

MOLDOVA STATE UNIVERSITY

As a manuscript

UCD: 37.07:316.485(=411.21)(569.4)(043.2)

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**MANAGEMENT OF PREVENTING AND REDUCING
VIOLENCE LEVEL IN SCHOOL**

531.01 – General Education Theory

Summary of Doctoral Thesis in Education Sciences

Chisinau, 2025

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of Moldova State University**

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The Doctoral Thesis and the Summary can be consulted at the Scientific Library of Moldova State University and on the web pages of ANACEC (<https://www.anacec.md/>) and the Moldova State University (<https://usm.md/>).

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CONCEPTUAL GUIDELINES OF RESEARCH

Current research: Violence is a sensitive issue that creates anxiety and, because it provokes emotions and has negative images, it requires courage to be confronted. Large-scale acts of violence, especially in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved ones are in danger. Incidents of violence in Israeli society in general and among young people in particular are also characteristic of the Arab sector.

The increase in the number of violent incidents in Arab society in general, and among students in particular, requires that all schools adopt educational measures at the level of the whole system to combat this phenomenon, which is not new and is constantly growing. Violence is perceived as a form of destructive and illegitimate aggression and is defined as “the use of physical or other force against another person in order to harm his or her body, dignity, property, spirit or culture” [148, p.77]. The principal, of course, has a key role to play in improving the school climate and reducing violence [17].

Such a positive climate offers the possibility of perceiving violence as a subject of dialogue within the system, which requires the involvement of many staff members in resolving these issues.

Parsons [3, p.84] argues that the creation of a favorable school climate begins with the principal and is reflected in the relationships between teachers, between teachers and students, among the students’ group, in the commitment of teachers to achieve school goals, in the ethos of the school and so on. Taylor supports this statement by saying that the principal deliberately shapes a positive climate in the school. As a school leader, combating violence is one of the principal’s responsibilities [8, 137].

Leaders are the people who advance the goals, motivate the actions of others. They often initiate change to achieve existing goals or formulate new ones. Existing knowledge on this subject repeatedly shows that the management and leadership style of the principal must indeed change, but in practice, despite all the research, recommendations, no real change is made [149, p.42 -43].

Overview of the research situation and identification of the research problem. According to many authors, the current level of violence in Arab educational institutions is unacceptable. A comfortable school climate would rule out unacceptable violence and that is why we have chosen this issue as a research topic: examining school management and leadership styles, which could improve the psychosocial climate and reduce the level of school violence.

The school, in this sense, is perceived as a primary place where there must be a positive educational climate that can deal with disciplinary issues and violence [19].

Recent social changes and their impact on the education system have exacerbated these issues, and principals have acknowledged that addressing them has become more difficult. Disciplinary issues obstruct the achievement of

educational goals and, above all, those related to ethics and attitudes.

Violence among children and adolescents in Israel is reaching public attention at its worst, when the media reports extreme cases of crime, rape or drug trafficking [20].

Among the causes of increase in violence are: poor school results, feeling alienated from school, acknowledging that there is violence in school, difficult financial situation, poor nutrition or hunger of students suffering from domestic violence, the influence of violence in TV movies, advertising, computers and the internet, rising levels of violence in society and the ravages of terrorism [10].

General information on crime in Israel in 2019 indicates that approximately 33% of Israeli violence takes place inside schools, 500,000 are defined as children at risk, of which 134,000 are at high risk; in 2009, 30,852 criminal cases were opened on young people in general, of which 6,518 were for violent crimes [16].

The subject of violence against children and adolescents often comes up in discussions, especially in cases of extreme violence, such as the participation of adolescents in homicide, robbery or sexual violence. The main problem is not necessarily in these extreme cases, but in the daily exposure and involvement of adolescents in various levels of violence, such as harassment, swearing, threats, boycotts, property damage, extortion, pushing and fighting [20].

School violence threatens the safety of students and teachers and harms educational attainment [14]. Deep educational processes that promote mental well-being can prevent violence and reduce the need for punishment. The increase in violence in society becomes parallel to the increase in acts of terror in Israel [12, p.117].

High rates of violence in Israel in general and in the education system in particular are a challenge for schools to take action to improve the situation in the face of dissatisfaction with the current situation.

At the same time, it should be noted that the issue of school violence has been addressed by many researchers internationally and in Israel.

So American psychologists Eron L.D., Huesmann L.R., Walder L.O. analyze the influence of television on the phenomenon of violence, and Meloyd V.C. analyzes the impact of the economic situation of families on school violence; Parsous L.H., Peterson R.L., Skiba R. investigate the influence of psychosocial climate on reducing school violence.

In Israel, Atia M., Oplekta Y. (models of school behavior management) have been concerned with this issue; Avidov-Unger and others (the role of teachers in preventing and reducing school violence); Benbenishty R. conducted an analysis of violence in the Israeli education system; and Zimmerman S., Frenkel R. put forward some suggestions for educational intervention to reduce school violence. At the same time, there are a number of papers in Arabic, in which the authors analyze the issue of school violence. Abu Saad I. researches the role of the organizational climate, and Asor A. focuses on the cognitive development of students as a factor in reducing violence in schools.

In the Republic of Moldova, the issue of violence in school, but also among young people, in general, is addressed in psychological and sociological research, conducted by S.Toma, A.Potâng, E. Sofroni etc. The pedagogical works in this sense are also known, resulting from V. Bodrug, L. Cuznetsov, C.Balan etc.

The problem of school violence in the Republic of Moldova is also in the sights of state policies. In 2014, child protection *strategies* (2014-2024) were implemented, as well as *instruments* regarding the intersectoral cooperation mechanism for the identification, assessment, referral, assistance and monitoring of children - victims and potential victims of violence. In 2022, the *Methodology on Preventing and Combating Bullying* was approved (MEC Order No. 10124 of 13.10.2022).

Therefore, the general analysis of the context in the Arab schools of Israel with reference to the subject of violence, but also the analysis of different theoretical and methodological approaches, in this sense, allowed us to formulate **the research problem**: what are internal and external factors that cause violence in schools in the Arab sector and which are managerial and educational mechanisms to prevent and reduce the level of violence between students, which would ensure a favorable psychosocial and educational climate for all students, which in turn would ensure the effective functioning of Arab schools in Israel.

The aim of research: to substantiate the managerial framework for preventing and reducing the level of violence in schools in the Arab sector, Israel?

Research objectives:

- Analysis of theoretical approaches to managing the prevention and reduction of school violence.
- Analysis of the Israeli context and the peculiarities of violence in schools in the Arab sector.
- Substantiation of a Management Model for the prevention and reduction of school violence.
- Substantiation of the manager's role in preventing and reducing violence in school.
- Experimental validation of the Managerial Model for the prevention and reduction of school violence.

Research hypothesis: Due to the fact that the principal is a key figure in the school who is mandated with the power to make decisions, to design the school development strategy and is perceived as a significant factor in ensuring the results of the educational institution, we assume that he/she can also be the decisive factor in preventing and reducing school violence by combining leadership styles depending on:

- real context in which the violence takes place;
- cultural and social particularities, but also the organizational culture of the educational institution;
- opportunities for human resources and teachers' attitudes towards the issue of violence.

The research methodology involves:

- *theoretical methods*:
 - analysis and synthesis of literature;
 - hypothetical-deductive;
 - modeling;
- *empirical methods*:
 - observation;
 - questionnaire;
 - conversation/interview;
 - pedagogical experiment;
- *mathematical and statistical methods*.

