

Classroom Environment and Self-Control Skills and their Relationship with Adolescents Violence in the Arabic Community of Israel

Abstract

This research aims to examine the relationship between classroom environment and self-control skills , and the prevalence of violence among Arab adolescents in Israel. The sample included 200 pupils with ages ranging between 13-15 from seventh to the ninth grade.

Research hypotheses predicted that there was a statistically-significant inverse correlation between classroom environment and physical violence , and between self-control and physical violence ; and that there is a statistically-significant positive correlation between age and self-control and between physical violence and classroom environment. Finally, the hypothesis predicted that there were statistically significant differences in physical violence , self-control and classroom environment that can be attributed to gender.

The results of the research showed that there was an inverse correlation between the classroom environment and between self-control and violence. The more self-control pupils have , the lower the level of violence would be, which supports the hypothesis. The findings also revealed that there was no statistically-significant correlation between age, anger and physical violence.

The results also reflected a positive correlation between age and classroom environment , and an inverse correlation between age and self-control , that is , growing in age leads to lowering the level of self-control , and these results supported the hypothesis on this regard.

Finally , the research concluded a number of recommendations that will be discussed.

Introduction

The current research aims to examine the relationship between classroom environment and self-control skills as well as violence among Arab adolescents in Israel . The last two decades have witnessed a growth in the level of violence in this community , prompting many researchers to study this phenomenon. Interestingly, violence was particularly prevalent within educational institutions, as the school is a part of its' cultural surroundings and the social and political context around it , and it is where student spend a large proportion of their time (Abas,2002 ; Gomble & Zohar,2005).

Israeli schools are certainly nonviolence-free, like all schools around the world (בנבנישתי , 2002). Research indicates (בנבנישתי זעירא ואסטורי, 2002) that 40 % of students in Israeli schools are subjected to various forms of violence. Some studies that were conducted by the Rama Center (ראמ"ה, 2011) showed that there is a variation in this phenomenon between the Arab and Jewish communities, and mentions rate of violence in the Arab schools that is lower by 3%, moreover, another report points out (ראמ"ה, 2011) that being involved in incidents of violence and the use of non-lethal arms , threats and extortion , and exposure to physical violence by teachers , can lead to losing the sense of security.

Violence is one of the main problems in schools and have become a heavy burden on those responsible because of their daily interaction with such behaviors , and it has become a source of stress for teachers , parents and psychological health professionals (בנבנישתי, 2005).

There is a large number of research that tried to examine and interpret the personal factors that affect violence (רולידרי, 2007; אגבאריה, רוני, הממה, 2014). Other research pointed to the

importance of environmental factors such as social classroom environment in determining the level of violent behavior at school and concluded that they are very important , and showed that there is a high correlation between emotional profile and positive environment which will give students a sense of belonging and acceptance and promote their self-image , in addition to activities directed at improving the emotional condition of these students (Bridges, Geyelin, & Janath, 2001; Flaherty, 2001). And from this point we arrived at the first question of the current research which is : How strong is the correlation between positive classroom environment and low levels of violence?

In addition to environmental factors , there is concentration on personal assets associated with violence , as studies have shown (; Agbaria & Ronen, 2010; 2013 (אגבאריה, רוני, חממה) and a relationship between the skills of self-control and violence , the higher the skills self-control , the less the motive for anger and aggressive behavior would be.

Therefore current research attempts to examine the relationship between self- control as a personal asset and the level of violence among students , and hence came the second question of the study : How strong is the correlation between the skills of self-control and low levels of violence?

2.1 . Violence (Violence)

Violence is an aggressive act inflicted on others, causing damage and harm either physically or emotionally (Barrie & Jackie, 1998). It was defined by (Buss & Perry, 1992) as any behavior by an individual , verbal or physical, explicit or implied, direct or indirect, active or passive , whose consequences are manifested by physical, financial or psychological harm on the same individual or others.

There are various opinions and theories that tried to explained violence, some researchers of would attribute it to genetic factors and biological explanations (Eeron, 1977; Simpson, 2001) and they stated that humans have a natural and inherent tendency towards violence , and that they are genetically predisposed and predestined towards it , and there are physiological motives that induce this kind of behavior. This is called the biological perspective (Calvillo, 2000)).

Other researchers (Freud, 1986)have opted for an interpretation on the basis of psychoanalysis , who believe that human beings are led by a set of innate impulses or instincts, and that people are born with an instinct and a motive to murder and sabotage. Freud argues that the instincts of aggression somehow accumulate and grow gradually until they reach an unbearable extent and then explode in the form of violence , he believes that the aggressive motives are constantly being generated within the individual , and that if they were left without being deterred and regulated , they would lead to engaging in acts violence.

