

Perceived Symbolic Violence among Middle School Students

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Abstract

Identifying the perceived symbolic violence among middle school students. Detecting statistically significant differences in perceived symbolic violence according to the variables of gender (males - females) and specialization (scientific - humanities).

The sample of the current research consisted of (500) male and female students in the Babylon Governorate Center, who were selected by a multi-stage random method with a proportional method for the academic year (2022-2023) for both genders. To achieve the objectives of the research, the researcher relied on the perceived symbolic violence defined by Bourdieu and after verifying the psychometric properties of the perceived symbolic violence scale and extracting its validity in several ways (facetious honesty and constructive honesty). As for reliability, it was done using the Cronbach method (internal consistency). As for the measure of self-perception contradictions, it was done. Extracting validity using several methods (face validity and construct validity) and reliability using a method (Cronbach's alpha internal consistency).

Keywords: *symbolic violence, gender, Cronbach method.*

Introduction

First: the research problem

The practice of symbolic violence by teachers towards students, imposing control on them and directing them to adopt certain behaviors and ideas in various ways, such as excessive strictness by the school principal and teachers towards their students, teachers' resentment of students' questions, ridicule of what they write, indirectly belittling their intelligence and ideas, and changing their ideas. Certain trends, pointing out to them their low level of knowledge and culture, and not believing in or encouraging their own visions (Bourdieu and Passeron, 2007: 102). The prevalence of symbolic and material violence in schools leads to students' awareness of the violent and undemocratic practices in the school climate leading to a weakening of their confidence in their teachers and the humanitarian values and principles they put forward. The prevalence of symbolic and material violence in the academic environment makes it a depressing, hostile and frustrating environment because it is based on rejection and threats and changes a general atmosphere of distrust, alienation and alienation. In addition, teaching processes become formal, rigid and devoid of creativity and are transformed into an educational process without substance or content (Bouitana 1984: 157).

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Second: The importance of research:

Psychologists and educators point out that what distinguishes educational institutions is that they enjoy an educational atmosphere free of fanaticism and violence, and that they develop the student's personality in a comprehensive and effective way, as well as preparing his scientific spirit according to the principles of scientific thinking and constructive criticism, and providing the opportunity to participate and express his opinion (Ziyadat, 534: 2007).

Therefore, providing a school climate that believes in rejecting violence and encourages positive thoughts and behaviors among students stimulates the spirit of academic competition in them, increases their level of ambition and motivation towards acquiring knowledge, and makes education an enjoyable, flexible process with school quality (Ibrahim, 1999: 307). Revealing the symbolic violence produced and reproduced in the Indonesian media through language and image, I found that women are often exposed to symbolic violence through the ruling cultural class of men with intent through subconscious media, where the male-dominated culture plays a role in maintaining On power relations in symbolic violence, symbolic violence is largely produced through social networks, but audiences are not aware of this production (2022 30).(Alia Al-Otaibi, 2007: 5). School environments free of all types of violence limit the emergence of many psychological problems and undesirable behaviors among students, such as academic cheating and a low level of academic achievement (Mahmoud 2007: 12).

Third: Research objectives

The current research aims to identify:

- 1 Perceived symbolic violence among middle school students.
- 2- Statistically significant differences in perceived symbolic violence according to the variable of gender (male (female) and specialization (scientific-humanitarian).

Fourth, research limits:

The current research is limited to the population of middle school students, fourth and fifth grades, in the morning study in Babil Governorate, males and females, for the academic year (2022 - 2023) in the governorate's public schools.

Fifth: Defining terms

First, Perceived Symbolic Violence:

Everyone knew him:

Cattani & Ferriani 2014-1

Individuals' assessment of the dominance and domination exercised against them in indirect, symbolic ways in order to subjugate and control them and limit their behaviors and social activities, (2014: 417 Cattani & Ferriani).

Nicuta, 2007-2

Individuals' awareness of the indirect violence practiced against them by teachers, which appears through their violent statements, speeches, and verbal signals (Nicuta, 2007:3).

