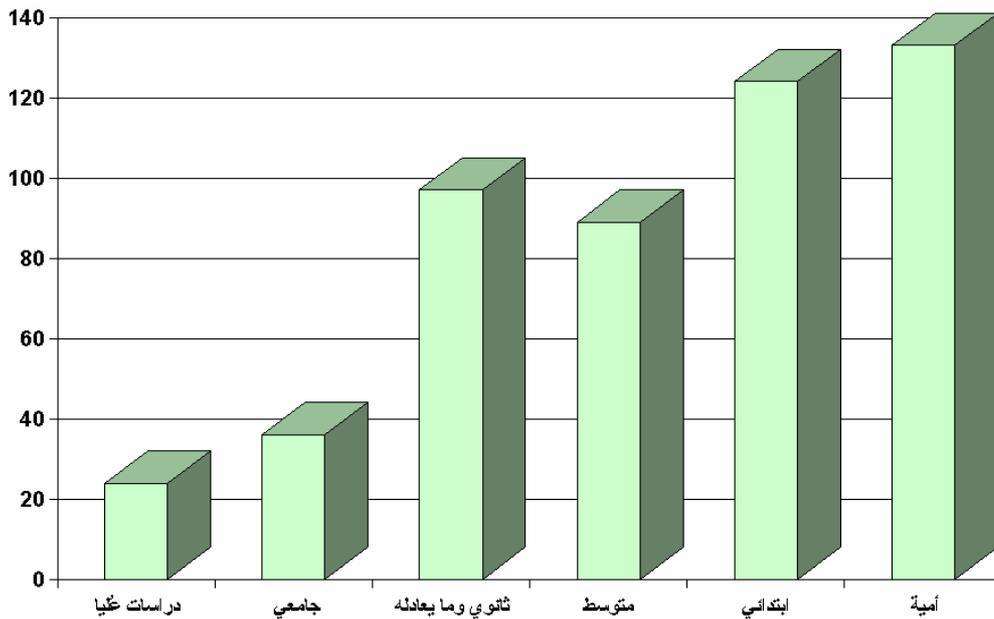
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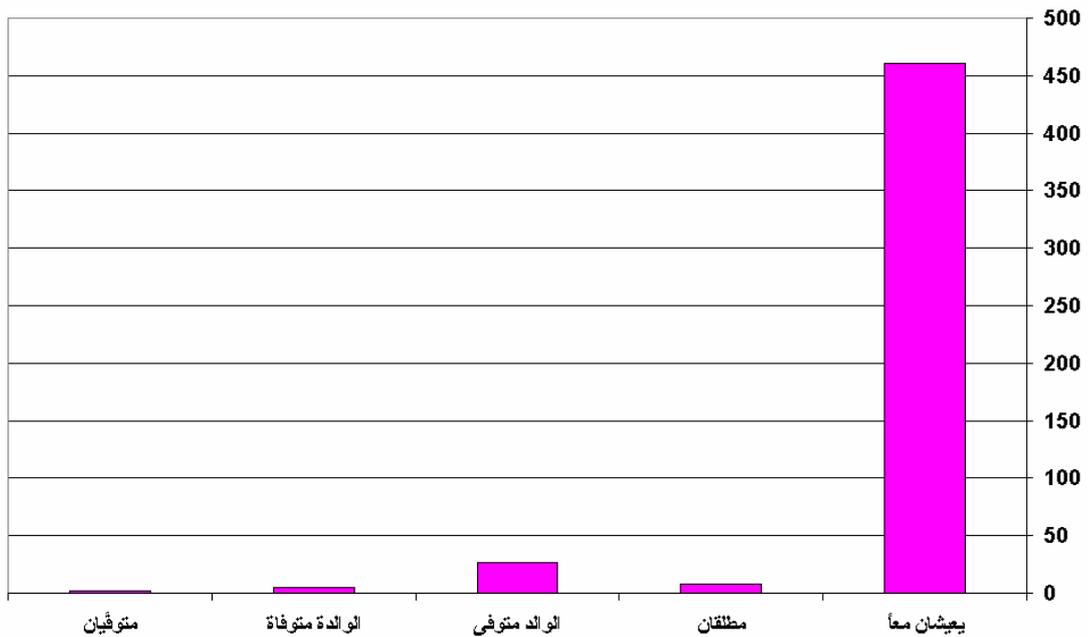
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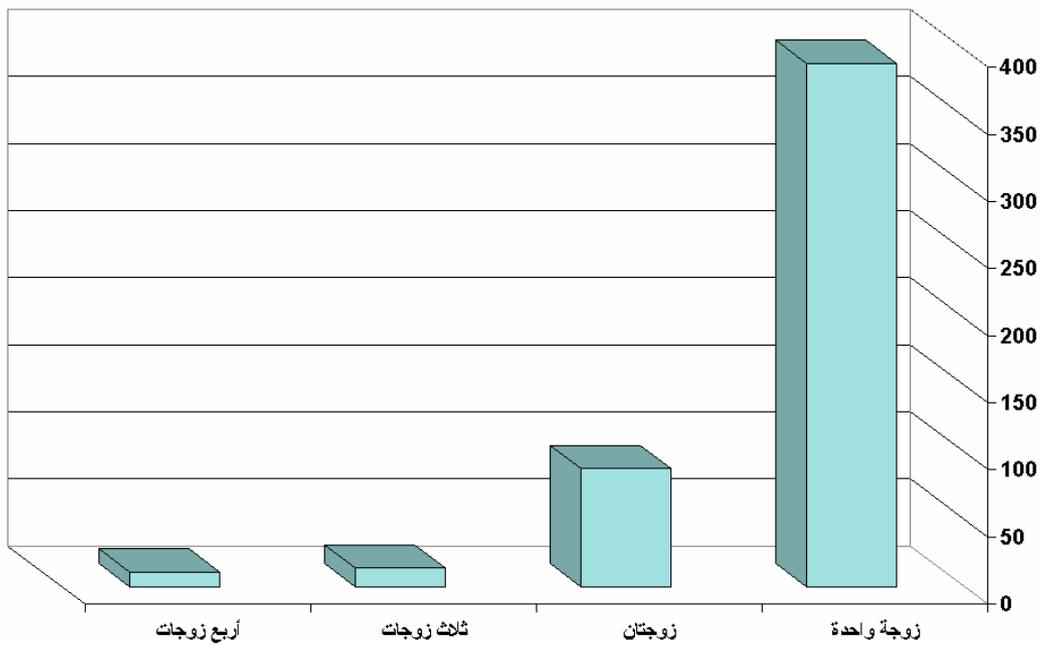
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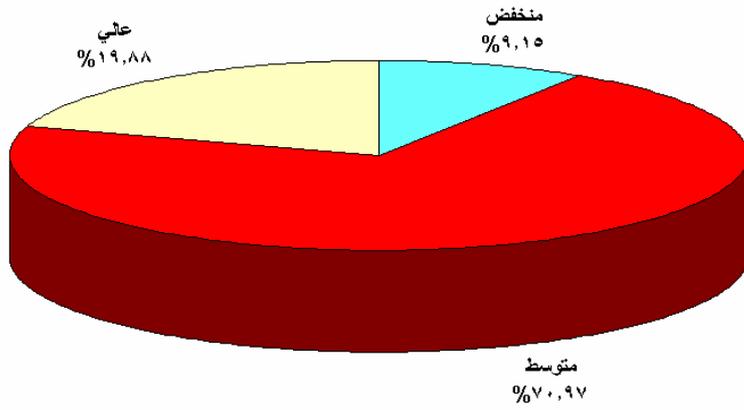
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**العوامل الاجتماعية المؤدية للحدف لدى طلاب المرحلة الثانوية**