Similarly , other researchers (Dollard & Miller, 1939) attribute violence to frustration while others such as (Bandura.1973) attribute it to the social interpretation depending on the culture and nature of the society, this theory assumes that violence is acquired by learning , and is gained by observing others as they exhibit violent behavioral models and emulating them , and this is called (Modeling) (Bandura.1973).

Moreover , other researchers (Crick & Dodge, 1996) attribute violence to the cognitive interpretation and the outcomes of the personality analyses, this theory suggests that people develop consistent internal patterns to encode information related to aggressive behavior to reflect their responses to any aggression.

The model of cognitive processing of information for aggressive behavior describes how does the cognitive processing occur through social interaction , thus affecting aggressive behavior (Crick, 1966 & Dodge's).

Violence has four interrelated components , which are(Verbal Violence)that is expressed by cursing others, describing them with offensive words , yelling , insulting , humiliating and causing mental suffering (2001 ראובני , 1989). The second is (Physical Violence) which refers to the deliberate use of physical force against others in order to abuse, undermine and harm them (2011 ראובני , 1989).

The third component is (Anger) which is an emotional response induced by an insult , a threat or an undesired interference in one's affairs, manifested by certain facial expressions ,along with some distinct gestures by the autonomic nervous system , and some aggressive or defensive symbolic acts , either explicit or subtle (Buss & Perry, 1992; Southam-Gerow & Kendal, 2002).

Finally, the last component of violence is (Hostility)which represents the cognitive aspect of the aggressive behavior , and includes the feelings of injustice , hatred and revulsion , and the inner feeling of anger and hostility and hatred directed toward the self or toward a person or situation (Anderson & Bushman, 2002).

2.2 . Classroom environment :

Friedman (1995 פרידמן) defines classroom environment as the psychological and social context in which the verbal interactions between teachers and pupils takes place. In other words, it can be described as a set of general characteristics for the classroom atmosphere that is occupied by the interactions among the students, between students and teacher , between students and educational materials and between the teacher and the educational materials.

A study by (Amborse, Bridges,, Dipietro, & Lovett, 2010) defined the classroom environment as merely the total intellectual social , emotional and physical contexts that collectively teach the students , and the interactive relationships existing among the students themselves and between students and teacher , and is one of the influential resources that affect the environment of the classroom.

The classroom environment is determined by a number of interrelated factors involving students and teachers, and a variety of tools , sources and information are used within it in order to achieve the learning objectives (2011 זידאן). A study by (Moos & Trickett, 1987) defines the classroom environment as the attitudes and trends of learners and teachers, and the relations present among them within the classroom.

The interactive and positive classroom environment contributes to the development of the student's personality , and his or her integration into the school environment and the community surrounding it. Many educational theorists (Swe khine & Swechiew, 2001) believe that the classroom is a dynamic social system which depends on physical and social effects and factors that are perceived by the students and make up the various situations in the classroom and affect the behavior of the pupils.

Based on the previous definitions of the classroom environment , we can summarize it as a set of social relationships as well as a number of regulations and standards that govern these relationships as perceived by the students , that make up the various situation in the classroom and affect students behavior.

The classroom environment consists of the following (Moos & Trickett, 1974) , the first dimension (The Relationships Dimension): which includes (Affiliation) , (Teacher support) and (Involvement) (1995 פרידמן, 1988; צדקיהו); and the second dimension (**Personal Growth**) : which includes (Goal Orientation). The third dimension is (**System Maintenance**): includes the (Order and Organization) ,(Rule clarity), (Teacher Control) and (Innovation and Creativity) (1998 סיטה, 1988; צדקיהו).

Many studies have been conducted to examine the relationship between classroom environment and violence , including: a study by (Thomas, Bierman & Powers 2011) , which aimed to examine the impact of early classroom experiences on the social development of aggression , where they tested the aggressive behavior of 4179 children from kindergarten to the second grade (aged 5-8) , the effects of two important factors were investigated in the context of the classroom : colleagues aggression, and the classroom environment that is characterized by supportive interactions between teachers and pupils. The results showed that classroom environment and aggression are strongly interrelated.

And when incorporating the classroom environment and aggression into the predictive model at the same time, these study aspects were able to predict the contrast in the aggressive behavior of the pupils in the second grade.

Studies show (Hamre & Pianta, 2005; Wilson, Pianta & Stuhlman, 2007) that the classroom environments that are characterized by high rates of positive interactions and support between the teacher and the students , tend to promote the development of self-guidance and conflict management skills, and thus reduce aggression among student.