3- Bourdieu, 1995: Evaluating learners and their awareness of the use of indirect symbolic methods by those responsible for the educational process through which they exercise their dominance and authority with the aim of controlling students, controlling their lives, subjugating them, robbing them of their intellectual and creative powers, and making them follow certain behaviors and ideas. Controlling the way they speak, sit, and

dress, and limiting their social and cultural activities, are represented by these methods (Bourdieu 1995: 39).

Ladicola, 1983-4

Individuals' assessment of verbal and non-verbal violence by authorities and officials in high positions, such as threats, bullying, displaying undesirable social gestures, and bad name-calling. (1983:21, Ladicola).

Theoretical definition: The researcher adopted the definition of Bourdieu, 1995, as the definition of the author of the theory adopted in the current research.

The operational definition is the score that the student obtains after answering the scale of perceived symbolic violence used in this research.

First, the perceived symbolic violence:

Violent behavior and what it conceals in terms of aggression, precautions, or behavioral attitudes that may lead to it are of interest to many researchers in the human sciences, such as psychology, sociology, and psychiatry. Violence in general is one of the pathological phenomena in society that affects the lives of individuals and groups due to the harm it causes. The harm resulting from violence against them and what they own is one of the negative phenomena that affects social relationships between individuals and groups, causing those relationships to become possessive and collapse. Mubarak changes violence as one of the most common behavioral problems among children and adolescents. Many studies and research have indicated its increase among students in schools compared to other behavioral problems that students suffer in schools, it also affects the level of their education and their exposure to punishment, and the suffering of parents and educators from the violent behavior of children and also adolescents. Therefore, many specialists believe that violence generates violence. The family in which the nature of fodder prevails in the relationships between its members is often its children. It leads to violent behavior, and fodder is one of the learned behaviors, and it is one of the social phenomena that provokes attachments. It is constantly increasing and has different phenomena and forms. Just as the motives and factors behind its appearance and exacerbation and the effects resulting from it are numerous, the phenomenon of violence has appeared briefly in Arab society, especially in Educational institutions by some students (Al-Shehri 12:2000).

Patterns of violence:

1- Self-directed violence: This type is divided into:

A- Suicidal behavior - includes suicidal thoughts and suicide attempts, which in some countries is also called feigned suicide or "stabilized self-injury" and complete suicide.

B - Self-violation: This includes acts such as self-mutilation

Interpersonal violence, which is divided into:

1- Domestic violence and between close relatives of the Sunnah: This type of violence usually occurs in the home, but not on an absolute basis, such as sexual intercourse with children, feeding of close relatives, keeping ties with one another, and violating the elderly.

2- Community violence: This is violence that occurs between individuals who are not related, and who may or may not know each other, and generally occurs outside the home, such as gang violence, random acts of violence or rape by strangers, and violence in institutions such as schools, workplaces, and prisons.

3- Collective violence: It is assumed that there is a possible motive for violence committed by the larger group.

The most recognized countries are divided into three sections:

1- Social violence: collective violence may be intended to accelerate a good social program, such as hate crimes committed by organized groups, terrorist acts, and criminal gang violence.

2 Political violence: It includes war battles, related violence, state violence, and similar actions carried out by larger groups.

-5- Economic fodder: It includes attacks by larger groups motivated by economic offices, such as attacks carried out with the aim of disrupting economic activities and disrupting the delivery of basic services, or creating economic divisions or fragmentation. As for the nature of violence, it can be physical, physical, sexual, psychological (psychological), or It includes deprivation and neglect, and it occurs in the four types of fodder and its sub-channel mentioned previously, with the exception of self-directed fodder that does not include a sexual nature. As an example of this, fodder committed against children at home may include physical, sexual, and psychological abuse and neglect, and it may include societal violence committed against children. Boys (physical), sexual violence in the workplace, neglect of years in care facilities, and political violence can include acts such as rape during fights (sexual) and a psychological nature such as psychological warfare (World Health Organization, 2002: 6-7).

