

Preferential Treatment Of Professors And Its Relationship To Increased Rates Of Violence In The University Environment

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Abstract:

The phenomenon of violence in educational institutions and in all academic grades is a negative and serious social problem, and it is the focus of discussion of many scientific circles and experts in the educational field in all countries of the world. As many studies have been conducted on this phenomenon to find out its apparent and hidden causes in order to reduce or limit its spread and expansion.

This problem is widespread in all its types and forms in the university institution, considering that the university stage belongs to students in a sensitive age stage (adolescence), in which they seek to prove themselves and personality in front of others, rejecting all manifestations of neglect, marginalization and miniaturization that contribute to raising the rates of violent and aggressive behaviors on campus.

Key concepts of the article: preferential treatment, university professors, university students, violence in the university environment.

First: introduction:

The university is one of the basic educational institutions on which society is based in the upbringing of its members by providing them with new standards and mechanisms that help them integrate into social life. In order for it to perform its functions to the fullest, the efforts of all its actors must be combined, especially the professor, who is the backbone of the educational process, and the main factor that achieves its goals. He is the human engineer who builds minds, forms the personality of individuals, and fills their minds with knowledge and information.

The success of any study program depends on the teacher's ability to manage the classroom and create an atmosphere based on tolerance, respect, understanding and helping learners to solve their problems, establish strong relations with them and treat them well, especially at this age, and fairness in dealing with them, and objective distribution in grades...etc. However, what is noticeable today is that some professors deviate from the required course and are negligent in performing the responsibility entrusted to them and the academic and educational role for which they were found, by relying on incorrect and abnormal methods and methods of treatment that leave negative effects on the personality of students. All of this may lead them to aversion and escape from the seats of the amphitheaters and the study subject or low motivation to learn, or the emergence of aggressive behaviors because of preferential treatment and discrimination among students, knowing that this violent behavior has become widespread at the Algerian University. This adolescent student may decide to harm his colleagues, himself or his professor, In addition to his aggressiveness towards university property and structures, where Alain Badiou says that, "school violence is a behavior or behavior of the student inside the school, whether this behavior is physical or symbolic aimed at causing harm and damage to the school property." ¹

Many statistics indicate the spread of the phenomenon of violence in the educational community at all levels. Hardly a day passes without us reading or hearing about a violent phenomenon or behavior that occurred in one of the educational institutions, including the university, which created an atmosphere of chaos and instability accompanied by violent behaviors within these institutions.

In an attempt to diagnose the actual reality to investigate this phenomenon, we studied this issue in one of the faculties of Jijel University based on a question:

¹- Abdi Samira: School Stress and its Relationship to Violence Behavior and Academic Achievement in School Adolescents, Master Thesis in School Psychology, Mouloud Mamari University, Tizi Ouzou, 2010/2011, p. 28.

- Is the discriminatory treatment of professors, related to increased rates of violence among university students?

Two sub-questions are included in this question:

- 1) Is there a relationship between the professor's marginalization of a group of students and the practice of violence?
- 2) Is overestimating and punishing students at the expense of others a relationship in the emergence of aggressive behaviors?

Second: Objectives of the article:

- Discovering the real reasons of the increase in rates of violence in the university environment.
- Trying to find out if the professors' way of treating the students plays a role in increasing rates of violence.
- Knowing the impact of discriminatory treatment of professors on students' behaviors.
- Addressing the phenomenon and confronting it before it spreads and expands in the university community.