Studies show (Howes, 2000; Hamre & Pianta, 2005) that the positive environments in the classroom reduce aggressive behavior in two ways , first through the teacher's use of disciplinary actions and effective management of strategies that do not promote student misconduct , and when the teacher presents a model to help students to manage conflicts effectively , including support for the emotional and social expression , and problem solving skills.

Blatchford and Edmonds and Martin conducted a study (Blatchford, Edmonds & Martin, 2003) aimed to find out the relationship between the size of the class and social behaviors including violent behavior among students , the study was conducted on a sample of 500 pupils , researcher has used the method of observation, and a questionnaire has been administered by the teacher. The results show that there was a positive relationship between violent behavior and class size, that is the large number in the classroom makes students wander more. The length of the school day and the poor organization of lessons schedule are all factors that increase the pupil's aggressive behavior.

2.3 . Self-control (Self-Control):

The concept of self-control can be interpreted from the perspective of the social and cognitive learning, and was defined by (Bandura, 1976) as the process of controlling the mental , behavioral and emotional responses using cognitive methods in varied positions, resulting in self-promotion.

The frameworks of these two concepts and the relevant factors were presented , and he elaborates (Bandura, 1976) that the individual's ability to control his behavior is the cornerstone of self-control , which is a fundamental principle of the theory of Self-Efficacy Theory, the individual feels that he is able to cope with difficulties and challenges , and

perform the desired behavior. It is one of the important factors that affect the behavior , it also occupies an important place in the cognitive behavior modification task, especially depression its' accompanying despair , pessimism and feel of inability (Bandura, 1976).

Rosenbaum defines (Rosenbaum, 1998) self-control as a set of targeted cognitive skills, these skills enable individuals to achieve their goals , and to overcome the difficulties associated with the ideas , emotions , and behaviors , and to postpone the gratification of needs and desires, and dealing with the pressure , and the use of cognitive skills and strategies to solve problems in order to deal with the internal responses , and believing in the ability to adjust this internal responses.

Rosenbaum highlights (Rosenbaum, 1990) that the difference between the individuals' response to success or failure is the result of his or her perception on having the required abilities to achieve the success. This is one of the most significant factors that trigger the individual's motivation towards learning ; when he believes that his success was due to his abilities and capacities and not due to some external factors , his self-efficacy level rises which makes him expect even more success and thus his motivation is increased.

Ronen also mentions (Ronen , 2003) that self-control is a set of secondary and behavioral skills that an individual learns in order to suppress and control many undesired behavioral patterns without any external influence.

Many studies have attempted to examine the relationship between self-control and several other variables such as :

Several studies have highlighted the inverse or negative relationship between self-control and violence (Heiby & Mearige, 2002). Another study (Agbaria & Ronen, 2010) has examined violent behavior among Palestinian adolescents in Israel. Results showed that there was a correlation between self-control skills and violence, and supported the study hypotheses , and also stressed the importance of developing self-control skills as a means to reduce violent behavior.

Another study (Denson, Capper, Oaten, Friese & Schofiel, 2011) suggests that one of the main reasons for aggressive behavior and anger is the individuals' failure to control themselves , and therefore training on self-control will significantly reduce aggressive behavior and anger.

Moreover , a study by Dewall, Dekman, Gailliot & Bushman, (Dewall, Dekman, Gailliot & Bushman, 2011) concluded that the brain consumes a substantial amount of glucose in the process of self-control , which can dramatically obstruct aggressive behavior and violence.

In another study (Wang, Chen, Xiao, Ma Y & Zhang, 2012) about the relationship between physical violence and aggressive beliefs, empathy with others , self-control and cooperative skills among students in a rural town in China , the sample included 1.719 pupils from seventh to ninth grades in a rural town in central China and the results indicated that 17.9% of students responded that they have had experienced a certain form of physical violence during the last 12 months , and that physical violence in males was higher at 24.7 % compared with the females which stood at 10.7%.

After adjusting for factors such as gender and age ,the results of analysis indicated that those who had a high-level of violent beliefs were more likely to get involved in violent acts, it also turned out that the most significant factor that protects against violence was self-control.

In another research that aimed to examine the impact of a program to develop self-control skills for those who had behavioral problems and discipline disorders , the results showed that 60% of students have succeeded in changing the angry acts they used to do , and almost ceased verbal violence and decreased their physical violence. Moreover , 70% of them reported that they have improved their self-control skills (2003 (חינוך עולמי)).

The thorough review of literature and theoretical frameworks in this field shows that the violent behavior is a social behavior influenced by the social environment in which the individuals live, and that self-control skills can lead to more psychological and social adjustment , more self-control and better management of aggressive behavior and emotions.