Perceived symbolic violence

The concept of symbolic violence appeared in the social psychology writings of Sir Pierre Bourdieu and Jean-Claude Palestron in their book "Reproduction" in 1970, and then Bourdieu returned and addressed this concept in more detail by writing "The Path of Practice" in his 1972 book. Masculine hegemony in 1990 identified Bourdieu with symbolic violence in terms of the practice of violence by officials in social, educational and political institutions in violation of their legitimate authority over individuals with the aim of controlling them, controlling their lives and subjugating them in a certain way and in a way that suits their own ideas, goals and beliefs (Krais 2006: 121).). Borneo was interested in studying symbolic violence in the educational and academic aspects because he found that this type of fodder is clearly spreading in the educational field in light of the tendency of some educational authorities to drag the practice of fodder through the explicit in order to achieve their educational goals, provide educational behavior, and consolidate knowledge, experiences, and educational activities in the field. The minds of coercive learners (Abdul Wahab 1999-120). One of the manifestations of symbolic violence in the educational process is that teachers direct verbal abuse towards learners, exposing to them their lack of mental competence and weak ability to learn, non-constructive criticism, not having the opportunity to express their opinions in the educational process, ridiculing their ideas, threatening them with punishment, and imposing some shared duties in an intolerant manner (Borden 1994: 44). The concept of fodder constitutes one of Bourdieu's most important discoveries and represents the cornerstone of his psychological and educational writings. He defines it in his book "Practical Goodness" as soft, hidden, inflexible violence, which is hidden and unknown to the practice of its victims at the same time and is represented by healthy participation and its immortality in perceptions and assumptions. itself from the world, and this violence is manifested in values, unity, morals, and cultural practices (Al-Baql (2017: 120-121).

Dynamics and modalities of symbolic violence in school:

The symbolic fodder in the school is shaped according to different patterns, dynamics and pedagogical activities. In this context, we can point to three levels of educational analysis of educational violence in school

School evaluation

Symbolic violence appears in its most alienating form in situations of school evaluation, especially exams, where the strong and the weak are placed in one arena of struggle. Thus, the happy children of the illiterate and the poor find themselves with the strong children of the pious and the rich in a deadly struggle within the arena of exams and its absolute halls. Thus, we find, over the course of the same decade, children of cultural teachers being led quietly to examination halls in order to convince them - in a hidden, symbolic way - that they are not worth anything, that their human and social value is determined by moments and words drawn on blank examination pages, and that with the results of these pre-designed examinations, they will bear responsibility. Spreading in social neglect, in the lofts of the unemployed, and in the corridors of those marginalized in social life. In school, each group of learners belongs to the culture of the environment in which they grew up. It is the culture of their family and their social class. However, the school attaches great value to the culture of the ruling classes, elevates it, and at the same time belittles other social cultures. Children who grew up among books and in the midst of cultural discussions do not feel... They feel alienated and alienated when they live in school, but for those who grew up in the human squat - in a poor, culturally deprived environment - the school world will seem strange and meaningless, and everything in it will take the form of cultural violence in various manifestations and dimensions.

Symbolic violence of the teacher:

The teacher exercises his commanding authority within a symbolic sacred fence so that he can carry out the task of smoking, controlling the minds of the students and controlling them with ease. The teacher, as Legan Alhensch van Lllitch sees it, combines the functions of three jailers, one, and a therapist. He is responsible for social control within the classroom, and he is the one who watches over regulations and laws, and is keen to adhere to them and oblige others to them. Sigmund Freud says, stressing the importance of the authority that teachers enjoy: “ We are now evaluating the nature of our relationships with our teachers. These men turn into paternal substitutes even when they are young, and we see them as mature and adult to a degree that is difficult to reach. Thus, feelings of fatherhood fall upon them and you begin to treat them as we used to treat Mama. Hence, this nature is the medicine that bestows on the persistent teacher authority. An enormous symbolism for exercising his educational role in accordance with the data of the prevailing culture in the school environment. This symbolic circle for the teacher because the educational authority requires the Arab to possess a number of privileges such as health, temperament, the provision of clothes, the ease of establishing communication and the ability to show kindness, which is a function related to a professional value, and takes as its importance In the ability to make decisions, have a good understanding of the educational mission, and prepare to work according to a specific system and curriculum, then have the ability to adapt education according to the needs of the students. The holder of educational authority is supposed to have in-depth information about the social environment of the children he teaches, and to establish cooperative relationships with his colleagues and colleagues. The general environment of the school.