Research process: All interviews took place in the academic year 2015-2019. The interviews were conducted in the north, then in the center, and then in Jerusalem. The first interview was at Kawkab. Some of the interviews were done after school, while others were postponed because the principals had urgent problems and could not meet me.

The second interview was conducted at Kabul High School, which is also in the north. The fifth interview took place in the village of Jatt, followed by an interview in the two secondary schools in Baka al-Gharbia: the Baka High School of Science and Technology run by the municipality and the Al-Najah Baka High School run by the Amal Network.

At the end of each interview, we randomly selected a class without the principal's intervention. After each interview, I listened to the recorded conversations to prepare for the next one.

The novelty and originality of the research lies in the following:

- The transfer of the general theoretical framework in the set of conceptual provisions, determined by the sociocultural particularities of the educational institutions in the Arab sector, which aim at:
 - the genesis of violence occurrence in school;
 - internal and external factors of school violence;
 - methodology for preventing and reducing school violence.
- The identification and valorization of the school principal's role in preventing and reducing school violence by:
 - combining leadership styles depending on the context, the type of violence, the motivation of students involved in violence;
 - identifying and applying a dominant style, determined by the substance of conflict, which led to violence and the current situation;
 - empowering teachers and parents by delegating functions and responsibilities in preventing and reducing school violence.
- The substantiation of *Management Model for Prevention and Reduction of Violence in School* by motivating students to good results, by cooperating and collaborating with different groups of students by carrying out joint projects, by permanent psychological assistance etc.

The problem solved in the research lies in establishing the internal and external factors that cause violence in schools in the Arab sector and the managerial and educational mechanisms to prevent and reduce the level of violence between students, which would ensure a favorable psychosocial and educational climate for all students, what, in its turn, would ensure the efficient functioning of the Arab schools in Israel.

The theoretical significance of the research consists in:

- Fundamentals of a theoretical approach to the prevention and reduction of school violence from a managerial perspective, focused on the socio-cultural and educational particularities of educational institutions in the Arab sector, but also on valorizing on the managerial values of the school principal.
- Substantiation of a concept of interconnection between the substance of violence, the concrete situation and the managerial style in the process of prevention and reduction of violence in school. This concept can be defined as a combination of managerial styles in reducing contextually and socioculturally determined school violence.
- Establishment of the conditions and internal and external factors that cause the occurrence of violence in school and those that diminish and reduce the manifestation of violence in school.
- Conceptualization of managerial, pedagogical, but also psychological approaches focused on preventive actions and methods, on actions and methods of intervention during the conflict, on actions and methods applied at the post-conflict stage, based on the principles:
 - *the principle of human approach to those involved in the conflict;*
 - *the principle of integrated and situation-based approach;*
 - *the principle of focusing on the student;*
 - *the principle of social employment* and offering positive rewards for prosocial behaviors.

The practical value of the research lies in:

- The possibility of applying the Intervention Program and the methodology for preventing and reducing school violence in all schools in the Arab sector.
- The proposed methodology can be used in the process of initial and lifelong training of managers and teachers.
- The research results can be applied to the development of educational problems at the state level.
- The experience gained by school managers in experimental schools can be taken over by other managers.

Implementation of scientific results: schools in the Arab sector, Israel.

Approval of results: The basic ideas of the research were presented in the papers of the international scientific conferences: International Scientific Conference “*University Education and Labor Market: Connections and Perspectives*” (November 21, 2014, Moldova State University, Chisinau);

International Scientific Conference “*Assessment and Evaluation for Learning*” (December 15-16, 2018, The Van Leer Jerusalem Institute, Israel); also during the meetings of the Department of Education Sciences and of the Scientific Research Center „*Education and Social Policies*” within the Moldova State University.

Publications on the thesis’ topic: The scientific results of the research are reflected in 6 articles in scientific journals from the National Register of specialized journals (5 in the Journal “*Studia Universitatis Moldaviae*”, “Education Sciences” Series, Category B and 1 in the Journal “*ACTA ET COMMENTATIONES*”, “Education Sciences” Series, Category B), as well as 2 scientific articles in collections of materials of international scientific conferences.

Volume and structure of the thesis: introduction, three chapters, general conclusions and recommendations, bibliography (167 sources), annexes 3, content text (171 pages), 17 tables, 3 figures.

Keywords: management, manager, leader, leadership, leadership styles, violence, school violence, school climate, violence prevention, violence reduction.

THESIS CONTENTS

The Introduction describes the relevance and importance of the research problem, as well as the purpose of research, the objectives, the novelty and the value of research. It also includes the theoretical and practical significance of the research, the results of main investigations and the summary of thesis’ sections.

Chapter 1 “*Theoretical approaches of the management of prevention and reduction the level of violence in school*” presents theoretical approaches to managing the prevention and reduction of school violence: defining management and leadership styles, school climate and school violence, the importance and role of a school principal in shaping the climate and level of violence, the role of teacher and numerous programs that help to prevent violence among young people in Israel.

A principal is one who, in collaboration with school staff, can develop an atmosphere of violence prevention. It is mandatory to provide the principal with the appropriate tools to enable him/her to fulfill his/her responsibilities and abilities [22, p.7]. This repeated recommendation is based on the assumption that a school principal is a “key figure” in every aspect of a school. Most of the principal’s responsibilities are considered by the organization of the school, the management of school resources, the drawing of pedagogical line of the school, the activation of school staff, the development of internal management and the predominant atmosphere in the school.

Arab societies, in general, and especially in Israel, are characterized by great religious and ethnic diversity, different ways of life, and so on. However, Arab societies have much in common: experience transformed into wisdom and

knowledge, best expressed in the well-known Arabic saying: “Older than you by a day, wiser than you by a year.”

This hierarchy exists not only in society as a whole, but also in nuclear and extended family units. Therefore, decisions are not made democratically, and certain friends can often dictate their opinions and wishes. Gender differences in Arab society are quite clear, men are significantly dominant, and older women, especially mothers, are key agents and both have relative power, as well as formal and informal influence on many aspects of life [21].

The Arabs of Israel, as a minority group affected by the encounter with Western society, are forced to deal with health, socio-economic, educational and welfare issues as this society has become in transition with changing needs that are met neither by any of the communities, nor by institutions. The services provided by the state are inadequate in terms of accessibility, availability and cultural adaptation to Arab society. This stems from the fact that the majority applies its hegemony over the minority, that is the strengthening of state domination over Arab society in all aspects of life. Hegemony can lead to the oppression of all social categories, which, together with this ideology, is used by the majority as a tool that intends to explain, justify, legitimize and perpetuate the circumstances of its hegemony. This situation can lead to inferiority of the minority group and inequality of access to different resources, such as employment, education, social services, etc. Minorities are subject to the influence of the dominant culture found in their vicinity, but at the same time, they are well rooted in their original culture. This situation gives different meaning to their problems, efforts and ability to ask for and receive help. The problem created is that different worldviews, cultural values and beliefs lead to a discrepancy between the norms and expectations of the two cultural backgrounds. The result is cultural dissonance - an internal conflict that results from increased stress and pressure, from the fact that the minority must conform to the conflicting and contradictory demands of its own and dominant culture. The members of the Israeli Arab minority may feel as if they are living a double life: at the level of the family in which life is more adapted to the Arab cultural traditions and at the level of public life, which is much more related to the general Israeli society. In general, Arab society feels threatened by Western culture that demands acculturation. Therefore, there is a tendency to return to traditional customs, symbolized by religion. Arab society is integrated into the Israeli system in certain areas, such as the economy, but in another areas differentiation is maintained. This process of integration/segregation is a dilemma for an Arab individual: how far he/she can accept Western cultural values and, at the same time, maintain his/her cultural identity. We are sure to say that young Arab adults acculturate faster than older ones because they are more exposed to the Western environment by the media and the education system. This can lead to intergenerational as well as intercultural conflict.

