

Classroom discrimination by 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 at all levels of study is a serious and negative social problem. It is a central topic of discussion among many academic circles and experts in the field of education worldwide. Numerous studies have been conducted on this phenomenon to identify its apparent and underlying causes in order to reduce or limit its spread and expansion.

This problem, in its various forms, is prevalent in universities, given that university students are at a sensitive age (adolescence) and strive to assert themselves and their personalities in front of others, rejecting all forms of neglect, marginalization, and belittlement that contribute to increased rates of violent and aggressive behavior on campus

Key words: classroom discrimination, university professors, university students, violence in the university environment.

First: An introduction in the form of... problem:

The university is one of the basic educational institutions on which society relies to raise 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 extent, the efforts of all those involved in it must be combined, especially the professor, who is considered the backbone of the educational process and the main factor that achieves its goals. He is the human engineer who builds minds, shapes 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, create an atmosphere based on tolerance, respect, and understanding, help learners solve their problems,

establish close relationships with them, treat them well, especially at this age, be fair in dealing with them, and distribute marks objectively, etc.

However, what is noticeable today is that some professors deviate from the required path and neglect their responsibilities and the educational role for which they were appointed. This occurs through their reliance on incorrect and inappropriate methods of treatment, which leave negative effects on students' personalities. These methods may lead to students becoming alienated and avoiding lectures and the subject matter, or to a decline in their motivation to learn, or to the emergence of aggressive behaviors as a result of discrimination among students. It should be noted that this violent behavior has become widespread in Algerian universities. Such adolescent students may resort to harming their classmates, themselves, or their professors, as has happened in several national universities. Furthermore, they may be aggressive towards university property and infrastructure, as Alain Bodi states. Alain.B “School violence is a behavior or action by a student within the school, whether this behavior is physical or symbolic, aimed at causing harm and damage to school property.”(Abdi, 2011, p. 28)

Many statistics indicate the spread of the phenomenon of violence in the educational environment at its various levels. Hardly a day goes by 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 of investigating this phenomenon, we studied this issue at one of the faculties of Jijel University, based on the following question:

- Does discriminatory treatment of professors in the classroom contribute to increased rates of violence among university students?

This question includes two sub-questions:

- 1) Is there a relationship between a professor marginalizing a group of students and the use of violence?
- 2) Does excessive humiliation and punishment of some students at the expense of others contribute to the emergence of aggressive behaviors?

Second: Objectives:

- Understanding the real reasons for the increase in violence rates in the university environment.
- Trying to find out if the way teachers treat each other in the classroom plays a role in increasing rates of violence.

- Understanding the impact of discriminatory treatment by professors on student behavior.
- Addressing and confronting the phenomenon before it worsens and spreads within the university community.

Third: Key words (Violence, classroom discrimination, university professor, university student):

The process of identifying the solid foundational concepts from which any researcher begins in order to decipher their research and determine its course involves addressing concepts, especially those directly related to the subject of study. Among the most important of these concepts are:

1) **Violence** In the Arabic language, violence means: “To be harsh and unkind in a matter, and to be unkind to it. It is the opposite of kindness. He was violent towards him and against him, if he was not kind in his matter. Violence is severity and hardship, and all the good that is in kindness is in violence, and the same evil is in violence.”(Ibn Manzur, 1971, p. 41)

According to the basic Arabic dictionary, violence "is represented by the use of force, and 'he acted violently towards him' means he was violent towards him, so-and-so, meaning he blamed him violently and severely, and it is also the saying: he took the matter violently, contrary to gentleness, and against gentleness."(Bouanaga et al., D.S., p. 227)

Al-Rifai defines violence as “barbaric behavior involving coercion and harm, meaning that the individual is characterized by impulsiveness, aggression, weak control of his impulses, and the pursuit of coercing others, inflicting harm on them, stealing something, or damaging or disrupting it.”(Al-Rifai, 1986, p. 221)

Laila Abdel Wahab defines violence as “behavior or an act characterized by aggression and issued by one party to another or exploited within the framework of a relationship of equal economic, social or political power, which may cause material, moral or psychological damage to an individual, group or social class or another country.”(Al-Issawi, D.S., p. 417)

Therefore, violence, procedurally, is any intentional human behavior that a person commits against another person by using force with the aim of causing harm or damage, whether physical, moral, or verbal. In our research, we mean by it the behavior that university professors commit against students with the aim of harming them, discriminating against them, and infringing on their freedoms directly or indirectly.