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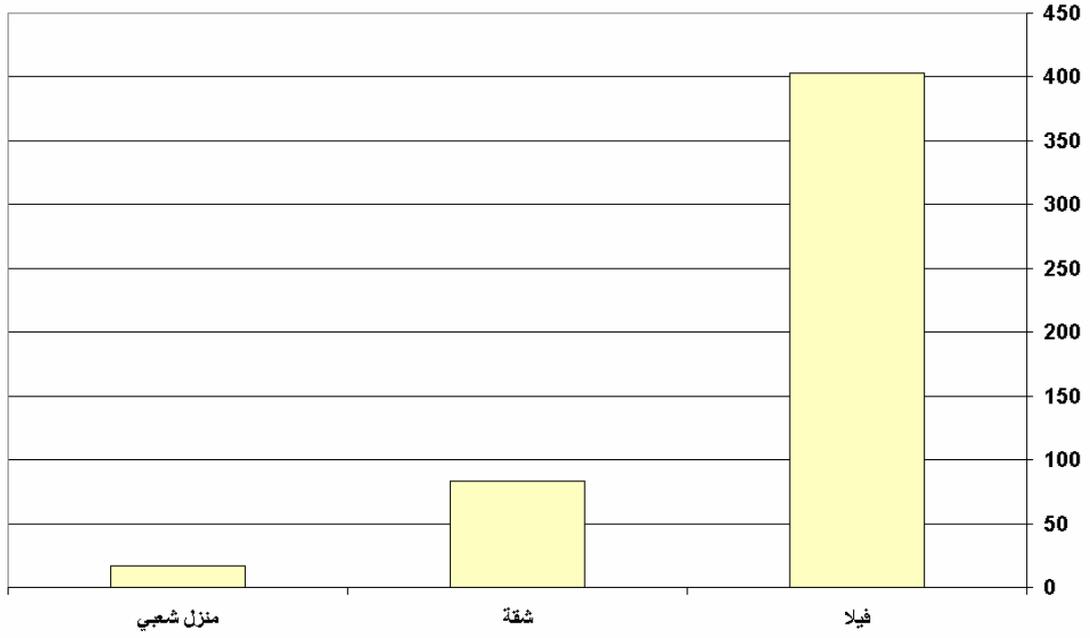
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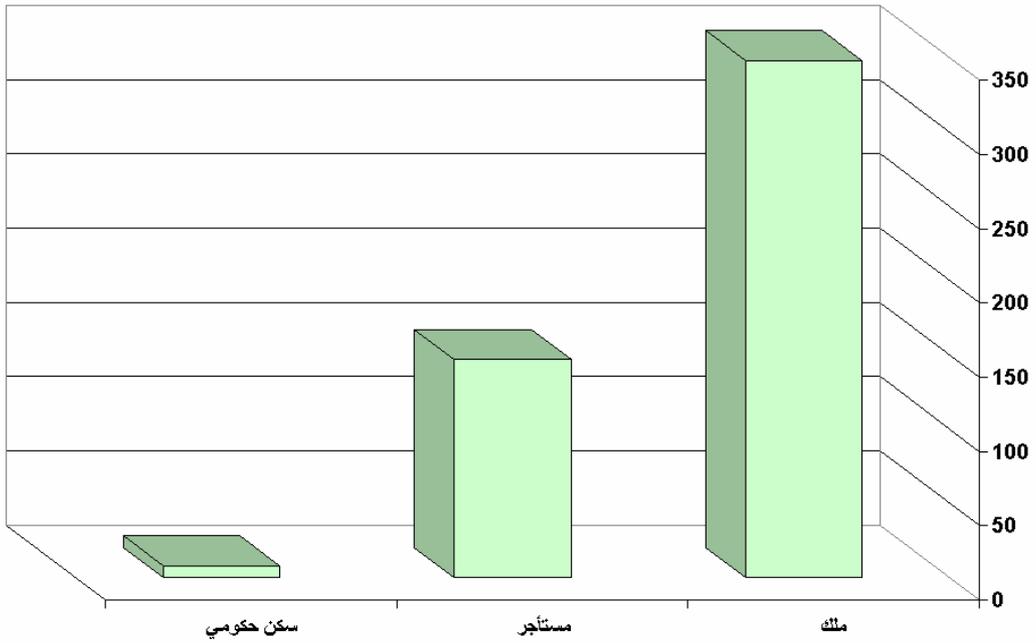
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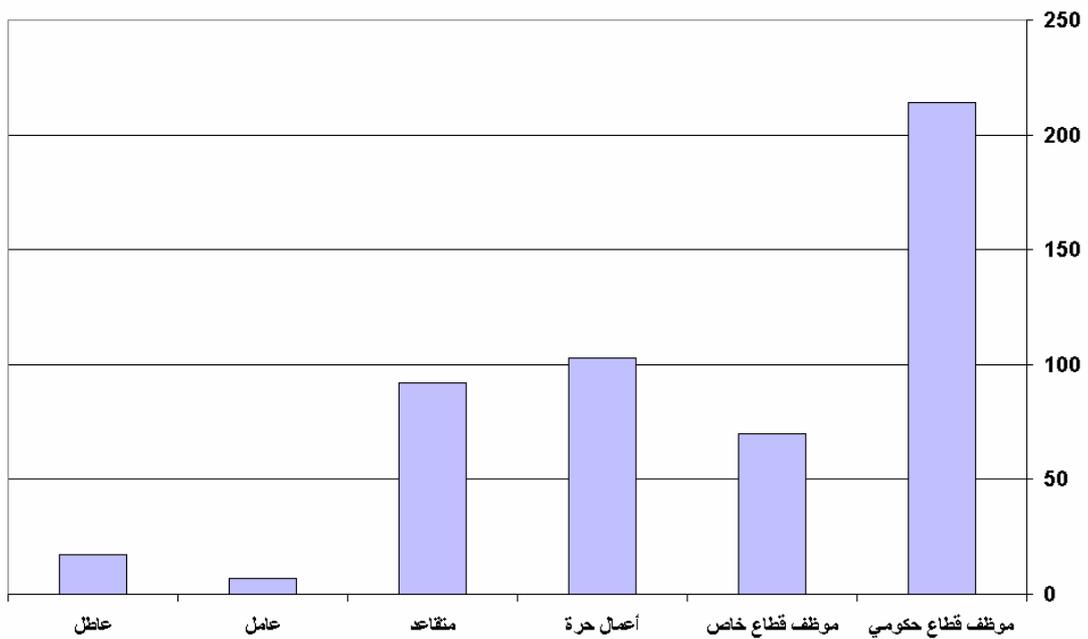