Third: Key concepts of the article:

violence, preferential treatment, university professor, university student):

The process of identifying solid traumatic concepts from which any researcher proceeds in order to decipher the codes of his research, and in determining the course of his research, by addressing special concepts that are directly related to the subject of the study, and the most important of these concepts are:

1) Violence: Violence is a language in the tongue of the Arabs: "the breach and the violation and lack of welfare, and it is opposite to kindness, being violent with it and to it, if he is not kind in treatment, and violence, severity and hardship, and all that is in kindness of good, then violence has a part of evil in it." ²²

According to the basic Arab lexicon, violence "consists in the use of force, and have been violent with somebody means "acted violent with" and practiced violence on, also means "blames somebody violently and severely, and it is also the saying that: "he took it violently" which is the contrary to the kind person, and against kindness." ³

Al-Rifai defines violence as "barbaric behavior involving coercion and abuse, that is, the individual is characterized by impulsiveness, attack, weak control of his impulses, seeking to coerce the other, harming him, looting something, or harming him by sabotage and disruption." ⁴

Laila Abd-elwahab defines violence as "an aggressive behavior or act that is issued from one party to another or exploited within the framework of a relationship, with equal economic, social or political power, which may cause material, moral or psychological damage to an individual, group, social class or another state." ⁵

Accordingly, procedural violence is every intentional human behavior, carried out by a human being towards another human being using force with the aim of inflicting harm, whether it's material, moral or verbal. In our research, we refer to it as the behavior carried out by university professors towards students, with the aim of inflicting harm on them, discriminating between them, and infringing on their freedoms directly or indirectly.

2) Preferential treatment: This concept is intended in this study to favor the bias and inclination of professors in the treatment, in the marks and in the evaluation...etc. For a group of students and grant them privileges only by reference to social factors such as social status, economic level, gender...etc.

3) University professor: The professor is a key pillar in the university educational system because of the importance of the role he plays in the university education process. Abdelfattah Ahmed Jalal defines university professors as "a group of knowledge carriers responsible for the good functioning of the pedagogical process at the university and those who carry out various occupations and duties such as teaching and scientific guidance for students and conducting and supervising scientific research" ⁶

That is, a holder of a master's degree or a doctorate, who carries out the task of educational preparation and is the main driver of the educational process, as defined by John Dewey as "who trains his students to use the scientific mechanism,

² – Ibn Mandhour: Lisan Al-Arab, Dar Lisan Al-Arab, Beirut, vol. 1, 1971, p. 41

³- Bouàanaka Ali et al.: Educational sociology – Introduction and study of conceptual issues -, Dar Al-Huda, Ain-mellila, Algeria, p. 227.

⁴- Al-Rifai Naim: Mental Health, Khalid bin Al-Walid Press, Damascus, 6th Edition, 1986, p. 221.

⁵- Issawi Abdel Rahman Mohamed: The Psychology of Juvenile Delinquency, The Originator of Knowledge, Egypt, p. 417.

⁶- Saleh Abdel Aziz: Education and Teaching Methods, Exhibition House, Egypt, Part III, DS, p. 76.

not who learns on his behalf and who shares with his students the realization of his perceptions, to reach the depths of personality and extends to the lifestyle" ⁷

Articles (4, 33, 41, 44, 49) of Executive Decree No. 130-08 dated 27/4/1428 Hejiri, of 03 May 2008, which includes the basic law for university professors, refer to the functions of university professors, that he is "the individual responsible for giving qualitative and updated teaching related to the developments of science, knowledge, technology, pedagogical and educational methods, conforming to literary and professional standards, participating in the preparation of knowledge, ensuring the transfer of knowledge in the field of training, and carrying out formative research activities to develop their competencies and abilities to exercise the position of research professor...He is in charge of ensuring teaching in the form of lessons or directed and applied work, correcting examination papers, participating in the deliberations of examination committees, participating in the work of the pedagogical committee and receiving students, in addition to preparing and updating lessons, ensuring the preparation of publications and ensuring the framing of training activities for students...etc." ⁸

4) University student: It is one of the elements contributing to the success of the educational process, and it is the individual who invests in it at this educational stage, and linguistically the word "student" is defined as "The name of a doer student. The plural form is students as in server and servants, and it is derived from the verb asked, i.e., desired and accepted receiving something lovingly in a way that requires the pursuit of achievement without an impediment of impossibility and distance as in wishing" ⁹

As for the terminology of the word, the project of the university charter defines the student as "giving the name of the student to every person who registers regularly in a higher education institution, in order to continue training to obtain a certificate" ¹⁰

Accordingly, the university student can be procedurally defined as that person whose qualifications allowed him to move from the secondary stage to the university stage, in order to practice his studies in a specific discipline to finish with a university degree.

