CAUSES OF THE INCREASE OF VIOLENT BEHAVIOR IN PUBLIC SECONDARY SCHOOLS IN CAMEROON AND MANAGERIAL PERSPECTIVES: CASE OF NKOLBISSON AND ETOUG-EBE HIGH SCHOOLS[i]

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Abstract:

This article focuses on exploring the causes of the exponential rise of violence in public secondary schools in Cameroon on one hand, and, proposing elements of a managerial perspective on the other hand by examining two specific cases, namely, the Government High School of Nkolbisson (LYNKOL) and the Government Bilingual High School Etoug-Ebe (GBHSE). Essentially, qualitative research was carried out with administrative and security staff, students and teachers of LYNKOL and GBHSE (Yaounde-Cameroon). Data was collected through semi-structured interviews with the administrative staff directly involved in the management of school discipline and security personnel, as well as focus group discussions with teachers and students. The results indicate that the significant increase of the physical, psychological and sexual violence in the direct/indirect and active/passive dimensions is explained by numerous factors which are linked to the student, the school, the family and the community or society. From a managerial perspective, the study suggests the need to pay particular attention to measures of preventing school violence (SV) in all its forms, taking into account actions in the school-family-community relationship (s-f-c).

Keywords: school violence, causes, LYNKOL, GBHSE, prevention

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Résumé :

Cet article se concentre sur l'exploration des causes de l'augmentation exponentielle de la violence dans les écoles secondaires publiques au Cameroun, d'une part, et sur la proposition d'éléments d'une perspective managériale, d'autre part, en examinant deux cas spécifiques, à savoir le lycée classique de Nkolbisson (LYNKOL) et le lycée bilingue d'Etoug-Ebé (LBEE). Essentiellement, une recherche qualitative a été menée auprès du personnel administratif et de sécurité, des élèves et des enseignants du LYNKOL et du LBEE (Yaoundé-Cameroun). Les données ont été collectées par le biais d'entretiens semi-structurés avec le personnel administratif directement impliqué dans la gestion de la discipline scolaire et le personnel de sécurité, ainsi que par des *discussions de groupe* avec les enseignants et les élèves. Les résultats indiquent que l'augmentation significative de la violence physique, psychologique et sexuelle dans les dimensions directe/indirecte et active/passive s'explique par de nombreux facteurs liés à l'élève, à l'école, à la famille et à la communauté ou à la société. D'un point de vue managérial, l'étude suggère la nécessité d'accorder une attention particulière aux mesures de prévention de la violence scolaire (VS) sous toutes ses formes, en tenant compte des actions dans la relation école-famille-communauté (e-f-c).

Mots clés : violence scolaire, causes, LYNKOL, LBEE, prévention

1. Introduction

1.1 General framework

Violence at school has become a fashionable media subject, a sensitive political issue and a central concern in the speech of actors of the educational system (Debarbieux and Blaya, 2002). In Cameroon, the youth environment has become increasingly violent, with harmful consequences on personal and collective development (SCP & BfdW, 2024). Numerous efforts have been made by the public authorities in Cameroon to discourage this phenomenon: ministerial notes have been communicated on the management of certain acts of violence; information campaigns were organised on the occasion of the International Days to Fight Violence and Harassment in Schools; in establishments such as LYNKOL and GBHSE, sanction measures such as punishments and exclusions were applied. What can explain the increase of violent behaviours in schools, despite the efforts done to combat it? This research attempts to answer the following questions: what forms of violence are observed in the high schools of Nkolbisson and Etoug-Ebe? What are the causes of these violent behaviours from the point of view of the personnel in these schools? What appropriate solutions can be implemented to deal with this phenomenon in establishments?