2) **Class discrimination**In this study, this concept refers to the preference, bias, and inclination of teachers within the classroom, in their treatment, grading, and evaluation, etc., towards a group

of students, granting them privileges over others, based on social factors such as social status, economic level, gender, etc.

3) University professor The professor is a fundamental pillar in the university education system due to the importance of the role he plays in the university education process. Abdel Fattah Ahmed Jalal defines university professors as “a group of people who transmit knowledge and are responsible for the smooth running of the pedagogical process at the university and who perform various functions and duties such as teaching, providing scientific guidance to students, conducting scientific research and supervising it.”(Saleh, Das, p. 76)

That is, the person who holds a master's or doctoral degree, and performs the task of educational preparation and is the main driver of the educational process, as John Dewey defined him as “the one who trains his students to use the scientific mechanism, and not the one who learns on his behalf, and he is the one who participates with his students in realizing his perceptions, to reach the depths of the personality and extend to the lifestyle.”(Al-Asaad, 1965, p. 90)

Articles (4, 33, 41, 44, 49) of Executive Decree No. 130-08 dated 27 Rabi' al-Thani 1428 AH corresponding to 03 May 2008 AD, which includes the basic law for university professors, refer to the duties of university professors. They are “the individual responsible for providing quality and up-to-date teaching related to developments in science, knowledge, technology, and pedagogical and educational methods, in accordance with literary and professional standards, participating in the preparation of knowledge, ensuring the transfer of knowledge in the field of initial training, and carrying out formative research activities to develop their competencies and abilities to practice the function of a research professor... They are responsible for ensuring teaching in the form of lessons or guided and applied work, correcting exam papers, participating in the deliberations of exam committees, participating in the work of the pedagogical committee, receiving students, in addition to preparing and updating lessons, ensuring the preparation of publications, and ensuring the supervision of training activities for students...etc.”(Articles (04, 33, 41, 44, 49) of Executive Decree No. 130-08, 2008

4) University student The student is one of the elements contributing to the success of the educational process. He is the individual in whom investment is made at this educational stage. The word “student” is an active participle whose plural is “students” and “students” like “servant” and “servants.” It is derived from the verb “to ask,” meaning to desire and accept the love of reaching something in a way that requires striving to obtain it, were it not for an obstacle of impossibility and distance, as in wishing.(The Teacher, 1998, p. 553)

In technical terms, the draft of the university charter defines a student as "the name 'student' is given to every person who regularly enrolls in an institution of higher education, in order to pursue training to obtain a degree."(**Ministry of Universities, 1991, p. 11**)

Therefore, a university student can be operationally defined as that person whose qualifications have allowed him to move from the secondary stage to the university stage, in order to pursue his studies in a specific specialization, ultimately culminating in obtaining a university degree.

Fourth: The theoretical background of the study topic:

Violence is a human phenomenon linked to human society. Various theories have attempted to understand it and identify its causes. This is due to the abundance of studies that have reached conclusions of varying natures, all of which attempt to provide a scientific contribution to this subject. Among the most important of these intellectual currents that explain it, we find:

1) The Islamic perspective: Islam forbids aggression against the rights of others and transgression against them. It also established a set of moral rules and values that call for preserving the rights of others and achieving good and equality among them equally. The Holy Qur'an contains many verses that prohibit aggression against oneself or others and forbid mockery and ridicule of them, as God Almighty says in His Holy 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 wickedness after [one has attained] faith. And whoever does not repent - then it is those who are the wrongdoers."

Here is a call not to belittle or demean any human being, for God does not like to speak ill of others, such as insults, slander, and abuse, nor does He like treatment that diminishes the value of a servant because it leaves negative effects on him.