Basiron divided symbolic fodder into three types:

1 Verbal violence: It is the teacher's policy, which is represented in his treatment of speech in front of his colleagues, and is represented in several points, including humiliation, ridicule, and insult in front of his colleagues, and below it are qualities that lead to his detention in the classroom, difficulty in communicating, constant criticism, discrimination between children, emotional coldness in dealing with him, lack of respect

for him. Lack of appreciation for his efforts, indifference to him, or marginalization of his achievements, and this is the main reason that leads the student to escape from school and drop out of it completely (Al-Wadi et al. 2015: 628).

2 Abstract violence: It is represented by teachers' attempt to strip students of the rights to express their own opinions and ideas and not allow them to participate in the educational process.

3 Belittling violence: It is represented by the teacher's attempt to belittle the students and not be indifferent to the unique talents they present, such as belittling their mental capabilities, questioning the extent of their ability to succeed, and belittling their right when correcting their answers on the examination paper (Watfa, 2009: 78).

Theories of perceived symbolic violence

First: Bourdieu's theory of symbolic violence:

As a result of the research he conducted in the sixties and seventies of the twentieth century, Bourdieu concluded that violence can appear on multiple types and dimensions of behavior, that violence does not occur only in the material and physical aspects, but there is an indirect type of violence that appears explicitly in social relations. Among individuals, especially those who occupy high social and professional ranks (Burdade and Patron 2007: 102). Bourdieu called this symbolic fodder, which means that individuals who hold social, professional, and political functions direct certain discourses, signals, linguistic symbols, ideas, and hidden images toward those of lower status and function, in order to subjugate them, control them, and determine their behavior to a greater extent. This type of fodder does not The male monkey inflicts on individuals, but it affects them psychologically, such as feeling threatened, deprived of rights, humiliated by the dignity of the monkey, and belittling his status and self-esteem (Petfariz 1996 (70)) This violence can be measured and identified through individuals' awareness of the deprivation and verbal and symbolic abuse practiced against them while they are exposed to it in their personal and social lives (Bourdieu 1994: 44). Bourdieu points out that this violence may be characterized by legitimacy from the point of view of those who commit it because it is exercised under the name of legal and functional authority, which makes it moral and an apparent fact of existence (Bourdieu, 1998: 123). He also believes that symbolic violence has many manifestations and methods, and he categorizes them as follows:

Underestimation: characterized by condescension, discrimination, and diminishing the value and status of other individuals or those of lower status. This behavior is represented by contempt, belittlement, and social and professional exclusion.

Value denial: It is represented by denying the abilities and skills of individuals in order to control them, determine their abilities, and suppress their energies and talents that they possess.. Priest alienation: It represents the denial of the rights of individuals and the legitimate social and professional privileges they enjoy, as well as the opportunity to express their thoughts and opinions. Private.

Declared hostile change: represented by the use of symbols, oil signals, and collective expressions that indicate the strength of the aggressor, his rejection, and the imposition of his functional and social dominance over others (Abed 2016:346). Thus, Bourdieu asserts that symbolic violence is not based on any moral or intellectual standards because it aims to insult the dignity of the individual, make him feel inferior, deprive him of human rights, and ignore social and sexual needs (Watfa 2009: 71).