1.2 Definitions, context and problem

Violence, in general terms, is defined as the deliberate use or threat of physical force or power against oneself, another person, a group or a community, which results in a strong

risk of causing trauma, death, moral damage and poor development or deficiency (WHO, 2002). In the school context, it is defined by various points of view which complement each other by emphasizing attacks on the dignity of the personnel in the education system and aggressive behaviours towards them, as well as their negative impact on the school climate and educational activities. In this sense, Debarbieux (1999) defines SV as all the behaviours … which occur within educational establishments, including physical attacks, bullying, harassment, verbal violence, and attacks on the dignity of students and staff. UNESCO (2022) groups this set of behaviours into three main forms: physical, psychological and sexual. Buss (1961) goes further and explains violence as a form of aggressiveness, a stimulus sent to another organism in three dimensions: physical/verbal, active/passive, and direct/indirect. By integrating these definitions, in our opinion, SV would be a set of physical, psychological or sexual behaviours, done actively/passively and directly/indirectly, which occur within educational establishments or in the school surroundings and which hinder the smooth running of the learning process, as well as the physical and mental well-being of students and school staff.

School violence is a phenomenon likely to compromise the proper functioning of the education system and is the main focus of our study. In our school context in Cameroon, several cases aroused our interest, including the case of the general supervisor Mr LJ, who was attacked with a cutlass by a Lower Sixth Science student and the death threat letter addressed to him the following day of the attack in February 2024, at the government bilingual high school of Gobo in the Far North; the case of a student stabbed to death by a former student in March 2019, at the Government Bilingual High School of Deido in Douala; the tragedy that occurred at Government High School of Nkolbisson where the 14-year-old fourth-grade Spanish student stabbed to death his 26-year-old Mathematics teacher during his class, on January 14, 2020; also, the shoving incident which resulted in acts of vandalism at the Government Bilingual High School Etoug-Ebe (GBHSE) on January 22, 2024…, to name just a few.

The significant increase in SV within the educational system in Cameroon highlights an alarming reality whose consequences are devastating for the education and well-being of students and the educational staff, calling into question the security of educational spaces. Despite the increased acts of violence in public secondary schools in Cameroon, specific causes of this phenomenon in high schools, such as LYNKOL and GBHSE, remain under-explored, which reveals a lack of knowledge on the causes of SV in Cameroon. Filling this gap requires us to examine closely the perceptions of students, teachers and administrative staff on the probable causes of violence in LYNKOL and GBHSE. Badolo (2018) points out, in his work, that *knowledge of these factors is a necessary prerequisite for defining solutions to contain this phenomenon in its expression and its extensions, in a continent facing enormous development challenges* (p. 18). UNESCO added that policies, laws and strategies to prevent violence in schools require accurate or in-depth knowledge […], but such data is lacking (UNESCO, 2016, p. 1).

Therefore, this research aims to analyse the points of view of the different actors in depth to understand the phenomenon of SV in its forms and causes better and to examine suitable avenues or managerial practices.

2. Literature Review

To identify the roots of violence, several studies generally indicate factors linked to the individual, their relationships with the family and the community or society (Bouchamma *et al.*, 2004; WHO, 2002; Paquin, 2004). Epstein (1995) was inspired by *Bronfenbrenner's ecological model of human development (1979)* to define three poles which are in constant interaction in what she calls the *Shared influence model* (Paquin, 2024, p. 3). At the level of the first pole, which is the school, we have the educational system and the student himself; at the second pole, we have the family; and at the third pole, which is the community, we have society (Bouchamma *et al.*, 2004). WHO (2002), for its part, developed the *Ecological model of influencing factors* at four levels, which, in our opinion, also correspond to the different poles of the shared influence model. These four levels indicate the factors linked to the personal characteristics of the individual (individual level), the factors linked to close or proximal social relationships (the relational level), the community level and the societal level, which for us constitute a single pole that of the community or society. Bouchamma *et al.* (2004) argue that the shared influence model starts from the principle that the school, the family, and the community have common responsibilities in the education of young people (p. 90). The figure below illustrates this model:

Figure 1: Epstein's model of shared influence between family, school and community (1995)
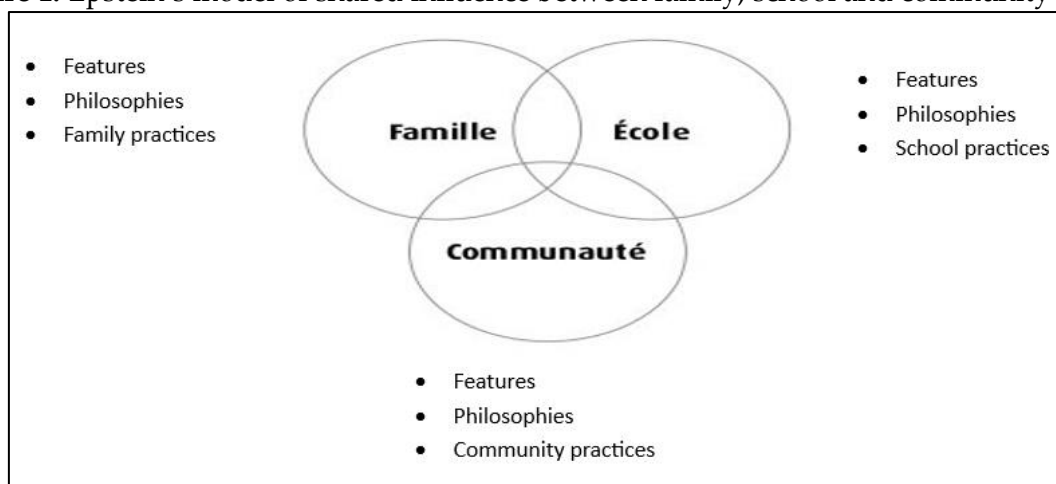
Source: Adapted from Paquin (2004, p. 3).

In this work, we started from the shared influence model above to explore the causes of school violence in LYNKOL and GBHSE. The first factor, which is the school, includes the characteristics linked to the student and the education system. The second factor is linked to the family, and the third factor is to the community:

2.1 The causes of school violence linked to the student

At the student level, WHO (2002) considers that biological factors and personal history increase the likelihood that the individual will act violently or be a victim. Examples of factors that can be measured include demographic characteristics (age, education level, income), psychological disorders or personality disorders, substance abuse, and a history of aggressive behaviours or abuse experienced. UNICEF (2018) revealed that sexual orientation or gender identity and individual past history are also potential risk factors for violence. In the same perspective, Dupâquier (1999) specified that violent characters arise from students with undesirable behaviours that disrupt their learning process. These undesirable behaviours account for the moral sense of the students, the lack of benchmarks, norms and values, intolerance, prejudices, racism and contempt towards certain groups or certain social classes. Amongst these undesirable behaviours, we have the consumption of psychoactive substances, as stated by Kuété (2020). Her studies evaluating the relationship between violence and drug use among students revealed that students who used drugs declared having been the perpetrators of violence at school or in the classroom after having consumed drugs. Along the same lines, other authors argued that access to drugs generates or increases the occurrence of violent behaviours among young people (Chaffi & Ndoumba, 2017; SCP & BfdW, 2024). Moreover, *academic failure is strongly correlated with delinquent behaviour in adolescence*, which has the strategic advantage of (re)placing the main profession of the teacher at the centre of the problem (Crutzen *et al.*, 2001, p. 8). In addition to these student-related factors, other school-related characteristics need to be explored.

2.2 The causes of school violence linked to school

Violence in school organisations results from the living conditions in the school and the presence of excessively large classroom sizes (Coslin, 1999; Feuzeu, 2020). Therefore, the causes of school violence due to the education system result from the insufficient training of certain actors of the system, in this case, the inability of teachers to take into account the metacognitive dimensions of learning and their lack of performance in management skills (Bouchamma *et al.*, 2004). In the same light, institutional factors related to school violence could include a lack of teacher training concerning child development, insufficient school resources, or teachers who perpetuate culturally accepted violence (UNICEF, 2018). Other authors have identified school-related characteristics that increase the risk of violence: population density or overcrowded classrooms, degraded and unpleasant infrastructure, and unsuitable teaching and educational practices (Coudevylle *et al.*, 2020). Speaking of overstaffing as a cause of SV, some authors support the fact that *population density, when high, is likely to generate the impression of a crowd, which generally underlies asocial emotions and behavioural emissions* (Njengoué and Mboé, 2015, p. 155). In addition, the existence of certain problems in the education system or difficulties encountered results from certain factors such as security policies in schools, academic curricula, methods used to guide and advise students, and the composition and

training of the teaching staff constitute institutional disruptions likely to disrupt student behaviour (Feuzeu, 2020). Other studies attribute factors of SV to the family.