2.4 . Age , gender and violence :Several studies have been conducted, including one by Tapper and Boulton (Tapper & Boulton, 2004) which linked gender with indirect violence , verbal and physical violence , and studied a sample of 74 pupils in primary school, aged between of 7-12 years in British schools.

Researchers used direct observation, self-reporting peer-reporting measures for aggressive behavior. Results indicated that males were more likely to involve in physical aggression than females , and no significant interactions between gender and age were observed.

Yet another study by Owens, Shute & Slee (Owens, Shute & Slee, 2005) was conducted in order to identify the relationship between violence and age and gender, the sample consisted of 590 pupils(both males and females)with ages ranging between 13-15 years in a secondary school in Australia. Results showed that males were more likely to engage in physical and verbal violence than females , but they are less likely to commit indirect offences than females. It also it also turned out that physical violence decreases with advancing in age, and on the contrary, verbal violence indirect violence tend to decrease with age.

3.4 . Research hypotheses :

- There is a statistically-significant inverse correlation between classroom environment and physical violence.
- There is a statistically-significant inverse correlation between self-control and physical violence.
- There is a statistically-significant correlation between age and self-control ; and between physical violence and classroom environment.
- There were statistically-significant differences in physical violence , self- control and classroom environment that can be attributed to gender.

Research Methodology

3.3 . Study Sample and Population:

Sample: A sample of 200 pupils was selected, of whom 114 were females and 86 were males, with ages ranging between 13-15 years , they were students in seventh through ninth grades in the preparatory stage at schools located in Al-Mothalath Al-Shamale region and was selected using the Convenience Sampling method. The sample was taken in a manner that would enable it to capture the general characteristics of the students in terms of educational level and gender , these students are residents of villages and towns in the region and come from diversified social backgrounds.

The sample categories and classifications are listed in Table(1).

Table(1) : Sample classifications , number and percentages based on gender and age, N=200.

Variable	Category	Number	Percentage
Gender	Male	86	43%
	Female	114	57%
Age	13	76	38%
	14	68	34%
	15	56	28%

3.4 . Research Tools: Three measurement tools were used:

First Scale : Violence Measurement Scale (AGQ Aggression Questionnaire) by Buss and Perry (Buss & Perry, 1992) , which consists of 29 paragraphs with Likert's five-pointscale (1 for Strongly Disagree and 5 for Strongly Agree). It's questionnaire measures four dimensions:

The first dimension : Anger , eight paragraphs (1 , 9 , 12, 18 , 19, 23 and 28) Examples: 1 - some of my friends think I am quickly angered. 9 - I become angry quickly but soon calm down after that.

The second dimension : Physical Violence, eight paragraphs (2 , 5 , 8 11 , 13 , 16 , 22 and 25) examples : 2 -I may resort to violence to obtain my rights or preserve them. 5 - when I am very angry , I might smash things.

The third dimension : Verbal Violence , five paragraphs (4 , 6 , 14 , 21, and 27) Examples : 4 –I usually let my friend know when I don't not totally agree with them . 6 - I can't help not to argue when others say thing I do not agree with.

The fourth dimension : Aggressiveness , seven paragraphs (3 , 7 , 10, 15 , 20, 24 , and 26) Examples : 3 - When others are particularly nice to me , I wonder what they want?. 7 - I wonder why sometimes I feel bitterness and anger toward things .

There are some paragraphs that have opposite formulation (8 , 9 and 16) because this questionnaire examines students attitudes towards violence.

The coefficients of reliability for this questionnaire were derived and calculated as follows: physical violence and anger ($r = 0.83$), aggressiveness ($r = 0.79$), and verbal violence ($r = 0.73$).

In another study carried out by Aghbarieh and others (2013, אגבאריהועמיחיו), these coefficients were calculated using " Cronbach's alpha" method for the Arabic version of the scale , estimating the coefficient for the entire measure to be ($r = 0.84$), physical violence ($r = 0.67$), verbal violence ($r = 0.50$) , anger ($r = 0.67$) and aggressiveness ($r = 0.56$).

In the current research, " Cronbach alpha" coefficient of the total internal consistency is calculated for the violence questionnaire ($\alpha = .78$), and for the first dimension "anger" it was valued at ($\alpha = .65$) , whereas for the second dimension "physical violence" it was ($\alpha = .74$) ,and for the third dimension "verbal violence" it was calculated to be ($\alpha = .28$) and finally for the fourth dimension which is "aggressiveness" it was estimated at ($\alpha = .45$).

Therefore , this research will concentrate on physical violence because of the low reliability coefficient for verbal violence and aggressiveness .

Second Scale : CES Classroom Environment Scale by Trickit and Moos (Trickit & Moos, 1974).