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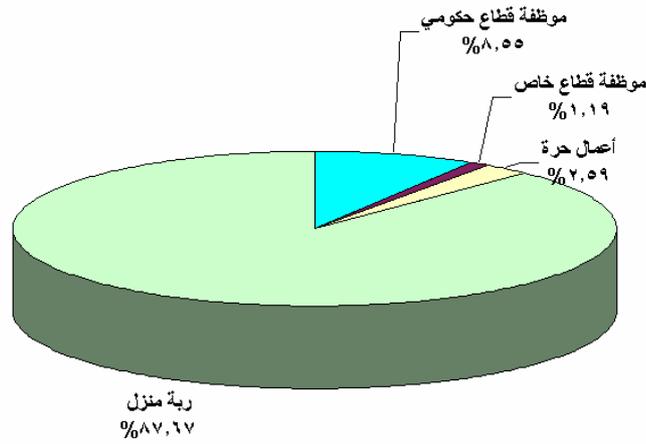
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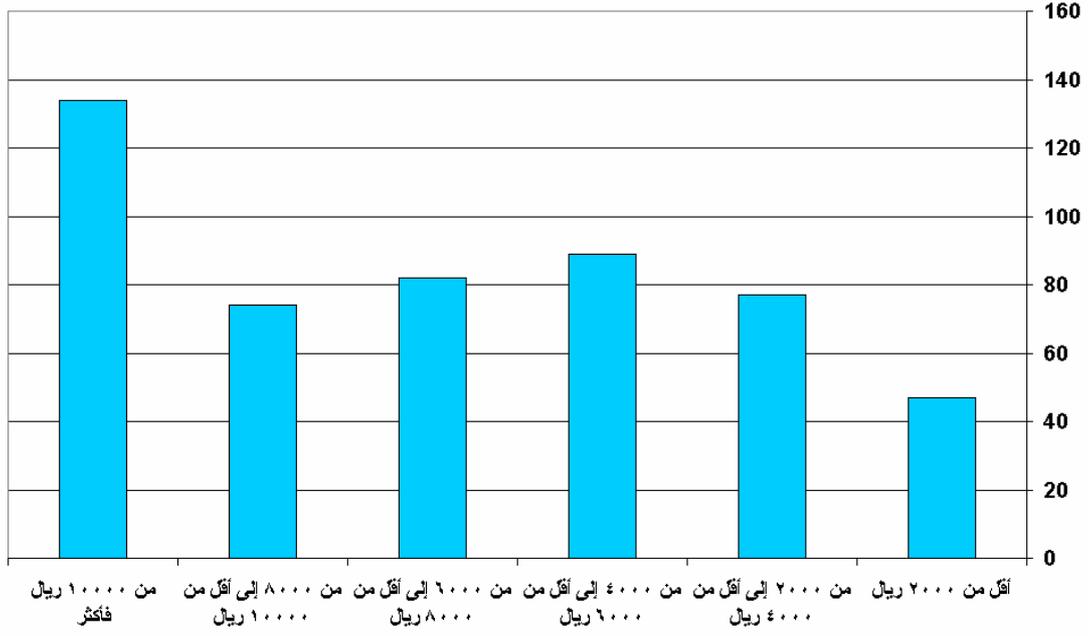
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