Acculturation is a process of adaptation or transformation, in which an individual or an ethnic, social, religious, lingual or national group adapts to and integrates into the cultural values and models of the majority group. A higher

degree of acculturation is assimilation or acclimatization - a process in which an individual or a group adapts to and integrates into the culture, values and patterns of another group.

Integration is reflected in the level of groups or individuals from the minority participation group in all aspects of the other society's life: from social, cultural, economic and political point of view. On the other hand, this can be done through biculturalism (or multiculturalism), while maintaining its own cultural identity. Biculturalism is the ability to live simultaneously in two cultures. This includes the ability to effectively mediate the gap between the original culture and that of the dominant society.

In addition, Israeli Arabs face an extreme conflict between their Arab and Israeli identities. Many consider themselves in the first place Palestinians and, at the same time, an undisputed part of Israel. [21]

Chapter 2 "Conceptual and methodological approaches of the management of prevention and reduction the level of violence in school" presents the conceptual, methodological approaches to managing the prevention and reduction of school violence.

The conceptual framework of the management of prevention and reduction of the level of violence in school resides in the following

I. Provisions:

- Violence is a violation of human dignity and the fundamental rights of both children and adults. The prevention and reduction of violence must be carried out in a manner that respects all those involved as human beings and upholds their dignity and respect for their rights and, in particular, their right to physical and mental security.
- The management of preventing and reducing the level of violence in school is determined by (1) *external factors* (culture, traditions, climate, etc.) and *internal factors* (students' mental state, level of education, behavior, etc.) and (2) *theories* of social education, theories of student-centered education, psychological theories on the phenomena of violence.

II. Principles:

- the principle of human approach to those involved in the conflict;
- the principle of integrated and systemic approach and depending on the context;
- the principle of focusing on the student as an indisputable value;
- the principle of social employment and offering positive rewards for personal behaviors;
- the principle of leadership in reducing violence in school, the determining role of the school principal;
- the principle of creating and valorizing on the favorable psychosocial climate.

Creating a safe school climate is a common mission of all members of the school community and the community in which a school is located. It is essential to establish cooperation between all relevant factors:

Teaching staff, management staff, assistants, students, parents and community and city staff. The more students and parents feel like partners in the process of creating an optimal educational climate and recognize their mutual responsibility, the greater will be their desire to support and implement these processes [18].

The school must create a persistent and continuous systematic program. The program is based on a strategy that refers to a combination of components over time, the age range in the school and the cultural context of the school environment, creating partnerships between all the involved.

A school principal and educational staff lead the process of building a safe climate.

A principal and the educational staff are personal examples in their behavior and in taking responsibility for the educational process. Creating a safe climate and combating violence is part of the school principal's and teachers' missions, not of the out-of-school forces. There is a place for the temporary combination of programs activated by outside professionals, but the emphasis must be on intensifying the internal forces of a school, by deepening the training and internship of teaching staff, including school support staff [18].

A school principal has an important role to play in improving the school climate and reducing violence. Inbar [15, p.25-26] argues that the more autonomy a school is given in pedagogical and financial management, the greater is the influence of a principal as a navigator of significant processes in a school and the climate inside it. Educational research according to Bush & Golbir [13] indicates that, as the principal is perceived by his/her staff, parents and students as a motivating force in the school, his/her contribution (positive or negative) to the institution is more pronounced. In recent years, as the central oversight of the Israeli educational institution has weakened, principals have gained more independence to manage their institutions on their own, so that their prominence can be expressed in a more pronounced way than before.

And when a principal is the leader of a school, violence is part of his/her task, he/she must be a leader who knows how to deal with violence, because leadership is the influence of the actions of others to achieve the desired goals. Leaders are people who shape the goals, motivations, and actions of others. Because it often initiates changes to achieve existing and new goals, leadership requires a lot of creativity, energy, and skill. [13]

A school principal is placed at the head of the social-educational system in his/her school. As a principal, he/she becomes the central figure of the school, with the strength to shape and express the climate and organizational tasks.

Many researchers in the field of education argue that the leadership style of a principal is the main factor that contributes to the efficient functioning of a school. A principal is perceived as a significant factor in determining the direction, character and outcomes of a school and is a key person responsible for shaping the processes and methods implemented in the school. Different educational staff argue that the variety and roles of a principal in daily school life, the skills and behaviors they need to undertake are diverse and complex.

The role of the school principal affects both the other holders of positions in the system and the atmosphere and daily school life. A principal is perceived as the one who runs the school and the teaching staff. In addition, a principal is a major factor in the educational outcomes of his/her school, as he/she emphasizes school policy and his/her educational perception largely determines his/her learning and social climate. [23] In addition, it is known that the activity of a principal is very important for the perception of teachers, their intentions and behaviors as part of a school atmosphere.

It is very important to encourage professional staff in a school to behave positively and socially and to suppress violence and harmful behavior. A school staff, qualified in ways to encourage appropriate behavior and who know how to deal with heterogeneous classes, can easily affect the level of violence in a school.

In this context, a Management Model for the prevention and reduction of school violence was developed, focusing on the principles and conceptual provisions of the research reflected in Fig.1.

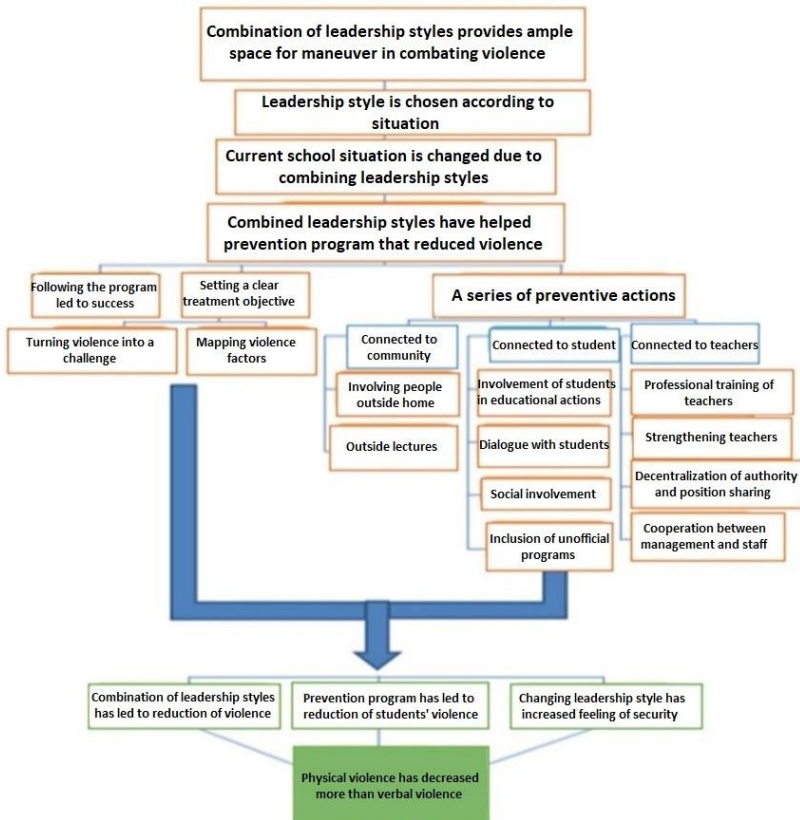


Fig.1. Managerial Intervention Model on Prevention and Reduction of School Violence

Chapter 3, “Experimental Validation of Managerial Model for Preventing and Reducing Level of Violence in School” describes, first of all, the research methods and tools.