Fourth: The theoretical background of the subject of the study:

Violence is a human phenomenon that has been associated with human society, as various theories have tried to understand it and identify the reasons leading to it. Due to the large number of studies that have reached results that differ in nature and emulate in their attempt to provide a scientific addition to this topic, and the most important of these intellectual approaches explaining this, we find:

1) Islamic perspective: Islam has forbidden attacking and infringing on the rights of others. It has also established a set of moral rules and values that call for preserving the rights of others and achieving goodness and equality between them alike. Many verses in El Quran-Alkarim prohibit attacking oneself or others and not ridiculing them. Allah says in his book: *«O you, who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them»* And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's] faith; and whoever does not repent - then it is those who are the wrongdoers".

Here is a call not to belittle and minimize any human being, Allah does not like to speak out badly of cursing, slandering and insulting, and does not like treatment that degrades the value of his servant or worshiper, because it leaves negative effects on him.

The Prophet (peace and blessings of Allah be upon him) says in his prophetic hadith, "People are equal like the teeth of a comb." Therefore, it is clear that Islam forbids all forms of violence of any kind and calls for high morals and fair behaviors to be treated with kindness, compassion, tolerance and justice among people in society, among children in the family and among pupils in school...etc.

2) The social perspective: The pioneers of this orientation seek to explain this social problem, as the functional integration between the parts and the interdependence between the different elements of the same society and the fact that each subordinate system plays its role to the fullest would maintain the stability and balance of the general system, and every violence has its connotations within the social context. It is either the result of the loss of correct social control or the result of the disturbance of one of the subordinate social systems. The sociologist Durkheim believes that the

7- Al-Asàad Muhammad Mustafa: Development and the University's Mission in the Third Millennium, University Foundation for Studies, Lebanon, 1st Edition, 1965, p. 90.

⁸- Articles (04, 33, 41, 44, 49) of Executive Decree No. 130-08 dated 27/4/1428 AH corresponding to 03 May 2008AD, which includes the Basic Law of the Research Professor, JR, No. 23.

⁹- Teacher Boutros Al-Bustani: Moheet Al-Moheet: A Long Dictionary of the Arabic Language, Lebanon Publishers Office, Beirut, 1998, p. 553.

¹⁰- Ministry of Universities: Preliminary draft of the Charter of the University, Algeria, 1991, p. 11.

individual's failure to adapt to his new situation would generate a sense of frustration, and the loss of status shows tension and anxiety, and this confirms the moral normative state that expresses the society's loss of rules and standards that control behavior and regulate relationships, so attitudes become inconsistent between individuals.

Therefore, violence in educational institutions, including the university, according to the point of view of this school, is a reaction or a result when any element of the educational process disrupts its function, tasks, values and morals and is negligent in performing its role and deviates from it. Improper treatment with students and not interacting with the same treatment and behavior can have negative consequences on the student, and aggressive behaviors here are a result or reaction to what was practiced by the professor on the student.

3) Psychological perspective: Within this perspective, many theories are included, for example:

a - Social learning theory: It is a theory that emphasizes the interaction between the person and the environment, and aims to identify abnormal conditions and situations, as it relies on "modeling" and imitation as a way to explain certain patterns of behavior such as violence and aggression. School violence, for example, is a learned and acquired activity that is learned because of exposure to violent aggressive models in the social environment in which the individual lives. Aggressive behavior among students is linked to the stimulus they are exposed to. Unfair treatment of the teacher can be a general indicator of the emergence of some aggressive behaviors among students.