Which was translated to Hebrew and proofed by Menwer (פרידמאן , 1998 ; סיטה , 1981) (מנורי , 1981 ; צדיקהו , 1988 ; 1995). It was translated to Arabic by the researcher.

The measure in its' final form consists of 90 paragraphs describing particular situations in the classroom , covering three main areas and measuring 9 dimensions that are strongly related to the classroom environment, the answer to these paragraphs is either correct or incorrect.

The Relationship Dimensions:

Involvement: includes the extent to which students are engaged in participating in classroom activities and their involvement in them, and includes the following paragraphs : (1 , 10 , 19 , 28 , 46 , 55 , 64 , 73 and 82) Examples: 1- Students work harder in the activities they carry out inside the class room. 10 - Pupils wander in the classroom often.

Affiliation: pupils' tendency to participate and cooperate in the implementation of collective activities in an atmosphere of positive social relationships , and includes the following paragraphs : (2 , 11 , 20 , 29 , 38 , 47 , 56 , 65 , 74 and 83) Examples : 2 - students know each other very well . 11 - students in the same classroom are not always interested in knowing each other personally.

Teacher Support: help and assistance the teacher provides to the students to encourage them , and includes the following paragraphs : (3 , 12 , 21 , 30 , 39 , 48 , 57 , 66 , 75 and 84). Examples : 3 -The teacher spends very little of his time talking to students . 12 - Teachers pay attention to every pupil in the classroom in a personal manner.

The Personal Growth or Goal Orientation Dimensions:

Task Orientation: the teacher is aware of what is happening and has the ability to determine what needs to be done in order to achieve the objective , and includes the following paragraphs : (4 , 13 , 22 , 31 , 40 , 49 , 58 , 67 , 76 and 85).Examples : 4 -Almost all of the classroom time is spent on the topic of the lesson. 13-Students adhere to the educational material.

Competition: how keen are students to excel in the academic achievement and assess the difficulties to obtain high evaluation , and includes the following paragraphs : (5 , 14 , 23 32 , 41 50, 59 , 68 , 77and 86) Examples : 5 - pupils feel they are not in a position that makes them compete . 14 - students exert great efforts to get high marks.

System Maintenance and Change Dimensions:

Order and Organization: achieving a physical and psychological classroom environment that encourages learning and good management of the classroom activities, and includes the following paragraphs : (8 , 17 , 26 , 35 , 44 , 53 , 62 , 71 , 80 and 89) Examples : 8 - there are a few disciplinary guidelines and behavioral regulations that must be observed. 17 - students may get in trouble if they violate the classroom regulations.

Rule Clarity: the presence of specific and clear regulations and instructions that apply to all students , and examines the extent to which pupils are aware of the consequences of violating , these regulations , and includes the following paragraphs : (9 , 18 , 27 , 36 , 45 , 54 , 63 , 72 , 81 and 90) examples : 9 - new ideas are being tried within the classroom every now and then . 18 - various activities are carried out in the classroom every day (in terms of education).

Teacher Control: means his or her ability to control the variables surrounding the classroom environment, and includes the following paragraphs : (6 , 15 , 24 , 33 , 42 , 51 , 60 , 69 , 78 and 87) Examples : 6 - the classroom is well organized . 15 - student usually demonstrate a high level of discipline in the classroom.

Innovation: means Creativity and carrying out activities in new ways that no one has ever attempted before , and the number of directed events planned by the teacher , and includes

the following paragraphs : (7 , 16 , 25 , 34 , 43 , 52 , 61 , 70 , 79 and 88) examples : 7 - behavioral and educational systems and clear . 16 - regulations in the classroom are changed often.

There are 17 paragraphs that have opposite formulation (5 , 8 , 10, 11 , 24, 26 , 28 , 32, 36, 40 , 48 , 50 , 54 , 72 , 79 , 81 and 85).

The reliability coefficients were derived and calculated as follows : In a study conducted by Moos and Trickit (Trickit & Moos, 1974) the reliability coefficients ranged between (0.67 and 0.85).

Another study by Menwer (1981 מנור) has extracted the reliability coefficients of the scale in the Hebrew version , bringing the total coefficient at values between (0.45 , 0.78) , and in a study conducted by Rafeef (1988 רביב) the reliability coefficients of the scale's dimensions were between (0.31 and 0.66) (1988 צדיקה).

In the current research , Cronbach's alpha coefficient was calculated to measure the internal consistency of the classroom environment questionnaire and was found to be ($\alpha = 0.81$).