The purpose of this study is to examine the impact of school leadership on the level of violence in high schools in the Arab sector in Israel, to characterize the principal’s approach to violence and how the principal can reduce the level of violence, and to examine changes in leadership style to reach a low level of violence.

The study focused on management styles that reduce the level of violence and the construction of a preventive plan to reduce the level of violence combined with the integration of management styles.

The following table 1 describes the numerical values of student violence in schools. There are three parameters of violence - verbal, physical and sexual. Abu Ghosh School is a leader in all three parameters.

Table 1. Comparison of Different Types of Violence in Schools Participating in Study

School		Verbal Violence	Physical Violence	Sexual Violence	Violence in General
Cabool	<i>Average</i>	2.91	1.83	1.71	2.15
	<i>N</i>	32	32	32	32
	<i>Standard Deviation</i>	1.28	.81	1.24	.78
Abu Ghosh	<i>Average</i>	4.32	4.03	3.10	3.81
	<i>N</i>	24	24	24	24
	<i>Standard Deviation</i>	1.49	1.21	1.46	1.21
Baqah (Al Najah)	<i>Average</i>	3.19	2.70	2.28	2.72
	<i>N</i>	30	30	30	30
	<i>Standard Deviation</i>	1.53	1.66	1.58	1.23
Kfer Cana	<i>Average</i>	3.41	3.05	1.91	2.79
	<i>N</i>	30	30	30	30
	<i>Standard Deviation</i>	1.33	1.27	1.12	1.11
Kfer Mnda	<i>Average</i>	3.05	2.41	1.95	2.47
	<i>N</i>	32	32	32	32
	<i>Standard Deviation</i>	1.27	1.03	1.182	.89
Jat	<i>Average</i>	3.52	2.60	1.50	2.54
	<i>N</i>	27	27	27	27

	<i>Standard Deviation</i>	1.24	.95	.93	.89
Cocab	<i>Average</i>	2.77	2.18	1.31	2.08
	<i>N</i>	40	40	40	40
	<i>Standard Deviation</i>	.98	.85	.67	.72
Baqah	<i>Average</i>	2.53	2.13	1.43	2.03
	<i>N</i>	24	24	24	24
	<i>Standard Deviation</i>	1.05	.86	.76	.67
Beit Safafa	<i>Average</i>	2.93	2.22	1.79	2.31
	<i>N</i>	25	25	25	25
	<i>Standard Deviation</i>	1.24	.78	1.03	.56
Um Al Fahem	<i>Average</i>	2.47	2.12	1.53	2.04
	<i>N</i>	19	19	19	19
	<i>Standard Deviation</i>	1.73	1.53	.76	1.20
Total	<i>Average</i>	3.11	2.51	1.83	2.48
	<i>N</i>	283	283	283	283
	<i>Standard Deviation</i>	1.37	1.24	1.20	1.05

Paragraph 3.2 of this chapter discusses the population and the study process.

The parameters for selecting the current research group were determined according to its purpose. The aim of the study is to focus on school principals and students. The principals of 10 schools were randomly selected without any prior knowledge of the level of violence in their schools and their leadership styles. Students in a class were randomly selected from the same schools.

The research focuses on ten schools in the Arab sector in Israel. This approach to subjects' selection (principals) is called criteria sampling, in the sense that study participants meet a predetermined key criterion [4]. In the case of this study, the main and most important criterion is that the principals have at least five years of experience.

Two main groups participated in the study: principals and students. The choice of principals is based on the objectives of this study, which focuses on principals with experience of five years or more. 10 principals and 283 students in grades 10-12 participated in the study.

Four principals were chosen at random from the north of the country in the villages of Kawka, Kafr Manda, Kabul, Kafr Kana. Four principals were selected from the center of the country: Umm al-Fahm, Jatt and two from Baka al-Gharbia. Two other principals were selected from the Jerusalem area: Beit Safafa and Abu Ghosh.

The experience of principals ranged from 5 to 20 years, and their level of education was different, two principals had a master's degree in management, four had a master's degree in education, two had a master's degree in management and a course in school management, and two principals had a master's degree in education and a course in school management.

The characterization of each separate principal in terms of education and experience, as well as the main points that distinguished them enriched the study, fully describing the population studied.

The intervention program presents the major themes derived from data analysis, as described in the second section of the methodology (research method). Coding and data analysis have generated three key categories, which, around school management, affect the level of violence and are centered on/gravitate around management styles, forms and causes of violence and methods of coping. These categories are the main indicators of the influence of school leadership on the level of violence and each category includes its characteristic themes.

The findings of this chapter are presented in the sections of the Program; each section is one of the categories. Each section (category) introduces the main themes that characterize it and identifies managerial actions to prevent and reduce school violence.

Therefore, the structure and content of the Intervention Program are as follows (see Fig.2). It should be noted that the school principal always applies this concept of the Program in relation to the concrete situation in the school, by establishing the appropriate actions for this situation.

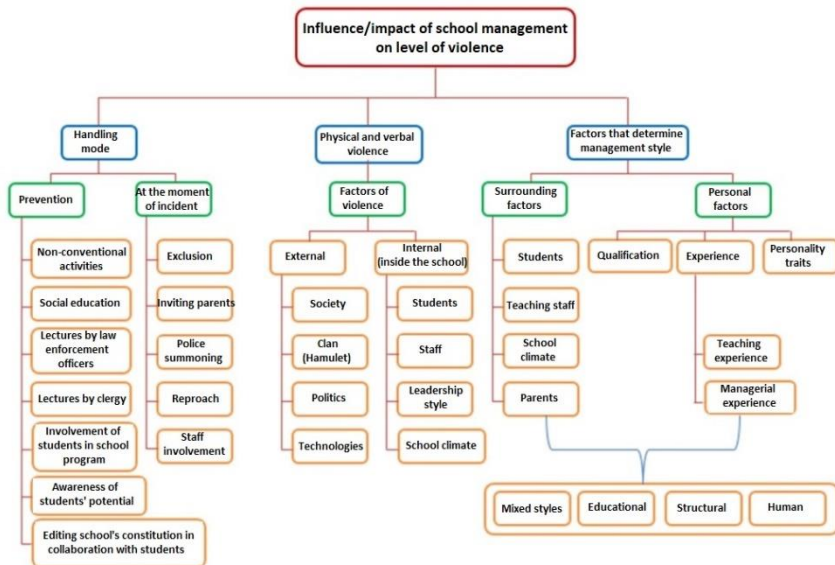


Fig.1. Concept of Intervention Program on Prevention and Reduction of School Violence

At the pre-experimental stage, it was found that school principals use different methods to reduce the level of violence. Some of these measures address violence during the incident, while others are called preventive, and their aim is to strengthen students and schools. To combat violence, the Ministry of Education instructs school principals to have the issue on the agenda and to initiate educational activities to ensure that social norms and messages are understood by school staff.

Table 3 shows the numerical expression of the ways and levels of the principal and the teaching staff to deal with violence at school.