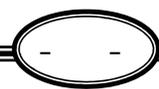
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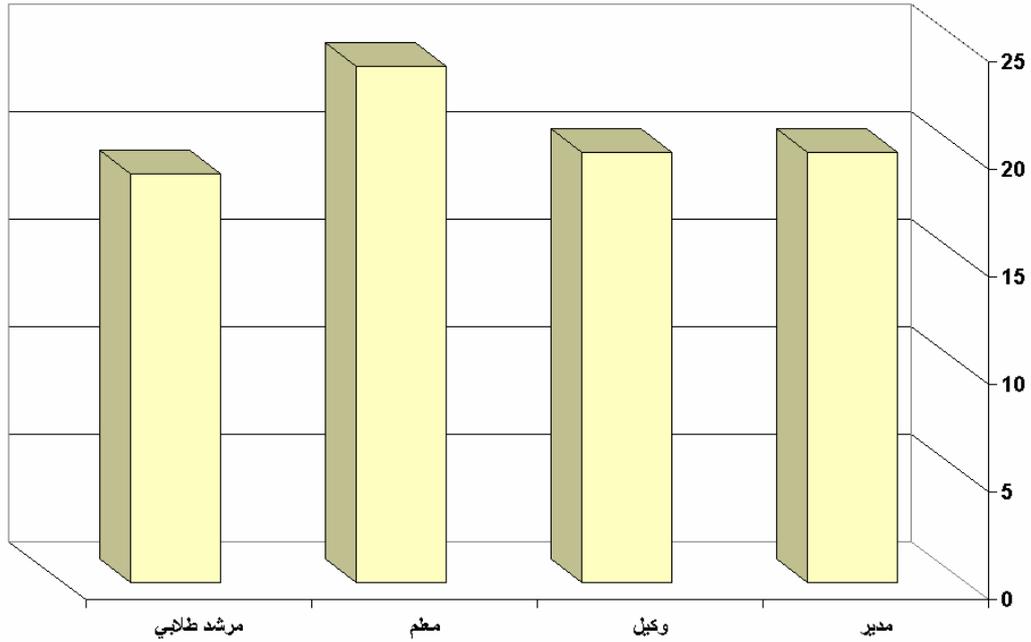
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العوامل الاجتماعية المؤدية للحدف لدى طلاب المرحلة الثانوية