This coefficient was also calculated to gauge the internal consistency of the nine dimensions and was found to be ($\alpha = .57$) for the first dimension which is the "Involvement" and ($\alpha = .48$) for the second "Affiliation" , ($\alpha = .55$) for the third " Teacher Support" , ($\alpha = .27$) for the fourth "Task Orientation" , ($\alpha = .48$) for the fifth " Competition" , and ($\alpha = .55$) for the sixth "Order and Organization" , ($\alpha = .33$) for the seventh " Rule Clarity" , ($\alpha = .32$) for the eighth "Teacher Control" , and finally ($\alpha = .26$) for the ninth dimension which is "Innovation".

And for the purpose of this research , the paragraphs corresponding to the following dimensions were canceled due to the low reliability coefficient they have had : Task Orientation , Competition , Rule Clarity , Teacher Control and Innovation.

Third Scale: Rosenbaum's Self-Control Scale (Adolescence Self Control Scale) that was presented in (Rosenbaum, 1980): This scale was designed to assess individual differences in self-control skills. The questionnaire examines self-reported use of knowledge and strategies to solve problems in order to deal with the emotional and physiological reactions.

The questionnaire consists of 32 paragraphs that represent different information on the skills of self-control: **the ability to postpone some needs**, for example : 3 - when I need to go to the toilet and I have to wait until the end of the lesson , I try to convince myself that I can control myself. Another example is **the ability to overcome pain** : 2 - when I am about to receive a vaccine injection and I'm scared , I try to imagine a fanciful thing because this helps me overcome my fear. And finally **the ability to organize** such as : 1 - when I'm doing a boring homework, I think about the less boring aspects of it and I also remind myself of the excellence and achievement that are going to happen as a result of this work .

The students can answer this questionnaire based on Likert's six-point scale (1 -Absolutely not like me 2- not enough like me 3- a little not like me 4-a little like me 5- enough like me 6- absolutely like me).

There were 9 paragraphs with opposite formulation which are 4, 6, 8 , 14 , 17 , 18 , 26 , 31 and 32.

The reliability coefficients were derived and calculated as follows :The answering form was examined , the scale ranged between (3-) and (3) points , which indicates the extent to which the student believes the paragraph applies to him.

The questionnaire was fitted for pupils by Rosenbaum and Ronen (Rosenbaum & Ronen, 1991). It was also used in several studies , including a study by Aghbarieh (אגבארייהועמיתוי , 2013) , and the reliability coefficients were evaluated using Cronbach's Alpha method in the Arabic version , yielding an overall reliability coefficient for the total scale of ($r=0.77$).

While in a study by Rosenbaum (Rosenbaum, 1998) , the reliability coefficient for the scale was found to be equal to (0.87) .

In the current research , "Cronbach's alpha" coefficient was calculated to reflect the total internal consistency of the self-control scale and was valued at ($\alpha=0.77$).

After the elimination of dimensions with low stability coefficients from the three scales, we notice that the scales and all of their dimensions have very high degrees of constancy and they do not contain paragraphs with a saturation level of less than 0.4. Therefore , the scales used in the current research are reliable and constant.

Measure of personal details : gender and age .

3.6 . Search procedures :

Approval was obtained from the concerned authorities after clarifying the purpose of the research , and we were granted the permission to distribute the questionnaires to the students .

Schools were selected from Al-Mothalath Al-Shamale region and the sample was selected using the Convenience Sampling method, an interview took place with school principals and they were briefed on the subject of research , and then a written consent form was sent to the parents of each student to approve his or her participation or disapprove it.

After coordination with school principals and setting a date to distribute the questionnaires , we went to the schools at certain times that would fit in with the daily schedule of the school, and explained to the students the goal of filling out forms and that their responses will be individual and strictly confidential ; and then the questionnaires were distributed on the sample in Arabic , which were translated from English to Hebrew by Menwer(1981 (מנור) and used in previous research. For the purpose of the current research the Classroom Environment Scale as well as this scale were translated from Hebrew into Arabic by the researcher with the help of two Hebrew language teachers , then the reliability coefficient " Cronbach's alpha "was calculated.

The questionnaire was distributed to students in groups over the course of two hours , accompanied by the researcher and a teacher from the school ; students have expressed interest and cooperated along the process. All implementation procedures of the study tool were supervised by the researcher in the participating schools.

Results

The result of the first hypothesis:

In order to test the first hypothesis, that there was statistically-significant inverse correlation between the classroom environment and violence, Pearson's correlation coefficient has been used, as shown in Table 2.

Table 2: Pearson's correlation coefficient and the statistical significance of the relationship between violence and classroom environment.