b - Frustration and aggression theory: This theory believes that human is not inherently aggressive, but rather occurs because of the frustrations facing him. According to this theory, every violence is preceded by a frustrating attitude, because violent behavior occurs after the individual feels unable to get what he wants, and when lack of satisfaction and lack of fulfillment of desires affects, this leads to the emergence of frustration. For example, the student decides to be violent to deal with the preferential and differential treatment of professors among students to express his frustration with this behavior first, and he believes that violence is the appropriate way to discharge this frustration.

c - The theory of increasing violence in adolescence: Elliott and Tulane believe that violence increases significantly in the second decade of people's lives, that is, almost the age group of university students, as more than half of young people increase their aggressive behaviors from mid-teens to the last, as this is accompanied by physical and sensory changes that change young people's relationships and interactions with others within educational institutions with the aim of independence and the formation of a personality and identity that has standards of success and acceptance and any failure in that and in self-determination will lead the young man to violent behaviors to express his independence, attract attention and attention, and gain the respect of everyone. Therefore, university professors must pay attention to the sensitivity of this age stage and deal cautiously and intelligently within the classroom.

Fifth: Procedures and tools for collecting study data:

After learning about the theoretical aspect of the study in the previous elements that help us to start fieldwork, we will try to refer to some of the tools that helped us to reach the results of the study and discuss them, including:

1) Study approach: We relied on the descriptive analytical approach that describes the phenomenon under study as it is in reality, by collecting facts and data expressed in a quantitative and qualitative way, then classifying and analyzing them to reach results and generalizations and then discussing and analyzing them to know the relationship between discriminatory treatment and increased rates of violence among Jijel University students.

2) The hypotheses of the study: It is a reflection of the research questions and aims to reveal the truth that exists among the variables of the subject of the study. In our study, we proceeded from a main hypothesis, which is:

The discriminatory treatment of professors is related to the increase in the rates of violence among university students.

Included are two partial hypotheses:

- There is a relationship between the professor's marginalization of a group of students and the practice of violence.
- To exaggerate the humiliation and punishment of students at the expense of others in the emergence of aggressive behaviors.

3) Questionnaire: It is considered the most common means, it was built according to the "Likert" triple scale (agree, somewhat agree, disagree) and according to stages starting from the initial drafting stage, then the stage of presentation to the judges, up to the indicative stage and finally the last drafting stage, according to axes, including a first axis for personal data, a second axis for the first hypothesis, and a third axis for the second hypothesis. In order to ensure the integrity of the psychometric properties of the questionnaire, the validity and stability of the form was calculated.

a - Validity of the questionnaire: by following two categories:

- **Descriptive validity:** It is the apparent validity and truthfulness of the content by presenting it to 5 refereed professors in the specialization.
- **Authenticity:** It is measured by calculating the square root of the coefficient of stability, that is, according to the following equation:

Self-validity coefficient = $\sqrt{\text{Stabilitycoefficient}}$, Stability coefficient = $\sqrt{0.74} = 0.86$ which is a high result that confirms the validity of the questionnaire.

b - The stability of the questionnaire: It was calculated by the method of halving, the first part represents the odd items, and the second part represents the even items, and then the correlation coefficient "Pearson" was calculated to obtain the stability coefficient of half of the test, and then a statistical correction and adjustment of the stability coefficient "Pearson" was made using the corrective "Guttman" equation to obtain the overall stability coefficient of the questionnaire, after applying it to a survey sample:

Pearson correlation coefficient T= 0.24 (half-test stability coefficient)

After using Guttman equation: $AA = 2 \left(1 - \frac{2x^2 + 1x^2}{xy^2} \right)$

Of which: $2 \left(1 - \frac{12,52 + 14,95}{43,10} \right) = R = 0.74$, which is the stability coefficient of the questionnaire, which is high.