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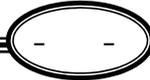
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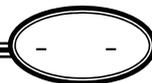
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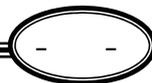
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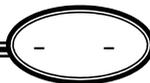
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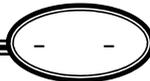
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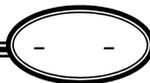
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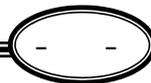
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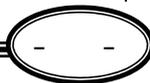
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## الفصل الخامس

أولاً : خلاصة الدراسة  
ثانياً : أهم نتائج الدراسة  
ثالثاً : توصيات الدراسة

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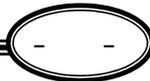
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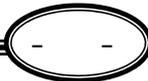
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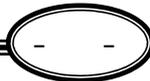
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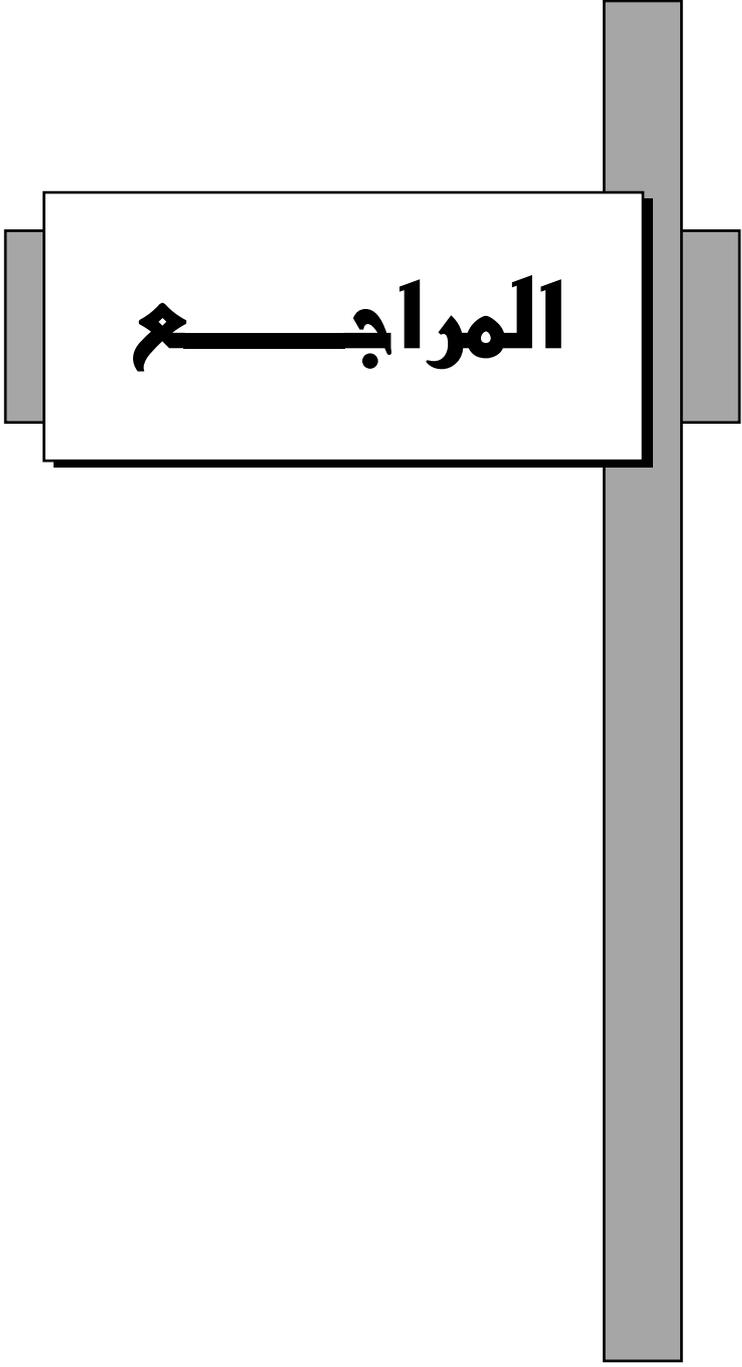


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**الملاحق**





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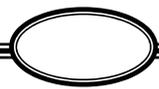
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اسم المدرسة: ..... التخصص أو العمل: مدير  وكيل  معلم   
مرشد

١ - هل هناك عنف طلابي في مدرستك؟ وما متوسط الحالات الأسبوعية إن وجد.

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٢ - في رأيك ما أنماط العنف أكثر شيوعاً بين الطلاب؟ مع ترتيبها حسب الكثرة.

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٣ - هل هناك دور للتنشئة الأسرية في العنف المدرسي؟ مع ترتيبها حسب الأهمية.

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٤ - هل هناك دور للمستوى الاقتصادي للأسرة في العنف المدرسي؟

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٥ - هل هناك دور لجماعة الرفاق في العنف المدرسي؟

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٦ - هل هناك دور للوضع الاجتماعي للأسرة في العنف المدرسي؟

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٧ - هل هناك دور للمستوى التعليمي للأسرة في العنف المدرسي؟

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٨ - هل هناك دور للبيئة المدرسية في العنف المدرسي؟

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٩ - ما أهم العوامل التي تسهم في شيوع السلوكيات العنيفة بين الطلاب والتي ترجع إلى المدرس؟ مع ترتيبها حسب الأهمية.

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١٠ - ما أهم العوامل التي تسهم في شيوع السلوكيات العنيفة بين الطلاب والتي ترجع إلى الإشراف المدرسي؟ مع ترتيبها حسب الأهمية.

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١١ - ما أهم العوامل التي تسهم في شيوع السلوكيات العنيفة بين الطلاب والتي ترجع إلى المرشد الطلابي؟ مع ترتيبها حسب الأهمية.

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١٢ - ما أهم العوامل التي تسهم في شيوع السلوكيات العنيفة بين الطلاب والتي ترجع إلى الإدارة المدرسية؟ مع ترتيبها حسب الأهمية.

١٣ - ما أبرز المقترحات التي تراها للوقاية من العنف داخل المدارس؟

١٤ - ما أبرز المقترحات التي تراها لعلاج حالات العنف داخل المدارس؟