	Anger	Physical Violence	Violence - General
Involvement	0.15*	0.08	0.16*
Affiliation	-0.17*	-0.15*	-0.19**
Teacher Support	-0.20*	-0.29**	-0.23**
Order and Organization	-0.04	-0.13	-0.02
Classroom Environment - General	-0.15*	-0.26**	-0.18**

* P < .05 **P < .01

Table 2 shows that there is an inverse correlation between the classroom environment and violence in the general dimension ($r = -0.18$, $P < 0.01$). That is, a more positive classroom environment means less violence.

The table also shows statistically significant inverse relationships between anger and affiliation ($r = -0.17$, $P < 0.05$), the greater the degree of affiliation, the less anger is observed; and between anger and teacher support ($r = -0.20$, $P < 0.05$), the greater the degree of teacher support, the lower the anger; and finally between anger and the general dimension of classroom environment ($r = -0.15$, $P < 0.05$), that is, if the classroom environment was more positive, the level of anger would decline.

Moreover, the table shows statistically significant inverse relationships between physical violence and affiliation ($r = -0.15$, $P < 0.05$), the greater the affiliation, the lower the physical violence; and between physical violence and teacher support ($r = -0.29$, $P < 0.01$), the more teacher support, the less physical violence; and between physical violence and the classroom environment in the general dimension ($r = -0.26$, $P < 0.01$), that is, when the classroom environment was more positive, physical violence would decrease.

The table also shows statistically significant inverse relationships between the violence in the general dimension and affiliation ($r = -.17, P < .05$), the greater the degree of affiliation, the lower the level of violence ; and between violence in the general dimension and teacher support ($r = -.20, P < .05$), the more support teacher provides , the lower violence will be present.

The table also shows a statistically significant positive relationship between involvement and anger ($r = .15, P > .05$), the greater the involvement , the more anger there will be; and between involvement and violence in the general dimension ($r = .16, P > .05$), the greater the involvement , the level of violence would rise. **These results support the hypothesis.**

The result of the second hypothesis :

To examine the second hypothesis , whether there is a statistically significant inverse correlation between self-control and violence , Pearson correlation coefficient has been used, which indicated that there is an inverse relationship between self-control and violence in the general dimension ($r = -.32, P < .01$) , the more self-control , the lower the level of violence . It also showed that there is an inverse relationship between self-control and anger ($r = -.20, P < .01$), the greater the self-control , the lower the anger. And finally , there was an inverse relationship between self-control and physical violence ($r = -.43, P < .01$), the greater the self-control, the lower physical violence would be. **These results support the hypothesis .**

The result the third hypothesis :

To examine the third hypothesis that there is a statistically significant correlation differences between age and self-control , violence classroom and environment, Pearson correlation coefficient has been used, which showed:

In terms of violence scale: the lack of correlation any statistically significant correlation between age and anger ($r = .11, P > .05$), and also between age and physical violence, ($r = .03, P > .05$), and between age and violence in the general dimension ($r = .11, P > .05$).

In terms of classroom environment scale: It turned out that there was a positive relationship between age and involvement ($r = .33, P < .01$). The higher the age , the greater the involvement , and an inverse relationship between age and affiliation ($r = -.36, P < .01$), the higher the age , the lower the affiliation ; and there was no statistically significant relationship between age and teacher support ($r = -.09, P > .05$) , and between age and classroom environment in the general dimension ($r = .09, P > .05$).

In terms of the self- control scale: The results showed an inverse relationship between age and self-control ($r = -.17, P < .05$), the greater the age , the lower self-control would be.

These results partially support the hypothesis.

The result of the fourth hypothesis:

To examine the fourth hypothesis , whether there were statistically significant correlation differences in the violence , self- control and classroom environment that are attributed to gender , t-test was performed and the means and standard deviations were calculate for the two groups , as shown in Table 3.

Table 3 shows that there are statistically significant differences between males and females in terms of violence in the general dimension $t(196.55) = 3.86, P < .001$ in favor of males, as well as statistically significant differences between males and females in terms of anger $t(196.55) = 2.78, P < .01$ in favor of males also, and also there were statistically significant differences between males and females in physical violence, $t(196.55) = 6.37, P < .001$ with males having the higher rating here as well. Suggesting that, statistically, males are more

violent than females.

The table also shows that there is a statistically significant difference between males and females in the classroom environment in the general dimension in favor of females $t(198) = 4.67, P < .001$, as well as statistically significant differences between males and females in affiliation $t(198) = 2.12, P < .05$ in favor of females also, and statistically significant differences between males and females in teacher support $t(198) = 3.40, P < .01$ in favor of females, and statistically significant differences between males and females in the classroom order and the organization $t(198) = 2.93, P < .01$ in favor of females.

And the absence of any statistically significant differences between males and females in the involvement $t(198) = .39, P > .05$. Therefore, females have a more positive classroom environment compared to males in statistical terms.