The Prophet Muhammad (peace and blessings be upon him) said in a hadith, "People are equal like the teeth of a comb." Therefore, it is clear that Islam forbids all forms of violence, whatever their nature, and calls for noble morals and just conduct, including kind, compassionate, tolerant, and fair treatment among people in society, between children in the family, between students in school, and so on.

2) Social perspective: The pioneers of this trend seek to explain this social problem, as the functional integration between the parts and the interdependence between the different elements of a single society and the performance of each subsystem in its role to the fullest extent would

maintain the stability and balance of the general system. Every act of violence has its implications within the social context, as it is either a product of the loss of proper social control or a result of the disturbance of one of the subsystems of society. Durkheim believes that the individual's failure to adapt to his new situation would generate a feeling of frustration and loss of status, so tension and anxiety appear. This confirms the state of moral anomie, which expresses the loss of society's rules and standards that control behavior and regulate relationships, so that positions become inconsistent between individuals.

Accordingly, violence in educational institutions, including universities, according to this school's viewpoint, is a reaction or result when any element of the educational process violates its function, tasks, values, and morals, and neglects to perform its role and deviates from it. Inappropriate treatment of students and failure to respond with the same treatment and behavior can have negative consequences for the student, and aggressive behaviors here are a result or reaction to what the teacher has done to the student.

3) Psychological perspective: This perspective encompasses many theories, including, for example:

a) Social learning theory: This theory emphasizes the interaction between the individual and their environment, aiming to identify abnormal conditions and situations. It relies on modeling and imitation as a method for explaining certain behavioral patterns, such as violence and aggression. For example, school violence is a learned and acquired activity, acquired through exposure to violent and aggressive role models in the individual's social environment. Aggressive behavior in students is linked to the stimulus they encounter; unfair treatment by a teacher can be a general indicator of the emergence of aggressive behaviors among students.

b) Frustration and aggression theory: This theory holds that humans are not inherently aggressive, but rather that this occurs due to the frustrations that the individual faces. According to this theory, every act of violence is preceded by a frustrating situation, because violent behavior occurs after the individual feels unable to obtain what he wants. When the lack of satisfaction and the failure to fulfill desires affect him, this leads to the emergence of frustration. For example, a student resorts to violence to deal with the preferential and discriminatory treatment of professors among students in order to express his frustration with this behavior first, and he sees violence as the appropriate way to release this frustration.

c) Theory of increased violence in adolescence: Elliott and Tolan both believe that violence increases significantly in the second decade of people's lives, which is almost the age group of university students, as more than half of young people increase their aggressive behaviors from

the middle of adolescence to the end of it. This is accompanied by physical and sensory changes that lead to changing young people's relationships and interactions with others within educational institutions with the aim of independence and forming a personality and identity with standards of success and acceptance. Any failure in this and in self-determination will lead the young person to violent behaviors to express his independence, attract attention and interest and gain everyone's respect. Therefore, university professors must pay attention to the sensitivity of this age group and deal with it cautiously and intelligently within the classroom.

Fifth: Procedures and tools for collecting study data:

Having familiarized ourselves with the theoretical aspects of the study in the previous sections, which help us to begin the fieldwork, we will now attempt to highlight and discuss some of the tools that helped us arrive at the study's findings. Among these tools are:

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

2) Study hypotheses: It is a reflection of the research questions and aims to uncover the truth existing between the variables of the study subject. In our study, we started from a main hypothesis, which is:

Discriminatory treatment of professors in the classroom is linked to increased rates of violence among university students.

This includes two sub-hypotheses:

- There is a relationship between a professor's marginalization of a group of students and the use of violence.
- Excessive humiliation and punishment of some students at the expense of others is related to the emergence of aggressive behaviors.