Table 3. Description of Study Variance Distribution: Level of General Violence Treatment and Level of Treatment by Principal and Staff of Violence Among Participants, Averages, Standard Deviation And Cronbach's Alpha

Variance	Number of Participants	Average	Standard Deviation	Cronbach's Alpha Credibility (α)
General level of violence treatment	<i>282</i>	<i>3.72</i>	<i>1.40</i>	.883
Level of violence treatment by staff	<i>282</i>	<i>4.02</i>	<i>1.38</i>	.853
(General) level of violence treatment by principal	<i>282</i>	<i>4.04</i>	<i>1.55</i>	.971
Level of verbal violence treatment by principal	<i>281</i>	<i>4.18</i>	<i>1.51</i>	.937
Level of physical violence treatment by principal	<i>281</i>	<i>4.07</i>	<i>1.57</i>	.940
Level of sexual violence treatment by principal	<i>281</i>	<i>3.98</i>	<i>1.54</i>	.930

Some executives reported using preventive methods to prevent violent incidents in the future. They add that the purpose of all programs is to prevent violence rather than treat it.

The goal is to prevent unwanted situations before they start. Most principals are in favor of the School Violence Prevention and Reduction Program. They believe that schools should have this Program to provide people with a sense of protection and defence among students, teachers and the school administration and to create circumstances that allow for a safe learning environment by restoring the authority of teachers and leaders.

Consequently, the intervention program was implemented there for a whole year. This included changing the human approach of the principal to an integrated approach, depending on the situation. The principal stated that there was a change in his/her method of administration. After the intervention, the same questionnaire was distributed to the same group of students, and the principal was interviewed once again. The results were compared. The intervention program distinguished between long-term and short-term systemic and educational intervention programs. The program emphasized the promotion of long-term operational objectives for the introduction of real, gradual and consistent changes in the school. These objectives include establishing clear policies, continuous application of procedures, promoting the learning and teaching process, expanding the variety of teaching methods, adapting learning content to students, promoting a democratic lifestyle, enriching the physical environment, developing life skills, providing of positive rewards for pro-social behaviors and helping others, mutual respect, social employment, etc. In addition to long-term strategies, the school must adopt short-term strategies to deal with violence. These actions relate to the immediate measures to be taken in response to any violent incident, specific emergency interventions, the identification and diagnosis of children at risk and the creation of treatment frameworks for violent children and victims of violence. The intervention program was in line with the conservative lifestyle and culture of Arab society.

It can be deduced that the intervention program was very successful, especially in terms of students' reports on reducing violence. Students are the most vulnerable group who face violence at the base, and then the violence is removed, they feel protected, and they feel that the principal and staff take the issues of violence into account and really combat them. Table 11 shows the comparison of children's protective feelings before and after the intervention.

Table 3. Averages, Standard Deviations and T-Test Results for Comparison of Pair Patterns Means of Protective Feelings at School Before and After Intervention Program

<i>school</i>	<i>Feeling of protection</i>		<i>t at</i>
	<i>df = 23</i>		
	After N = 24	before N = 24	
Average	4.11	3.48	
*** 3.362- Standard Deviation	.89	.53	

*** P <.001

The table shows that there is a statistically significant difference in the feeling of protection at school before and after the program. The feeling of protection was increased among the students after the intervention program. $t(23) = -3.362$ ($P < .001$).

In addition, students report that they try to resist violent behavior, are more respectful of school staff, and believe that their principal is vigilant. Students admit that the intervention program has reduced their violence. The numerical results are shown in Table 4:

Table 4. Averages, Standard Deviations and T-Test Results for Comparison of Pair Patterns Means of General Violence at School Before and After Intervention Program

<i>t</i>	<i>Level of violence at school</i>		
	<i>df = 23</i>		
	After N = 24	before N = 24	
Average	2.58	3.82	
*** 4.561 Standard Deviation	.56	1.21	

*** P <.001

The table shows that there is a statistically significant difference in the level of general school violence before and after the program. In addition, the level of general violence among students decreased as a result of the intervention program ($t(23) = 4.561, P < .001$).

We can deduce from what we have described above, that the process of choosing (adapting) the management style is subject to the factors related to the previous results. Some principals were affected by certain factors while shaping their styles; when some adapted humanistic leadership, some educational leadership, some structural leadership, and the rest chose to combine more than one style. Modeling of principals' styles is based on the factors that surround executives both on a personal level and in environmental standards.

Each principal has his/her own unique style that derives from his/ her character and traits, but when we talk about a leadership style, we usually refer to the decision-making method, the way we adopt them, and the degree of involvement of the principal in the process of work.

Each component of the system influences the position of the principal differently. Principals are responsible for the processes that take place in the school, the processes that turn resources into results.

The observation of relationships and processes within the school is identical to the perception of open systems that move towards complementarity and emphasize the interactions and reciprocal effects between all the factors that make up the model.

Each unit depends on the environment to obtain resources, and its interested parts determine its limits. A development process is a feedback between the system and, consequently, between the components of the system itself. Thus, the system is as adaptable and receptive as the body. For the administration to have more influence on the quality of education, there must be a significance for the order of the stages of the flow of resources to the school, through the intermediate product to the results of the educational process.

From the results of the manifestation of violence and from its causes, we can deduce that there are two types of factors of physical and verbal violence, internal and external. Students are influenced by two levels in their lives, school and environment. Students are exposed to many factors that put a lot of pressure on them. If these factors are clear, it is the duty of the principal, with the support of his/her staff, to root them out. His/her broad vision of these factors, without ignoring any factor, will ensure his/her great success in eradicating the phenomenon of violence. Therefore, the principal's style will give him/her a broader and deeper view of the causes of violence, the principal who acts in accordance with a single style will see them from a perspective, compared to a broader vision of a principal who uses a mixed style. He/she will perceive both internal and external factors from different perspectives, which will give him/her the opportunity to combine them and form a more comprehensive vision that will help him/her to identify the root of the phenomenon of violence, to have

additional control and giving it several methods.

Response to misconduct must be adequate, reasonable, correct, and appropriate. Whenever action is taken against students, they must be explained and should be given a chance to respond and explain themselves. Before making the decision on punishment, school staff must listen to the student's response. However, school staff may take action without hearing from students if an immediate response is needed or if there are good reasons not to hear it.

Principals reported that the Intervention Program reduces violence and that the integration of the Prevention Program and educational activities increases students' knowledge and provides them with better ways of thinking. If the child is busy, he/she does not make others busy with his/her problems. This method is characterized by strengthening students and involving others who can influence students. To check if the preventive method is effective and useful, I decided to try it in one of the ten schools that have been the subject of the current study.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. In our research, violence has been defined as disrespect, lack of tolerance, lack of mutual appreciation, ignorance of individual rights, ignorance of social norms, denial of an individual's right to a sense of security, lack of communication's coordination.

The research highlights that the combination of the personal system (cognitive and emotional) with the ecological system explains the germination and increase of violent and aggressive behavior. Only when certain attitudes and variables come together can violent and aggressive behavior be anticipated. In this sense, it is found that some ecological conditions, prevalent in the suburbs, encourage violent, aggressive behavior and they are:

- An environment in which a teenager receives reinforcement through violent behavior.
 - An environment in which a teenager has many opportunities to see violence.
 - An environment in which a teenager has experienced personal violence on a daily basis.
 - An environment in which there are not many opportunities to develop positive and meaningful social and emotional relationships with others.
2. Along with the ecological system, it has been found that a person's cognitive system has a very large influence on the prediction of violence. Research has shown a relationship between violent behavior and many beliefs held by those who engage in violent behavior:
 - Belief in their ability to express aggression.
 - Belief in the legitimacy of aggression and its acceptance.
 - Conviction of the positive results of aggression, including the rewards that flow from it.
 - Conviction to increase their status and pride as a result of violent behavior.