2.3 The causes of school violence linked to the family

For several authors, violence is explained by family characteristics such as poverty (Mucchielli, 2002), low cultural level of parents, inability to provide adequate supervision (Bouchamma *et al.,* 2004) or their absence from home after school hours (Coslin, 2006), the disappearance of traditional family structures (Bouchamma *et al.,* 2004), their lack of cooperation and their weak relationship with school (Coslin, 1999), or even their resignation (Kuntz, 2000), the absence of effective communication models (difficulty in speaking, putting into words, a total absence of dialogue) and resolution of conflicts in families (Bouchamma *et al.,* 2004). Thus, parental educational practices constitute factors that explain violence. For this reason, Coslin (2006) argues that parental educational practices can sometimes play a dissocializing role: being too liberal, leads the child and adolescent not to conceive any limits in social life since they do not perceive them in their family life; being too authoritative, allows them to exercise aggression outside the family. WHO (2002) explains further that the family influences violent behaviour through factors such as corporal punishment inflicted on children, lack of affection, family dysfunction characterized by conflicts with the spouse or with parents or even frequent change of residence.

2.4 Community-related causes of school violence

Talking about the causes of SV linked to the community highlights the place of society in the production of violent behaviour in individuals. Moreover, several studies have been carried out to show the relationship between school violence and societal plagues such as the economic crisis, unemployment and exclusion (Coslin, 1999); the trivialization of violence through television, cinema, literature, and certain games (Badolo, 2018; Dupâquier, 1999) more to that we have social networks; disadvantaged areas, the rise of violence in society and the lack of verbal communication (Bouchamma *et al.,* 2004). UNICEF (2018) adds that opinions, beliefs and norms within the community through weak child protection systems or harmful cultural or religious practices, gender inequality, which promotes role stereotypes of boys and girls and allows the domination of women by men, are characteristics that also play a role as risk factors for violence. WHO (2002) further explains that the community influences violent behaviour through social norms that might create a favourable or unfavourable climate for violence and that this level of the model takes into account health, economic, educational and social policies which perpetuate economic or social inequalities between social groups. For Beaumont *et al.* (2014), these may be community organizations, businesses, cultural groups, local centers, community service and other health services, leisure centers, municipalities, universities, we will add authorities and law enforcement, in short, other members of the educational community who share norms, values and attitudes that can influence

education. Here are some of causes of SV in the school-family-community dimensions explored.

3. Material and Methods

This research adopted a qualitative approach to explore the causes of violence in public secondary schools in Cameroon and examine managerial perspectives. The study was carried out in two high schools located in the city of Yaoundé in the central region; these high schools were selected because of their reputation for certain situations of violence which hit the headlines and received all the public attention: this concerns the LYNKOL marked by the drama of January 14. 2020, where the mathematics teacher was stabbed to death by his fourth-grade Spanish student and the GBHSE, where a stampede resulted in acts of vandalism on January 22. 2024.

Participants included 10 administrative staff members directly involved in the management of school discipline, 2 security officers, 15 students divided into two focus groups, and 13 teachers divided into two focus groups. The members of the administrative staff were: the Principal, the Censor, the Discipline Focal Point (*PFD*), the General Supervisors (*SG*), the Guidance Advisors (*CO)*, the Social Affairs Officer (*CAS*), and the Nurses. The sampling technique was purposive non-probability sampling for administrative and security staff and voluntary non-probability sampling for teaching staff and students.

Data collection was done using a semi-structured interview guide and a discussion guide. We conducted semi-structured interviews with administrative staff directly involved in managing school discipline/safety. Using discussion guides or meeting protocols, we also carried out focus discussions with groups of teachers and students from LYNKOL and GBHSE.

The interviews were conducted between the 7th and 21st of March 2024 in the respective offices of the administrative staff members, in the teachers' room, and in the library for group discussions. Concerning ethical considerations, a research authorization certificate was issued to us by the Faculty of Educational Sciences of the University of Yaoundé 1. Informed consent was obtained from the participants before their involvement in the study. Participants were free to take part and withdraw from the study at any time. The data was collected with strict respect for the rights and privacy of the participants to ensure data confidentiality throughout the collection process. The information obtained was used solely for scientific research.