1- Study (Abdul Mahmoud and Al-Bashri (2005))

It aimed to identify the causes of the phenomenon of domestic violence and its increase in Arab societies and its relationship to the changes taking place in the world and how to confront this phenomenon. (7) Arab countries were chosen as a sample for the research: Egypt, Lebanon, Jordan, Oman, Yemen, Syria, and Kuwait. The study relied on official statistics collected from Arab countries through the channels of the Council of Arab Ministers of the Interior, through the use of a questionnaire consisting of (10) questions about the number of crimes, their distribution, and their causes in each of these countries. The study concluded that among the reasons for feeding prisoners are economic and social changes. In Arab society, many of those who commit incidents of domestic violence are those who have a history of enemies and beatings outside the home, and that marital jealousy plays an important role in the explosion of domestic violence with regard to the husband's fodder against his wife, and that the education rate in general is higher among the victims than it is among the perpetrators. Noon is the distinctive time for domestic violence to occur (Abdul Mahmoud and Al-Bishri, 2005: 12-147).

2 Nuclei (2007) Beaulieu)

This study aimed to evaluate the prevalence and nature of victimization by peers, and it was able to evaluate the prevalence and severity of depression among adolescents and determine the importance of the relationship between victimization and depression in adolescents. The research sample consisted of (356) students between the ages of (12-15) years from French middle schools. And (360) students aged 13-15 years from Quebec City, Canada. The results of this study showed that victimization by peers and depression are present to varying degrees among French and Canadian teenagers, and also change according to age and gender. In addition, correlational analyzes indicated that students who Those who were victims of bullying by peers showed higher levels of depression compared to students who were not exposed to violence. This relationship also differed according to the person and gender of the students. In general, it was found that verbal abuse was more closely related to depression among adolescents (Bullieu 2007, 5).

3- Psychological study (2007): (Factors leading to school lunch among secondary school female students)

A descriptive study on a sample of female secondary school students in the city of Riyadh (Saudi Arabia), which aimed to know the forms of school violence used and practiced when demanding the secondary stage, personal, family and economic factors, and factors related to the media and the group of comrades that lead to the practice of school violence among female secondary school students. The study was applied to All female students who practiced bullying in the secondary stage in government schools in the city of Riyadh, and one of its most important results is that calling others names is at the forefront of the forms of violence practiced by female students. Personal factors also came at the forefront of the factors that lead to school violence, including: trying to take revenge on others personally. The results of the study also indicate that the majority of subjects who practice school violent behavior do not have confidentiality problems that lead to this, and that the majority of the sample subjects who practice school violent behavior belong to a group with high incomes. The results showed that the feeling of reciprocity stems from the style of some transactions and the intense crowding in the classroom. The lack of communication between the family and the school is one of the school factors leading to violence among female students, and the large number of views of profound behaviors in the media is one of the most important media factors leading to school violence.

4- Edwards 2010 study

This study was conducted for the purpose of identifying student violence and the moral dimensions of education in Britain. This study presented the causes of student violence in schools, including watching violent films, broken families, extreme poverty, child abuse, domestic violence, taking narcotic pills, forming gangs, and unequal educational opportunities. Schools provided a number of Remedial programs, including preventing the introduction of weapons into schools and managing assaults. These programs have also failed to address this phenomenon. The results of this study showed that the most effective means of preventing violence is to help children give them roles and responsibilities in schools, families, and in the neighborhood community, as school counselors and psychologists have done. An important leadership role in helping to reduce violence by focusing on moral dimensions in education, including developing effective learning communities and encouraging school practices that help children become more flexible in facing daily challenges without resorting to violence (Governor, 2014: 34).