3. The rate is extremely low among high school teachers in 2003, out of 600 teachers, 400 responding teachers show that they do not have the tools and knowledge to deal with violence in their school and that violence and disciplinary issues are the most difficult issues in today's education system.

Despite the necessary training, in which principals and teachers receive help to deal with and respond to violence, specific knowledge and skills and focused training during professional work must be acquired. About 33% of school principals and about 20% of class teachers consider that they do not have the necessary tools to deal with cases of violence.

Benbenishty argues that principals and class teachers are required to take primary responsibility for preventing and dealing with cases of school violence. Also, the responsibility for supervision and monitoring assigned to teachers is due to the contractual clause, explicit or obvious, between a student and his/her parents - on the one hand and school management - on the other hand, and breach of this obligation is a breach of contract with a student's parents.

The Committee subsequently recommended that the design of study units be encouraged in the training and apprenticeship program for pre-school teachers, teachers and principals, which would help to prevent violence. Less than 33% of principals and less than 25% of class teachers consider that they have received adequate training to deal with violence in their vocational training. As a result, the training of principals and teachers is necessary to equip them with the tools they need.

Of course, the degree of supervision required of teachers is the nature and essence, it varies according to the unique special circumstances of each incident, depending on the age of the student, where he/she is, the type and importance of the activity and the nature and scope of risk assigned to this activity.

4. With regard to the school and the education system, it can be conceived that school staff are obliged to expect prejudice from students on the part of other students; to precede the educational and disciplinary treatment of students who are known to be hurting others and to be attentive and sensitive to students who are known to be hurt.

The picture emerging from the words of principals and class teachers about the training they have received is not encouraging.

Inbar claims that the more autonomy a school is given in pedagogical and financial management, the greater is the influence of a principal as a navigator of significant processes in a school and the climate within it [14, p. 25 -26]. Educational research according to Bush & Gulliver indicates that a principal, his/her staff, parents and students perceive him/her as a motivating force in the school, his/her contribution (positive or negative) to the institution is more obvious.

5. Creating a safe climate and combating violence is one of the tasks of the school principal and teachers and not of forces outside school. A principal is also a major factor in the educational outcomes of his/her school, as he/she conceives school policy, and his/her educational perception dramatically determines the school's social and learning climate.

A school principal and educational staff lead the process of building a safe climate. There is room for a temporary combination of programs activated by outside professionals, but the emphasis should be on intensifying the internal strengths of a school by deepening the training and training of members of the educational staff, including staff in the auxiliary school structure. Moreover, when a principal is the leader of a school, violence being part of his/her tasks, he/she must therefore be a leader who knows how to deal with violence, because leadership means influencing the actions of others to achieve the desired goals. Being the principal, he/she becomes the central figure of the school, with the strength to shape and express the climate and organizational tasks.

A principal is perceived as a significant factor in determining the direction, character and outcomes of a school and is a key figure in shaping the processes and methods implemented in the school. In addition, it is known that the activity of a principal has a great impact on the perception of teachers, on their intentions and behaviors as part of a school atmosphere.

6. Different educational staff argue that the variety and roles of a principal in daily school life, the skills and behaviors they need to undertake are diverse and complex. It is very important to encourage professional staff in a school for positive and social behavior and to discourage violence and harmful behavior.

A school principal plays an important role in improving the school climate and reducing violence. A principal is perceived as the one who runs the school and the teaching staff. A school staff member who is skilled in encouraging appropriate behavior and who knows how to deal with heterogeneous classes can easily affect the level of violence in a school.

7. We argue that the leadership style of a principal is the main factor that contributes to the efficient functioning of a school. The role of the school principal affects both the other holders of positions in the system and the atmosphere and daily school life.

Creating a safe school climate is a common mission of all members of the school community and the community in which a school is located and in which the principal is positioned at the head of the social-educational system.

The program is based on a strategy that addresses a combination of components over time, school age and the cultural context of the school environment, creating partnerships between all stakeholders.

Each principal has his/her own unique style that derives from his/her character and traits, but when we talk about a leadership style, we usually refer to the method of making decisions, how to adopt them, and the degree of involvement of the principal in the process of work. Some principals were affected by certain factors while shaping their styles; when some have adapted the humanistic leadership, some - the educational leadership, one - the structural leadership and the rest have chosen to combine more than one style. We can deduce from what we have described above, that the process of choosing (adapting) the managerial style is subject to the factors related to the previous results. The modeling of principals' styles is based on the factors that surround the principal both on a personal level and on environmental standards. Principals are responsible for the processes that take place in the school, the processes that turn resources into results.

8. In order for the administration to have more influence on the quality of education, there must be a meaning for the order of the stages of the flow of resources to the school, through the intermediate product to the results of the educational process.

The observation of relationships and processes within the school is identical to the perception of open systems that move towards complementarity and emphasize the interactions and reciprocal effects between all the factors that make up the model. Each unit depends on the environment to obtain resources, and its stakeholders determine its limits.

9. From the analysis of the research results he/she deduces that there are two types of factors of physical and verbal violence, internal and external. He/she will perceive both internal and external factors from different perspectives, which will give him/her the opportunity to combine them and form a more comprehensive vision that will help him/her to identify the root of the phenomenon of violence, to have additional control and giving it several methods. Therefore, the principal's style will give him/her a broader and deeper view of the causes of violence, the principal acting in a single style will see them from a perspective, compared to a broader vision of the principal using a mixed style. His/her broad vision of these factors, without ignoring any factor, will ensure his/her great success in eradicating the phenomenon of violence.

The answer to bad behavior should be correct, sensitive, reasonable, and appropriate. Whenever action is taken against students, they should be disclosed and students should be allowed to react and explain. Before deciding on the choice of discipline, school staff should adapt to the student's response. However, school staff may take action without receiving notifications from students if a quick response is needed or if there are bigger goals in the absence of a hearing. Some of the types and programs of intervention used in schools are not effective. The common features of inefficient methods of intervention are:

Focusing on one reason for this problem, we find that brutality in schools is linked to a wide variety of factors identified with people, family, group and society. Less fruitful intervention programs are usually those that focus on individual students, as opposed to the social environment of the school. Overcoming a brutal situation is like dealing with damage; similar occasions should not be repeated in the future.

Principals argue that intervention programs reduce cruelty and that the mix of counterproductive action programs and instructional exercises expands students' knowledge and provides them with better analysis techniques. When the young person is busy, he/she does not make the others busy with his/her problems. This technique is to strengthen students and motivate those who may affect students.

To verify that the prevention strategy is viable and useful, I have chosen to try it in one of the ten schools that have been the subject of this research. The quantitative examination found that this school is the most violent. The subsequent effects of the subjective examination are considered later.

After the implementation of the program, there was a change in the leadership style of the principal. He/she combines different management styles, which has helped to reduce the level of violence. It also helped him/her look at things from different perspectives and in depth. This has led to the use of the prevention method to combat violence.