Data processing and analysis were carried out as follows: transcription (after having made audio recordings during the interviews, we proceeded to transcribe entirely the data collected from each stakeholder of this study in text form to ease analysis). Then, coding (to carry out a thematic content analysis, we automated the data processing using the Nvivo software, version 14. The word or group of words was retained as the coding unit (Fouda & Ngoloko, 2023). The transcribed data were then imported and divided into meaningful segments called codes, which represented recurring categories forms of SV

and causes of SV; once these codes were created, we selected in turn in our data (verbatim), relevant content linked to each category Finally, the exploration consisted of generating word frequencies and graphics such as word clouds, sun rays necessary for understanding the meanings in the encoding. These graphs allow words to be organized hierarchically, according to their frequency of appearance; the more the word is cited, the larger it appears. The results obtained from this analysis were presented and discussed to draw conclusions and make recommendations.

4. Results and Discussion

The presentation and discussion of the results of this study will be organized according to the questions we asked ourselves concerning the forms of violence in the LYNKOL and GBHSE and the causes from the stakeholders' point of view.

4.1 Forms of violence observed in the high schools of Nkolbisson and Etoug-Ebe

The results, as presented in Figure 2, enable us to establish, from the dominant characteristics, the forms of violence the participants expressed their opinions:

Figure 2: The forms of SV at LYNKOL and GBHSE

"We observe acts of violence between students and the administration; between the students and the teachers, and among the students themselves. From time to time, there are fights, beatings, theft, and vandalism. There is also moral violence, such as insults, harassment, and fraud. We receive young girls who complain that their teachers harass them […]. We even received a case where one boy was harassing another; this must have been a case with homosexuality […]" (CO GBHSE)

This extract from the GBHSE Guidance Advisor shows a panoramic view of the forms of violence observed in our high schools. In decreasing order of magnitude, the forms of violence constantly experienced in LYNKOL and GBHSE were: fights, vandalism, theft (of materials and money), harassment (psychological and sexual), contempt (of students and the administration towards teachers), jostling, insults, threats, sexual touching... to name only the dominant characteristics.

Violence in its physical/verbal, active/passive and direct/indirect dimensions, and in all the combinations that Buss's taxonomy (1961) presents, are indeed present in our high schools. In addition, this result is supported by the conceptual framework of school violence by UNESCO (2022), which classified various forms of school violence into three categories: physical, psychological and sexual violence. Beyond these similarities, we identified in the two establishments another form of SV, which does not appear in the literature: "*le retour*" (back), manifests itself in the form of settling scores. Furthermore, "*le retour*" appears in the respondent's speech under a triple dimension: as a form of SV, cause of SV and consequence of SV, which would certainly require further analysis. What are the causes of this violent behaviour?

4.2 The causes of violence from the point of view of stakeholders in the high schools of Nkolbisson and Etoug-Ebe

The results, as presented in Figure 3, make it possible to identify, according to the dominant characteristics, the causes of violence according to the participant's opinions:

Figure 3: The causes of VS at LYNKOL and GBHSE

"*First, there is the consumption of drugs*" (*PFD* LYNKOL);

"*…the lack of family education is the cause. The child is only the product of what he sees at home, everything starts from home; the teacher, the censor, the supervisor does not practice witchcraft*" (*AS* GBHSE)

"The MINESEC note prohibiting corporal punishment... I am told that I must not touch the child and take him as my child. However, I whip my child... There is contempt from the head of the establishment. It all starts from there. The administration allowed everything: we put the student above the teacher, the students monitor the teacher and check off the teachers' attendance, so the student monitors the teacher and reports" (Teacher 6 LYNKOL)

These verbatim extracts from the LYNKOL discipline focal point, the GBHSE security agent, and the teacher indicate the main causes of SV in our high schools, as presented in Figure 3. This word cloud (Figure 3) allows us to list the perceptions of the causes of SV in the LYNKOL and GBHSE in order of priority. The most important of these are: family-related (lack of family education, poverty, absence of dialogue, conflict); drug use; bad company (peer influence); the ministerial note (MINESEC) prohibiting corporal punishment, overcrowding, humiliation of the student by the teacher, contempt for the teacher (by the student and the administration), social networks …to name only a few.