3) Survey: Considered the most common method, it was constructed using a three-point Likert scale (Agree, Somewhat Agree, Disagree) and followed a phased approach, beginning with initial drafting, then presentation to experts, followed by a pilot phase, and finally the final drafting phase. This involved three sections: one for personal data, one for the first hypothesis, and one for the

second hypothesis. To ensure the validity and reliability of the questionnaire, its psychometric properties were calculated.

a) **The survey was accurate:** This is done by following two categories:

- **Descriptive truthfulness:** It is the apparent truth and the truth of the content by presenting it to 5 expert professors in the field.
- **Self-honesty:** This is measured by calculating the square root of the stability coefficient, i.e., following the following equation:

The self-validity coefficient = , the reliability coefficient = 0.86, which is a high result that

confirms the validity of the questionnaire. $\sqrt{\text{معامل الثبات}} \sqrt{0.74}$

b) **Questionnaire reliability:** It was calculated using the split-half method, with the first part representing odd items and the second part representing even items. Then, Pearson's correlation coefficient was calculated to obtain the half-test reliability coefficient. Then, Pearson's reliability coefficient was statistically corrected and adjusted using Guthman's correction equation to obtain the overall questionnaire reliability coefficient, after applying it to a pilot sample.

Pearson's correlation coefficient $r = 0.24$ (half-test reliability coefficient)

After using the equation for the body: $A = 2(-1) \frac{2\xi^2 + 1\xi^2}{\xi^2}$

Hence: $2(1-) = r = \frac{12,52 + 14,95}{43,10} 0.74$ is the reliability coefficient of the questionnaire, which is high.

4) **The study sample and the method of its selection:** The method of sample selection is an indicator for judging the validity or invalidity of the study results. Given the nature of our research topic and the heterogeneity of the current research subjects, a stratified random sample was used. This was done by dividing the study population into strata and categories chosen based on each student's affiliation with the department they belong to within this college. All of this was done using a proportional distribution method, whereby a number proportional to its original size was drawn from each stratum or category according to the 2% percentage adopted in selecting the sample from the total population. This resulted in an estimated sample of 68 distributed across the departments of the Faculty of Humanities and Social Sciences, as shown in the following table:

Number of sample items	Number of students	Section	Number of sample items	Number of students	College
04	228	Department of Basic Education for Humanities	68	3390	Humanities and Social Sciences
12	612	Department of Basic Education for Social Sciences			
09	436	Department of Psychology, Educational Sciences and Speech Therapy			
16	810	Media and Communication Department			
18	916	Department of Sociology			
09	388	Department of Physical and Sports Science and Technology			

Therefore, a sample of 80 students was obtained from a native population estimated at 4001 students.

Sixth: Presenting and discussing the study results:

1) **Discussion of the results in light of the first hypothesis:** Which means "there is a relationship between the marginalization of one group of students by the teacher at the expense of another and an increase in violent behaviors."

To verify this hypothesis, the chi-square (χ^2) was calculated for good fit and then converted to the concordance coefficient "C" and then confirming the strength of the relationship between the marginalization of the professor and the increase in rates of violence in the university environment, where the chi-square (C2) for goodness of fit was calculated and estimated at 39.47 and compared to the theoretical chi-square (C2), it becomes clear that there is no goodness of fit because the calculated chi-square (C2) is greater than the tabulated chi-square (C2) at the degree of freedom "1" and at the significance levels of 0.05 and 0.01, which are estimated at 3.84 and 6.64 respectively. Therefore, we converted it to the coefficient of concordance "C" and then we calculated the strength of the relationship according to the following steps:

$$ka^2 = 39.47C = = = \sqrt{\frac{\chi^2}{\chi + \chi^2}} \sqrt{\frac{39.47}{46 + 39.47}} 0.67 \quad C = 0.67$$

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

Table No. 02: Shows the compatibility factor "C" The strength of the relationship for the first hypothesis:

Increased use of violent behaviors	Marginalization of the professor	Variables Factors
0.67		compatibility factorC"
0.90		Strength of the relationship

From the table above, it is clear that the correlation coefficient is estimated at 0.67 between the marginalization of a group of students by teachers and the increase in 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 a group of students by teachers and the increase in rates of violence.

The questionnaire questions addressing this hypothesis, from question (03) to question (14), provide results and data that serve as positive indicators of the validity of this hypothesis, including:

Students disrupt and interrupt the professor during the lesson, with 84.88% agreeing and somewhat agreeing, due to the professor's lack of interest and indifference to their participation and answers, according to question number (03).