4) The study sample and the method of selecting it: The method of selecting the sample is an indicator to judge the validity or non-validity of the study results, and due to the nature of the subject of our research, and the heterogeneity of the current research vocabulary, where the stratified random sample was adopted by dividing the study population into strata and categories selected based on the affiliation of each student to the department to which he belongs within this faculty, all this was done in a proportional distribution method where a number is drawn from each layer or category commensurate with its original size according to the 2% approved in the selection of the sample from the total community, to obtain an estimated sample of 80 distributed among the departments of the Faculty of Humanities and Social Sciences as shown in the following table:

Faculty	Number of Students	Number of sample items	Section	Number of Students	Number of sample items
Human and social sciences	4001	80	Department of Basic Education for the Humanities	628	13
			Department of Basic Education for Social Sciences	712	14
			Department of Psychology, Education science and Artemisia	394	08
			Information and communication	953	19
			Department of Sociology	956	19
			Department of Science and Technology of Physical and Sports Activities	358	07

Thus, a sample of 80 students from an indigenous community estimated at 4001 students was obtained.

Presentation and discussion of the results of the study:

1) Discussing the results in light of the first hypothesis: "There is a relationship between the marginalization of one group of students by the professor at the expense of another and the increase in violent behavior practices"

To verify this hypothesis, K2 was calculated for good conformance and then converted to the compatibility coefficient "C" and then ensure the strength of the relationship between the marginalization of the professor and the increase in rates of violence in the university environment, where K2 was calculated for good conformance, estimated at 39.47 and compared to the theoretical K². it is clear that there is no good conformance because the calculated K² is greater than the tabular K² at the degree of freedom "1" and at the level of significance 0.05 and 0.01, which is estimated at 3.84 and 6.64 respectively, and therefore we converted it to the compatibility coefficient "C" and then calculated the strength of the relationship according to the following steps:

$$K^2 = 39.47, C = \sqrt{\frac{k^2}{n+k^2}} \sqrt{\frac{39.47}{46+39.47}} = 0.67 \quad C = 0.67$$

Then we look for the strength of the relationship according to the following law: $\sqrt{\frac{c^2}{c-1}} = 0.90$

Table 02: The compatibility coefficient "C" and the relationship strength of the first hypothesis:

Variables	The marginalization by the professor	Increased practice of violent behaviors
Coefficients		
Coefficient of Compatibility "C"	0.67	
Strength of Relationship	0.90	

According to the above table, it is clear that the coefficient of compatibility is estimated at 0.67 between the marginalization of the teacher to a group of students and the increase in the practice of violent behaviors in the university environment, and that the strength of the relationship is estimated at 0.90, which represents a very strong relationship because it is limited to the range of 0.50 to 1. Therefore, we conclude that there is a very strong and positive relationship between the marginalization of professors to a group of students and the increase in rates of violence.

The questionnaire answered on this hypothesis, starting from question N°(03) to question N°(14), and indicated results and data that are considered as positive indicators of the credibility of this hypothesis, including:

The students confuse and interrupt the professor during the presentation of the lesson by 84.88% between agree and somewhat agree due to the professor's lack of interest and indifference to their participation and answers according to question N°(03).

In question N°(04), the results acknowledged that students engaged in violent behaviors inside the classroom as a result of the professor's preference among students, where 69.58% indicated that they agreed to engage in violent behaviors as a result of preferential treatment of teachers.

The statistics of question (06) indicate that students insult and insult the professor if he distinguishes between students on the basis of appearance and proportions, with an estimated percentage of 63.48%. In question (07), students make a mess during the lesson when teachers neglect them according to the answers of 43.49% of the respondents.

The answers to question (10) show that 43.48% of the respondents do not respect the teachers who practice exclusion and marginalization, and question (11) shows that the majority of the respondents, with 56.52%, do not look at the professor because of mocking them during the lesson, while 23.91% answered somewhat agreeing with this question. Question (12) also indicates that 69.13% are making a mess of noise with their supplies and chaos within the department for their sense of alienation within the class practiced by the professor.

As for question (14), the respondents' answers (63.04%) acknowledged that there is a tendency for professors towards students with whom they are siblings or a kinship relationship in between.