10. *Personal Contributions:*

- Theoretical synthesis exploring the issue of violence in Arab schools in Israel and the transfer of general conceptual framework into the set of praxiological provisions, determined by the sociocultural particularities of educational institutions in the Arab sector: establishing and characterizing the internal and external factors of violence in school, the genesis of violence emergence in school.
- Conceptualizing the role of manager in promoting and reducing violence in school, exploring leadership styles, managerial experiences, the involvement of teachers and parents in this process.
- Elaborating an interdisciplinary *Management Model for Prevention and Reduction of Violence in School*, which is influenced by psychological, pedagogical and sociological sciences.
- Presentation of the consequences of violence in school from several points of view: psychological, behavioral, educational, etc.
- Elaboration of a *Program for Prevention and Reduction of Violence in Educational Institutions in Arab Sector, Israel*, which was also proposed for the continuous training of managers and teachers.

Therefore, the research solved the problem of preventing and reducing the level of violence in school from the perspective of internal and external factors.

Recommendations:

1. To ensure the continuity of research on the problem of school violence by diversifying the object of research in relation to different social contexts.
2. The principals of educational institutions to be more actively involved in self-training/lifelong training on managing the prevention and reduction of violence in schools.
3. The principals of educational institutions in the process of managing the prevention and reduction of school violence to capitalize on the full arsenal of opportunities in this regard: diagnosing the level of school violence and establishing the respective factors, developing/designing strategies to prevent and reduce violence in school; implementation and monitoring of the efficiency of the respective strategy.
4. More active involvement of teachers, parents, community in solving the problems of school violence.
5. The principals of the educational institutions to include in the Strategic Plan for the development of the institutions the issue of diminishing the violence in the school.

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8. **SHIHADI, N.** *Managerial Model of Prevention and Reduction of Level of Violence in School.* In: ACTA ET COMMENTATIONES Magazine, Education Sciences Series, Category B, Chisinau: Tiraspol State University Printing House (located in Chisinau), No.1(27), 2022, p.88-94, ISSN 1857-2103, 0,45 c.a.

ANNOTATION

Shihadi Nizar: „The management of prevention and reduction the level of violence in school”, Thesis for degree of Doctor in Education Sciences. Chisinau, 2025

Structure of the thesis: annotation, introduction, three chapters, conclusions and recommendations, bibliography of 167 titles, 171 pages of basic text, 3 figures, 17 tables and 3 annexes. The results are reflected in 8 scientific publications.

Keywords: management, manager, leadership, leadership styles, violence, school violence, school climate, violence prevention, violence reduction.

Research field: General theory of education.

The purpose of the research: substantiating the managerial framework for preventing and reducing the level of violence in schools in the Arab sector, Israel.

Research objectives: (1) analysis of theoretical approaches to managing the prevention and reduction of school violence; (2) analysis of the Israeli context and the peculiarities of violence in the Arab sector schools; (3) substantiation of a managerial model for the prevention and reduction of school violence; (4) substantiation of the role of manager in preventing and reducing school violence; (5) experimental validation of the Managerial Model for the prevention and reduction of school violence.

The novelty and scientific originality of the research consists in: (1) the transfer of general theoretical framework in the set of conceptual provisions, determined by the sociocultural particularities of the educational institutions in the Arab sector, which aim at: the genesis of violence occurrence in school; internal and external factors of school violence; methodology for preventing and reducing violence in schools; (2) the identification and valorization of the role of educational institution's principal in preventing and reducing violence in school by the following: combining leadership styles depending on the context, on the type of violence, on the motivation of students involved in violence; identifying and applying a dominant style, determined by the substance of conflict, which has led to violence and the current situation; involving teaching staff and parents by delegating functions and responsibilities in preventing and reducing school violence; (3) the foundation of a methodology for the favorable psychosocial climate research in order to prevent and reduce violence in school by motivating students to good results, by cooperation and collaboration of different groups of students by carrying out joint projects, by permanent psychological assistance, etc.

The scientific problem solved within the research lies in the establishment of internal and external factors that cause violence in schools in the Arab sector and the managerial and educational mechanisms to prevent and reduce the level of violence between students, which could ensure a favorable psychosocial and educational climate for all students, which in turn would ensure the efficient functioning of Arab schools in Israel.

The theoretical value of research consists in: (1) the foundation of a theoretical approach to the prevention and reduction of school violence from a managerial perspective, focused on the socio-cultural and educational peculiarities of educational institutions in the Arab sector, but also on capitalizing on the managerial values of the school principal; (2) the substantiation of a concept of interconnection between the substance of violence, the concrete situation and the managerial style in the process of prevention and reduction of violence in school. This concept can be defined as a combination of managerial styles in reducing contextually and socioculturally determined school violence; (3) the establishment of conditions and internal and external factors that cause the occurrence of school violence and those that diminish and reduce the manifestation of school violence; (4) the conceptualization of managerial, pedagogical, and also psychological approaches focused on preventive actions and methods, on actions and methods of intervention during the conflict, on actions and methods applied in the post-conflict stage, based on the following principles: *the principle of human approach* of those involved in conflict; *the principle of integrated and situation-based approach*; *the principle of student-centering*; *the principle of social engagement* and offering positive rewards for prosocial behaviors.

Applicative value of the research lies in: the possibility of implementing the Intervention Program and the methodology for preventing and reducing school violence in all Arab sector schools; the proposed methodology can be used in the process of initial and in-service training of managers and teachers; the research results can be applied in the development of educational problems at state level; the experience gained by school managers in experimental schools can be taken over by other managers.

Implementation of scientific results took place in schools in the Arab sector, Israel. The results of the research are reflected in 8 publications, of which 6 in scientific journals and 2 article presented at an international scientific conferences.

ADNOTARE

Shihadi Nizar: „Managementul prevenirii și reducerii nivelului violenței în școală”, teză de doctor în științe ale educației. Chișinău, 2025

Structura tezei: adnotare, introducere, trei capitole, concluzii și recomandări, bibliografie de 167 titluri, 171 pagini de text de bază, 3 figuri, 17 tabele și 3 anexe. Rezultatele sunt reflectate în 8 publicații științifice.

Cuvinte-cheie: management, manager, conducător, leadership, stiluri de conducere, violență, violență în școală, climatul școlar, prevenirea violenței, reducerea violenței.

Domeniul de cercetare: Teoria generală a educației.

Scopul cercetării: fundamentarea cadrului managerial de prevenire și reducere a nivelului de violență în școlile din sectorul arab, Israel.

Obiectivele cercetării: (1) analiza abordărilor teoretice privind managementul prevenirii și reducerii nivelului de violență în școală; (2) analiza contextului israelian și a particularităților de manifestare a violenței în școlile din sectorul arab; (3) fundamentarea unui Model managerial de prevenire și reducere a violenței în școală; (4) fundamentarea rolului managerului în prevenirea și reducerea violenței în școală; (5) validarea experimentală a Modelului managerial de prevenire și reducere a violenței în școală.

Noutatea și originalitatea științifică a cercetării rezidă în: (1) transferul cadrului teoretic general în ansamblul de prevederi conceptuale, determinate de particularitățile socioculturale a instituțiilor de învățământ din sectorul arab, ce vizează: geneza apariției violenței în școală; factori interni și externi ai violenței în școală; metodologia prevenirii și reducerii violenței în școală; (2) identificarea și valorificarea rolului directorului instituției de învățământ în prevenirea și reducerea violenței în școală prin: combinarea stilurilor de conducere în dependență de context, tipul violenței, motivația elevilor implicați în violență; identificarea și aplicarea unui stil dominant, determinate de substanța conflictului, care a dus la violență și de situația curentă; încadrarea cadrelor didactice și a părinților prin delegarea unor funcții și responsabilități în prevenirea și reducerea violenței în școală; (3) fundamentarea *Modelului managerial de prevenire și reducere a violenței în școală* prin motivația elevilor spre rezultate bune, prin cooperare și colaborare a diferitor grupe de elevi prin realizarea proiectelor comune, prin asistența psihologică permanentă etc.