In question number (04), the results confirmed that students engage in violent behaviors inside the classroom as a result of the teacher's favoritism towards students, as 69.58% indicated that they agree to engage in violent behaviors as a result of the teachers' preferential treatment.

The statistics for question (06) indicate that students insult and curse the professor if he discriminates between students based on appearance and lineage, at a rate of 63.48%. In question (07), students cause chaos during the lesson when professors neglect them, according to the answers of 43.49% of the sample.

The responses to question (10) show that 43.48% of the sample do not respect professors who practice exclusion and marginalization against them. Question (11) shows that the majority of the sample, 56.52%, do not look at the professor because of the ridicule they experience during the lesson, while 23.91% answered with some agreement to this question. Question (12) indicates that 69.13% create chaos by making noise with tools and disorder in the classroom due to their feeling of alienation from the professor.

As for question (14), 63.04% of the respondents acknowledged that there is a tendency of professors towards students with whom they have a relationship.

Based on these results, it can be said that this hypothesis was confirmed in the field in accordance with what we expected.

2) **Discussion of the results in light of the second hypothesis:**The study, titled "There is a relationship between professors' excessive belittling and punishment of one group of students at the expense of another and the emergence of aggressive behaviors,"

To verify this hypothesis, the chi-square (χ^2) for good fit was calculated and then converted to the concordance coefficient "C" and then confirming the strength of the relationship between the professors' exaggeration in belittling and the emergence of aggressive behaviors among students, where the chi-squared for goodness of fit was calculated and estimated at 19.79 and compared to the tabulated chi-squared, it becomes clear that there is no goodness of fit because the calculated chi-squared is greater than the theoretical chi-squared at the degree of freedom "1" and at the significance levels of 0.05 and 0.01, which are estimated at 3.84 and 6.64 respectively. Therefore, we converted it to the coefficient of concordance "C" and then we calculated the strength of the relationship according to the following steps:

$$\text{chi-squared} = 19.79 \quad C = \frac{\sqrt{\frac{\chi^2}{\chi^2 + 46}}}{\sqrt{\frac{19.79}{46 + 19.79}}} = 0.55, C = 0.55$$

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

Table No. (03) represents the results of the compatibility factor 'C' The strength of the relationship for the second hypothesis:

The emergence of aggressive behaviors	Excessive humiliation and punishment	Variables Factors
0.55		Together, compatibility factors 'C'
0.81		Strength of the relationship

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

The questions in this survey, from question (15) to question (24), confirm this hypothesis and provide results and data that serve as indicators of its validity, including:

Students exhibit aggressive behaviors and actions when they receive reprimands from the teacher, with a percentage of 86.96% between the answer of agree and somewhat agree in answer to question number (15).

The answers to question number (16) indicate that 63.04% of the sample members acknowledge that the professor's excess, exaggeration in punishment, and shouting at students generates in them a spirit of revenge and hatred towards him.

Figures regarding question (18) also show that praising some students and belittling others leads to creating hateful and jealous behaviors in the students, which pushes them to resort to violent behaviors, all of this at a rate of 63.04% of the respondents' answers.

In addition, 60.86% of the sample agree to protesting against the professor as an aggressive behavior resulting from the professor's excessive discrimination in grades between students, as stated in question (21). In the same context, the data in question (22) indicates that 86.95% agree and somewhat agree to engage in verbal altercations involving insults and curses with the professor if he does not treat them fairly during the grading process.

The majority of respondents (Agree/58.70%) and (Somewhat Agree/23.91%) confirmed their hatred for the professors due to their refusal to allow entry to the department when arriving late, as stated in question number (23).

All these results, which were derived from the responses of the respondents and which pertain to the indicators of the second hypothesis, show that they were achieved in the field and to a large extent.

3) Overall result of the study: After transcribing and analyzing the responses of the respondents, we concluded in this research that discriminatory treatment by professors is related to increased rates of violence among university students. This relationship is also direct, as the more the professor discriminates between students, the higher the rates of aggressive and violent behavior among them. It is clear from this study that the most widespread type of violence in the university environment is verbal violence, as indicated by the responses of the respondents to questions (6, 8, 9, 10, 11, 15), followed by symbolic violence through questions (13, 14, 16, 19, 20), and finally, we find physical violence at low rates.