Through these results, it can be said that this hypothesis has been achieved in the field, which is identical to what we expected.

2) Discussing the results in light of the second hypothesis: tagged with: "There is a relationship between the professors' exaggeration of contempt and punishment of one group of students at the expense of another and the emergence of aggressive behaviors"

To verify this hypothesis, K^2 was calculated for good conformity and then converted to a coefficient of conformity "C" and then ensure the strength of the relationship between the professors' exaggeration in contempt and the emergence of aggressive behaviors among students, where K^2 was calculated for good conformity and estimated at 19.79 and compared to K^2 tabular, it is clear that there is no good conformity because K^2 calculated is greater than the theoretical K^2 at the degree of freedom "1" and at the level of significance 0.05 and 0.01, which is estimated at 3.84 and 6.64 respectively, and therefore we converted it to a coefficient of conformity "C" and then we calculated the strength of the relationship according to the following steps:

$$K^2 = 19.79, C = \sqrt{\frac{k^2}{c+k^2}} = \sqrt{\frac{19.79}{46+19.79}} = 0.55, C = 0.55$$

Then we look for the strength of the relationship according to the law: $\sqrt{\frac{c^2}{c-1}} = 0.81$

Table (03) represents the results of the compatibility coefficient 'C' and the strength of the relationship for the second hypothesis:

Variables	Exaggeration in insult and punishment	The emergence of aggressive behaviors
Coefficients		
Together the compatibility coefficient 'C'	0.55	
Strength of Relationship	0.81	

According to the above table, it is clear that the coefficient of compatibility is estimated at 0.55 between the excessive humiliation and punishment of one group of students at the expense of another, and the appearance of aggressive behaviors in the classroom, and that the strength of the relationship is estimated at 0.81, which represents a very strong relationship because it is confined to the field of 0.50 and 1, and therefore we conclude that there is a very strong and positive relationship between the excessive humiliation and punishment of a group of students and the appearance of aggressive behaviors.

The questions of this questionnaire for this hypothesis, starting from question N°(15) to question N°(24), confirm the results and data that are considered as indicators of the credibility of this hypothesis, including:

Students engage in aggressive behaviors and behaviors when they are reprimanded by the teacher and by 86.96% between an agreed and somewhat agreed answer in the answer to question N°(15).

The answers to question N° (16) indicate that 63.04% of the respondents admit that the professor's excessive punishment and yelling at the students generates a spirit of revenge and hatred against him.

Figures on question (18) also show that the teachers' praise of some students and the humiliation of others lead to the creation of hateful and jealous behaviors in the hearts of students, which leads them to resort to violent behaviors, all of this with 63.04% of the respondents' answers.

In addition, 60.86% of the respondents agree to protest against the professor as an aggressive behavior as a result of the professor's exaggerated discrimination in the marks among the students according to Question N° (21), and in almost the same context, the data of Question N° (22) that 86.95% agree, and agree to some extent to make verbal altercations from insulting and humiliating with the professor if they are not fair on his part during the placement of the marks.

The majority of the respondents (agree/58.70%) and (somewhat agree/23.91%) confirm their hatred of professors as a result of preventing them from entering the department upon arriving late in question N° (23).

All these results, which were drawn from the respondents' answers related to the indicators of the second hypothesis, showed that they were achieved in the field and in a large percentage.

3) The general result of the study: After unpacking the respondents' answers and after analyzing them, we concluded in our research that the discriminatory treatment of professors is related to the increase in the rates of violence among university students. This relationship is also a direct one. The more the professor distinguishes between students, the higher their rates of practicing aggressive and violent behaviors. It is also clear from this study that the most common type of violence in the university environment is verbal violence, as shown by the respondents' answers to questions (6, 8, 9, 10, 11, 15), followed by symbolic violence through questions (13, 14, 16, 19, 20). Finally, we find physical violence in weak proportions.