When we observe the different causes of school violence on which the participants spoke, we can say that, in descending order, school violence is attributed to characteristics linked to the family, then to the student, then to the school and finally to the community or society. The following table presents the results grouped according to these factors:

Table 1: Classification of causes which explain violence

Causes	Indicators
Family-related causes	- lack of family support - socio-economic status of the family (poverty, wealth) - family structure (single parents) - absence of parent-child and parent-school dialogue - family conflicts - family history (psychological problems)
Student-related causes	- drug consumption - bad company/peer influence/following - games of chance which degenerate and trigger violence - social networks - school failure - lack of self-control, complexity, competition, jealousy - psychological disorders
School-related causes	- overstaffed - contempt of the administration towards the teacher - humiliation of the student by the teacher - absence of administration-teacher dialogue - non-collaboration between school and family
Community/societal causes	- influence of the media (TV, telephone) - tribalism - discrimination - the absence of dialogue or community-school collaboration

Our results, grouped in this table (Table 1), show that the *Shared influence model* of Epstein 1995 (Bouchamma *et al.*, 2004; Paquin, 2004) is indeed present and explains violent behaviours observed in LYNKOL and GBHSE. In addition, the consumption of narcotics stands out as a dominant characteristic of the causes of SV linked to the student, which is supported by the work of Chaffi and Ndoumba (2017), Kuété (2020), and SCP & BfdW (2024), which state that drug abuse among students causes or increases the occurrence of violent behaviour. In addition, our results indicating overcrowding as a main cause of SV linked to schools agree with those found by Njengoué Ngamaleu and Mboé (2015), who found that the population density on campuses partly explains the aggressive behaviour that students suffer from their peers.

Coslin (1999) and Marzouk (1998) also state that violence finds its source in the living conditions of the school, particularly in excessively large classrooms. Furthermore, a cause of SV linked to society from our results is the influence of the media (television, films, telephone, social networks), as well as certain socio-cultural characteristics such as discrimination and tribalism. In this sense, authors showed that cultural characteristics modulate the representations and manifestations of aggressive behaviours (Paquin, 2004). To these different factors, other authors could add the effect of the media; according to these authors, positive links have been identified between watching action or horror films and violence at school; thus, films increase the behaviour of lying, insults, fighting, and vandalism (Badolo, 2018).

In short, the causes of SV at LYNKOL and GBHSE are attributed to the family, the school and the community. Bouchamma *et al.* (2004) argued that "*Epstein's (1995) model of shared influence between school, family and community (society), considers that these three components have common responsibilities in the education of young people and that collaborative work results in more effective results*" (p. 97). Thus, faced with SV, we believe that it would be important to initiate preventive actions by taking into account these different explanatory factors, which integrate all members of the educational system.

4.3 Managerial perspectives

A question was asked to the participants, inviting them to comment on the solutions they propose for effective management of school violence. We analysed the responses based on themes established in the writings: propositions related to the student, the school, the family and the community. To better analyse preventive measures, we explored the different themes according to their frequency of appearance. This allowed us to group the managerial perspectives in the following descending order: means of preventing violence linked to the family, student, at school, and in the community.

4.4 Family-related means of prevention

Among the proposals mentioned, the main factors were related to the family, in particular reviewing family education (i.e. coverage of 52.5%), through statements such as: *review family education; A child's education begins at home, whether the parent does their job well Parents must collaborate for better improvement in children's education; Parents must help*

us raise awareness among children at home about the consequences of violence... This involves parents raising their children's awareness of the adverse effects of school violence, both for the victims and the aggressors; encouraging the peaceful resolution of conflicts through non-violent communication, empathy and negotiation; being alert to signs of school violence in their children, such as changes in behaviour and unexplained injuries; to intervene if they suspect that their child is involved in school violence, whether as a victim or perpetrator; and above all, to work in close collaboration with the school and the community for effective prevention. Coslin (2006) mentioned that family education socializes the child and leads him to become autonomous, build his identity, and strengthen his feelings, ways of acting, and beliefs (p. 12).