Problema științifică soluționată în cercetare rezidă în stabilirea factorilor interni și externi ce provoacă violența în școlile din sectorul arab și a mecanismelor manageriale și educaționale de prevenire și reducere a nivelului de violență dintre elevi, care ar asigura climatul psihosocial și educațional favorabil pentru toți elevii, ce, la rândul său, ar asigura funcționarea eficientă a școlilor arabe din Israel.

Valoarea teoretică a cercetării constă în: (1) fundamentarea unei abordări teoretice a prevenirii și reducerii violenței în școală din perspectiva managerială, axată pe particularitățile socioculturale și educaționale a instituțiilor de învățământ din sectorul arab, dar și pe valorificarea valențelor manageriale a directorului școlii; (2) fundamentarea unui concept de interconexiune dintre substanța violenței, situația concretă și stilul managerial în procesul de prevenire și reducere a violenței în școală. Acest concept poate fi definit ca combinare a stilurilor manageriale în reducerea violenței în școală determinată contextual și sociocultural; (3) stabilirea condițiilor și factorilor interni și externi, care provoacă apariția violenței în școală și a celor care diminuează și reduc manifestarea violenței în școală; (4) conceptualizarea unor demersuri manageriale, pedagogice, dar și psihologice axate de acțiuni și metode preventive, pe acțiuni și metode de intervenție în timpul conflictului, pe acțiuni și metode aplicate la etapa postconflictului, având ca bază principiile: *principiul abordării umane* a celor implicați în conflict; *principiul abordării integrate* și în funcție de situație; *principiul centrării pe elev*; *principiul angajării sociale* și oferirea recompenselor pozitive pentru comportamentele prosociale.

Valoarea aplicativă a cercetării rezidă în: posibilitatea aplicării Programului de intervenție și a metodologiei de prevenire și reducere a violenței în școală în toate școlile din sectorul arab; metodologia propusă poate fi utilizată în procesul de formare inițială și continuă a managerilor și a cadrelor didactice; rezultatele cercetării pot fi aplicate în dezvoltarea problemelor educaționale la nivel de Stat; experiența acumulată de managerii școlari din școlile experimentale poate fi preluată și de alți manageri.

Implementarea rezultatelor științifice a avut loc în școlile din sectorul arab, Israel. Rezultatele cercetării sunt reflectate în 8 publicații, dintre care 6 în reviste științifice și 2 comunicări prezentate la conferințe științifice internaționale.

АННОТАЦИЯ

Шихади Низар: „Управление профилактикой и снижением уровня насилия и агрессии в школе“, диссертация на соискание ученой степени доктора педагогических наук. Кишинэу, 2025

Структура диссертации: аннотация, введение, три главы, выводы и рекомендации, библиография из 167 источников, 171 страницы основного текста, 3 рисунка, 17 таблиц, 3 приложений. Результаты отражены в 8 научных публикациях.

Ключевые слова: менеджмент, менеджер, лидер, лидерство, стили лидерства, насилие, насилие в школе, школьный климат, профилактика насилия, снижение насилия.

Область исследования: Общая теория воспитания.

Цель исследования: обоснование управленческой основы для профилактики и снижения уровня насилия в школах арабского сектора, Израиль.

Задачи исследования: (1) анализ теоретических подходов к управлению профилактикой и снижением школьного насилия; (2) анализ израильского контекста и особенностей насилия в школах в арабском секторе; (3) обоснование модели управления для предотвращения и снижения школьного насилия; (4) обоснование роли менеджера в профилактике и снижении школьного насилия; (5) экспериментальная проверка управленческой модели для профилактики и сокращения школьного насилия.

Научная новизна и оригинальность исследования заключается в: (1) переносе общих теоретических подходов в набор концептуальных положений, определяемых социокультурными особенностями учебных заведений в арабском секторе, которые направлены на: генезис возникновения насилия в школе; внутренние и внешние факторы школьного насилия; методология предупреждения и снижения уровня насилия в школах; (2) определение и использование роли директора учебного заведения в предупреждении и снижении насилия в школе путем: сочетания стилей руководства в зависимости от контекста, типа насилия, мотивации учащихся, вовлеченных в насилие; выявление и применение доминирующего стиля, определяемого сущностью конфликта, который привел к насилию и текущей ситуации; преподавательскому составу и родителям, делегируя функции и обязанности по профилактике и сокращению насилия в школе; (3) разработка методологии создания благоприятного психосоциального климата с целью предупреждения и снижения уровня насилия в школе путем мотивации учащихся к достижению хороших результатов, сотрудничества и взаимодействия различных групп учащихся путем выполнения совместных проектов, постоянной психологической помощи, и т.д.

Разрешённая научная проблема исследования заключается в: установлении внутренних и внешних факторов, вызывающих насилие в школах арабского сектора, а также в управленческих и образовательных механизмах для профилактики и снижения уровня насилия между учащимися, что обеспечит благоприятный психосоциальный и образовательный климат для всех учащихся, обеспечить эффективное функционирование школ в Израиле.

Теоретическая значимость исследования состоит в: (1) разработке теоретических основ профилактики и снижения школьного насилия с управленческой точки зрения, ориентированного на социально-культурные и образовательные особенности образовательных учреждений в арабском секторе, но также на извлечение выгоды из управленческих возможностей директора школы; (2) обоснование концепции взаимосвязи между сущностью насилия, конкретной ситуацией и стилем управления в процессе профилактики и снижения уровня насилия в школе. Эту концепцию можно определить как комбинацию управленческих стилей в снижении уровня школьного насилия, обусловленного контекстом и социокультурной; (3) установление условий и внутренних и внешних факторов, вызывающих насилие в школе, а также факторов, уменьшающих проявление насилия в школе; (4) концептуализация управленческих, педагогических, а также психологических подходов, ориентированных на превентивные действия и методы, на действия и методы вмешательства во время конфликта, на действия и методы, применяемые в постконфликтной стадии, на основе принципов: принцип гуманный подход к участникам конфликта; принцип комплексного и ситуационного подхода; принцип студенческой направленности; принцип социальной занятости и положительное вознаграждение за просоциальное поведение.

Практическое значение исследования заключается в: возможности реализации Программы и методологии профилактики и снижения школьного насилия во всех школах арабского сектора; Предлагаемая методика может быть использована в процессе повышения квалификации руководителей и преподавателей; результаты исследования могут быть использованы при решении образовательных проблем на государственном уровне; опыт, полученный школьными менеджерами в экспериментальных школах, может быть передан другим менеджерам.

Внедрение научных результатов происходило в школах арабского сектора Израиля. Результаты исследования отражены в 8 публикациях, из них 6 в научных журналах и 2 статьи, представленные на международных научных конференциях.

SHIHADI Nizar

**MANAGEMENT OF PREVENTING AND REDUCING
VIOLENCE LEVEL IN SCHOOL**

531.01 – General Education Theory

Summary of Doctoral Thesis in Education Sciences

Approved for printing: 13.03.2025

Offset paper. Offset printing

Printing sheets: 2,1

Paper size 60×84 1/16

Circulation 50 copies

Order no.46/2025

Publishing-Printing Center of the Moldova State University
60, A.Mateevici Street, Chisinau, MD-2009