Conclusion :

Through our treatment of the discriminatory treatment of professors and its relationship to increasing the rates of violence in theory and in the field, we can say that educational institutions, including the university, have a major role in crystallizing the behavior of the learner, especially with the daily contact with professors, where we find that the quality of educational methods and patterns of pedagogical treatment followed by professors, as well as the extent to which they carry out their responsibilities and duties towards all students without exception, taking into account the specificity of the age of university students, can in turn be reflected in their behaviors on campus. Instead of finding a professor understanding of his situation, understanding him inside and outside the university room and helping him to overcome all the pitfalls in which he is located, he finds the opposite of a lack of awareness of responsibility, neglect of the educational role, and the adoption of inappropriate teaching methods and unfair and non-pedagogical treatment, all of this would affect the students' behaviors and their actions and open the way for them to practice violent behaviors towards themselves and the various elements of the educational process.

Therefore, the teacher today must appreciate the responsibility placed on him, and be aware of effective and meaningful teaching methods and positive and normal treatment patterns that leave good effects on the psyche and personality of students.

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List of Appendices:

**University of Jijel -
Humanities and Social Sciences
Department of Sociology
Field research questionnaire entitled:**

Preferential treatment of professors and its relationship to increased rates of violence among university students

Prepared by:

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Note :

- We undertake that the information contained in this questionnaire shall be kept confidential and used only for the purpose of scientific research.
- We hope that the answer will be accurate and expressive.
- Mark (X) in the appropriate field.

Thanks for your cooperation.

Academic year: 2023/2024

Theme 1: Personal Data

- 1) **Gender** : Male : Female
- 2) **Department**: Department of Sociology:
- Department of Social Sciences:
- Department of Psychology, Educational Sciences and Artemisia:
- Department of Humanities:
- Department of Media and Communication:
- Department of Science and Technology of Physical and Sports Activities:

Statements	Agree	Somewhat Agree	Disagree
The second axis: Marginalization and violence			
1) Students make noise and interrupt if the professor is neglecting their answers and participation			
2) Professors' differentiation between outstanding and non-outstanding students leads to violent behaviors in the school environment.			
3) One of the reasons why you pass words within the department is the tendency of the professor to a class of students.			
4) One of the reasons that make you curse and insult is when the professor discriminates a student based on his his appearance and decency			
5) The professor's neglect of you makes you think of making a mess during the lesson			
6) The student who notices the professor's neglect of him allow him to act violently such as <u>damaging things and breaking up...</u>			
7) Some students beat colleagues when others ridicule them with offensive names that the professor would call them by			
8) The act of exclusion by the professor on a class of students generates disrespect for the professor			
9) The professor makes fun of some ordinary students after they get good marks by chance, which leads them not to look at him when he gives the lesson			
10) Your professor always practices a kind of alienation on some students, which leads them to cause a chaos in the class.			
11) When your professor makes fun of you, you will express your anger by not following the lesson.			
12) One of the reasons you antagonize your professor is his tendency towards some relatives of his students.			
The third axis: Exaggeration in contempt and punishment and the emergence of aggressive behaviors			
13) Your professor in the class scolds you in a way that prompts you to act aggressively towards him and your colleagues.			
14) The professor's excessive and exaggerated punishment and yelling at you creates the urge of revenge and hatred against him.			
15) Does your hatred on your professor pushes you to do violent behaviors to the point of hitting him?			
16) Students go on beating their colleagues and pushing them when the professor praises some students but not others.			
17) Excessive praise of one group of students at the expense of another creates sensitivities and tensions between them.			
18) The professor's exaggeration in punishing some students prompts them to threaten him with physical assault.			
19) If I notice my professor exaggerates while treating my colleague, whom is one of his relatives, I would immediate elyprotest.			
20) The professor's unfairness in granting the mark among the students leads to verbal altercations from insulting and humiliations ...etc.			
21) If you are a bad student who also come late to the class, the professor will not allow you to enter, then you will develop hatred and grudge against him.			
22) One of the reasons you make fun of your professor is because he punishes you when you point out a mistake he made during the lesson.			