Conclusion:By addressing the issue of classroom discrimination by professors and its relationship to increased rates of violence, both theoretically and practically, we can say that educational institutions, including the university, have a major role in shaping the learner's behavior, especially with daily interaction with professors. We find that the quality of teaching methods and pedagogical treatment patterns followed by professors, as well as the extent to which they fulfill their responsibilities and duties towards all students without exception, taking into account the specific age group of university students, can in turn be reflected in their behavior within the university campus. Instead of the student finding his professor understanding his situation, and being understanding with him inside and outside the university classroom and helping him overcome all the obstacles he encounters, he finds the opposite: a lack of awareness of responsibility, neglect of the educational role, the use of inappropriate teaching methods, and unfair and non-pedagogical treatment within the classroom. All of this can affect students' behavior and actions and open the door for them to practice violent behaviors towards themselves and towards the various elements of the educational process.

Therefore, today's teacher must be up to the responsibility placed upon him, and be aware of effective and purposeful teaching methods and positive and normal treatment patterns that leave good effects on the psychology and personality of students

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List of appendices:

Mohammed Seddik Ben Yahia University Jijel

Faculty of Humanities and Social Sciences

Department of Sociology

Field research questionnaire entitled:

**Classroom discrimination by professors and its relationship to increased rates of violence
among university students**

Numbers researcher:

1- dellouche kamel ,2-rabia farech, 3 bouab redouane,4 kias abderrachid

note:

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

Thank you for your cooperation

Academic year: 2025/2026

First axis: Personal data

- 1) - Gender: Male: feminine :
- 2) -Section: Department of Sociology: Department of Social Sciences:
- Department of Psychology and Educational SciencesSpeech therapy:
- Department of Humanities: Media and Communications Department:
- Department of Physical and Sports Science and Technology:

Disagree	Somewhat agree	Agreed	phrases
Second axis: Marginalization and the practice of violence			
			3) Students may disrupt and interrupt if the professor is indifferent to their answers and participation.
			4) The teacher's favoritism towards high-achieving and low-achieving students leads to violent behavior in the school environment.
			5) One of the reasons that makes you pass on words within the department is the professor's inclination towards a certain group of students.
			6) One of the reasons that makes you resort to cursing and swearing is the professor's discrimination against a student based on his appearance and lineage.
			7) The teacher's neglect of you will cause chaos during the lesson.
			8) A student who notices the teacher's lack of interest in him may resort to acts of violence such as vandalism and destruction...
			9) Some students resort to hitting their classmates if they exchange nicknames used by the professor.
			10) The exclusion practiced by the professor towards a group of students leads to a lack of respect for the professor.
			11) The professor mocks some average students after they receive good grades, attributing it to mere chance, which leads them to avoid looking at him when he is giving the lesson.
			12) Your professor always acts in a way that alienates some students, which leads them to create chaos within the department.
			13) When your teacher makes fun of you, you express your anger by not following the lesson.
			14) One of the reasons that might make you dislike your professor is his preference for students with whom he has a family relationship.
Third axis: Exaggeration in humiliation and punishment and the emergence of aggressive behaviors			
			15) Your professor in the department reprimands you in a way that pushes you to act aggressively towards him and your colleagues.
			16) If the teacher is excessive and exaggerates in punishing you and yelling at you, it creates a spirit of revenge and resentment towards him.
			17) Does your hatred for your teacher drive you to engage in violent behaviors that reach the point of hitting him?
			18) Students resort to hitting and pushing their classmates by praising some of them over others.
			19) Excessive praise of one group of students at the expense of another leads to the creation of sensitivities and tensions among them.
			20) The professor's excessive punishment of some students leads them to threaten him with physical assault.

			21) I noticed that my professor was being overly lenient with my colleague who was related to me, so I immediately protested.
			22) A teacher's unfair grading of students leads to verbal altercations involving insults and swearing, etc.
			23) Your professor prevents you from entering the department if you arrive late and are not among the top students, which makes you hate and despise him.
			24) One of the reasons you might make fun of your teacher is if he punishes you when you point out a mistake he made during the lesson.