4.5 Means of prevention linked to school

Among the possible solutions linked to the school factor (which includes the characteristics concerning the student and the school system), we noted that the school must mainly establish dialogue by facilitating communication and encouraging freedom of speech: *Encourage students to report teachers who harass students* (Student LYNKOL); by promoting moral values: *strengthen moral education, cultivate respect…* The school must invest in prevention programs by organizing training seminars on crisis management: *Increase the number of training seminars on crisis management.* Particular attention should be paid to support measures for students at risk of using drugs or students from a single-parent family. The student suggests that a dialogue-based climate be established between students and teachers in class and that bonuses and scholarships be granted to motivate them. For the school, this will involve collaborating with all members of the educational community by involving them in prevention efforts; by creating partnerships with local organizations to offer support and prevention services to students and families such as security or guarding services, support and advocacy associations and networks.

4.6 Means of prevention linked to the community

We have grouped the means of prevention linked to the community according to the following themes: reinforce *or affect the school security service; Strengthen discipline teams in establishments as well as medical and school staff; Reduce numbers in classrooms; Improve the living conditions of the teacher: "we are given a 1500 FCFA bonus per quarter, what is that for? no benefits, no advancement, no career profile (Teacher, LYNKOL) ».* This will involve engaging the participation of other organizations acting for security and peace, such as the *CSESU* (Company for the Security of School and University Establishments). The community can also prevent SV by creating training or support centres or associations to help or educate parents and children or to support victims of violence by implementing policies to control the media or drug trafficking and consumption.

All of the above supports the idea that school-family-society collaboration must be effective in the prevention of SV. Although certain characteristics linked to family, school and community are likely to influence school-family-community collaboration, the latter

is associated, among other things, with a reduction in manifestations of violence and student suspensions (Epstein, 2011; Sheldon & Epstein, 2002; in Beaumont & al., 2014).

These possible solutions allowed us to formulate managerial perspectives by taking into account the needs of stakeholders as well as the different factors that contribute to the manifestation of violent behaviour at school.

5. Recommendations

School violence is a problem that requires urgent interventions, and this work suggests that these interventions should be oriented towards preventive actions. It is therefore recommended to initiate actions that involve family-school-community collaboration to ensure effective prevention of SV, the school being, as Bouchamma *et al.* (2004) point out as: "*a liaison officer with family and society*" (p. 99).

This study carried out in two high schools, offers a general portrait of the causes of SV at LYNKOL and GBHSE, as well as an overview of the managerial perspectives that can be deployed to prevent the phenomenon because punishment is not the appropriate solution or at least, is not enough. However, this study has certain limitations; it is essentially qualitative, and it was carried out only in two high schools in urban area. To broaden the scope of this problem, it would be interesting to extend this research to other school contexts, such as middle schools or secondary establishments in rural areas, taking into account the quantitative aspect to obtain data that is generalizable across the entire country. It would also be interesting to integrate the point of view of other members of the educational community, such as parents and associations, into a future study to propose avenues for prevention using a global approach. We also suggest extending this research by tackling management issues linked to school violence, such as the preventing school violence.

6. Conclusion

In conclusion, the forms of violence constantly experienced in LYNKOL and GBHSE are physical (fights, vandalism, theft, touching, etc.), psychological (moral harassment, contempt, insults, threats, etc.) and sexual (harassment sexual, sexual touching, etc.) and manifest themselves in both an active/passive and direct/indirect dimension. Another form of SV that does not appear in the literature we have identified is "*le retour*"; a form of SV which is at the same time a cause but also a consequence, which requires in-depth analysis. In addition, this study made it possible to understand the reason for the exponential rise in SV in LYNKOL and GBHSE, thus indicating that, in descending order, school violence is attributed to characteristics linked to the family, then to the student, then to the school and finally to the community or society. These results are supported by the *Shared influence model* between school, family and community (Epstein, 1995). This work, therefore, suggests that preventive actions should be put in place by taking into account the different factors linked to the school, the family and the community. This

study has limitations and recommends extending it to other school contexts such as middle schools, taking into account the quantitative aspect, integrating the aspect of the rural environment, involving the participation of parents, associations and communities, and examining the school violence prevention axis in-depth.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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