And finally, the table shows that there is a statistically significant difference between males and females in self-control in favor of females $t(198) = 5.05, P < .001$. Therefore, female have a higher level of self-control than males to a statistically significant extent. **Which supports the hypothesis.**

	Males N=86		Females N=114		Value of t
	Means	Standard Deviations	Means	Standard Deviations	
Anger	3.00	0.57	2.71	0.82	2.78**
Physical Violence	3.05	0.49	2.40	0.83	6.37***
Violence-General	2.98	0.36	2.71	0.55	3.86***
Involvement	1.45	0.19	1.43	0.23	0.39
Affiliation	1.63	0.17	1.69	0.19	2.12*
Teacher Support	1.59	0.21	1.69	0.19	3.40**
Order and Organization	1.54	0.17	1.61	0.18	2.93**
Classroom Climate- General	1.55	0.08	1.61	0.08	4.67***
Self-Control	3.46	0.48	3.90	0.66	5.05***
* P< .05 ** P< .01 *** P< .001					

Discussion

This research aims to examine the relationship between classroom environment and self-control skills on one side , and violent behavior on the other , from the perspective of primary schools students in Al-Mothalath Al-Shamale Region. Results highlighted a negative relationship between self-control and violence , and alsobetween classroom environment and violence.

Classroom environment:

The results of the first hypothesis show that there is an inverse correlation between classroom environment and physical violence ,that is , the more positive the classroom environment , the lower the level of violence would be , which is consistent with outcomes of several previous studies , who in total concluded that classroom environment and violence are linked together , and classrooms which are characterized by high rates of positive and supportive interactions between teacher and students are less likely to witness violent acts among students, and that effective management of the classroom by teachers will always promote a positive atmosphere in the classroom and reduce violence among students (; Wilson, Pianta & Stuhlman, 2007; Thomas, Powers & Bierman, 2011).

This is also consistent with what was confirmed by theorists on the importance of the environment - in general - in the synthesis of human behavior (Skinner, 1975), Particularly their emphasis on the impact of classroom environment in the behavior of pupils and its formation and modification.

The behavioral theories usually emphasize the importance of creating good classroom environmental conditions to enhance learning , and they stress that if these conditions change so that they no longer encourage the process of learning to proceed in a reasonably positive direction , pupils will be less effective and less interested in learning in general.

The results of this hypothesis could be interpreted using the Social Learning Theory (Bandura, 1977; Eron, 1987) , which assumes that the acquisition of behavior is done through modeling , that is , the behavioral patterns of the pupils and the teacher in the classroom environment affect each other.

Behaviorism often stresses the importance of the environment and its' components that are the determinants of the individual's behavior. Research also suggests that classroom environment has a strong impact on the daily behavior of a pupil as well as on the formation of this behavior and at the same time determines his status in the school. (Kuperminc, Leadbeater & Blatt, 2001).

This interpretation of the result can be attributed to the assumption that the classroom environment is more than just the buildings or physical surroundings, and that its importance is due to the process of social interactions and communication that take place between students and teachers and among students themselves.

Classroom environment has an impact in shaping and developing the character of students and their involvement in the school and social life (1983 שמאק ושמאק). Some researchers believe that classroom environment has a strong influence on the student's sense of belonging to the school and on the evolution of the learning process (1988 צדיקהוי; Roeser, Midgley & Urdan, 1996).

Many of literature , such as a study by Fraser (Fraser, 1998) , point out that the classroom environment is one of the factors that help improve students' academic achievement , especially when educational and psychological requirements are provided appropriately.

Moreover, other literature , such as (Baek & Choi, 2002)indicated that the classroom environment is closely related to the cognitive , social and emotional development of the pupils.

The current study shows that there is a statistically significant inverse relationship between affiliation and anger and physical violence, that is , with greater the affiliation the degree of anger and physical violence would decrease , which is consistent with studies such as (Wilson, Pianta & Stuhlman, 2007; Thomas, Powers & Bierman, 2011;) these findings can be interpreted using what was concluded by researchers (Pellegrini & Bartini, 2000; Baumeister & Brewer, 2007) of the importance of affiliation to reduce violence in children in late childhood and early adolescence , and that when an individual's sense of not belonging increase she develops feelings of selfishness and self-denial and his aggressive tendencies seem to take over, which has an obvious impact on the psychological aspects of the individual.

The interpretation of this result is also attributed to what was as pointed out by Maslow (Maslow, 1987) and the importance of belonging as he placed it in the third level on his hierarchy; he states that the human being is inherently social and wants to be loved by others through his affiliation to them and by sharing their principles and slogans that define the course of his life , and therefore affiliation occupies an important position among the needs of the individual.

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