Research methodology:

In the current study, the researcher used the descriptive, correlational approach as it is the most appropriate method, as it can be used in studying traits, abilities, tendencies, and trends. The researchers explain that the descriptive method is one of the methods of scientific research and that it studies the phenomenon as it exists in reality and is concerned with describing it accurately and expressing it in qualitative and quantitative terms. The qualitative expression describes the phenomenon to us and explains its characteristics, while the quantitative expression gives us a numerical description that shows the extent or size of this phenomenon and the degrees of its connection with it. Other phenomena (Obaidat et al., 1996, p. 289). This chapter includes a description of the research community, its sample, and the procedures that were taken to achieve its goals, including building its tools or measures and analyzing the items of the measures, as well as the extent of their validity and reliability and the statistical methods used to extract them, as follows:

First: (Population of the Research):

The current research community consists of middle school students in the Babylon Governorate Center for morning study and for the academic year (2022-2023). Thus, the original community consists of (14,183) students, including (7,960) females and (6,223) males distributed among (25) schools. Preparatory schools, including (14) schools for girls and (11) schools for boys, are distributed in the various regions of the center of Babil Governorate, and Table (1) shows this.

Table No. (1) shows the research community

The school	4 th class		5 th class		Total
	Scientific	Literary	Scientific	Literary	
Al-Thawra Preparatory School for Girls	330	53	352	65	800
Algeria Preparatory School for Boys	116	27	111	71	325
Hilla Preparatory School for Boys	544	45	580	67	1236

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Imam Ali Preparatory School for Boys	205	23	228	40	469
Al-Fayhaa Preparatory School for Boys	354	95	196	65	710
Al-Talea Preparatory School for Boys	572	32	603	51	1258
Al-Khansaa Preparatory School for Boys	279	18	360	40	697
Al-Thawra Preparatory School for Boys	220	130	195	110	655
Al-Zarqa Preparatory School for girls	66	14	103	35	218
Ali Al-Jawad Preparatory School for Boys	217	48	230	59	554
Al-Hawraa Preparatory School for Boys	107	21	108	30	266
Shatt al-Arab Preparatory School for Boys	240	34	265	57	596
Umm Al Banin Preparatory School for Boys	139	20	127	29	315
Bint Al-Huda Preparatory School for Boys	243	42	210	76	571
Dijlah Preparatory School for Girls	190	42	178	70	480
Sakina Bint Al-Hassan Preparatory School for Girls	162	18	194	65	439
Tiltaltah Preparatory School for Girls	411	33	413	71	928
Al-Jihad Preparatory School for Boys	115	66	248	0	429
Khadija Al-Kubra Preparatory School for Girls	162	38	115	41	356
Al-Kindi Preparatory School for Boys	231	0	326	64	621
Ibn Al-Sakit Preparatory School for Boys	144	66	114	40	364
Al Shomoos Preparatory School for Girls	123	0	105	27	255
Al-Jamia preparatory school for	371	0	415	30	860

boys					
Dr. Madiha Aboud Al-Birmani Preparatory School for Girls	381	0	400	0	781
Total	5922	865	6176	1203	14183

Second: Sample of Analysis Clauses:

In selecting the sample, the researcher used the Stratified Random Sample method and to determine the appropriate sample size. Al-Batsh, 2007 indicated that it is appropriate to choose (20%) of the members of the total community if the number of members of the community is moderate, and this percentage decreases as the size of the original community increases, reaching To (5%) (Al-Batsh, 2007, 105) (Abbas et al., 2009, 225) The researcher chose a sample of (500) male and female students from the research community, as shown in Table No. (2)

Table No. (2) shows the research sample

The school	4 th class		5 th class		Total	%
	Scientific	Literary	Scientific	Literary		
Al-Thawra Preparatory School for Girls	20	10	12	10	52	
Algeria Preparatory School for Boys	16	8	15	10	49	
Hilla Preparatory School for Boys	14	12	13	11	50	
Al-Zarqa Preparatory School for girls	11	12	17	10	50	
Al-Hawraa Preparatory School for Boys	10	14	16	12	52	
Dijlah Preparatory School for Girls	12	13	10	14	49	
Al-Kindi Preparatory School for Boys	13	12	14	11	50	
Al Shomoos Preparatory School for Girls	16	10	12	17	45	
Al-Thawra Preparatory School for boys	15	17	11	10	53	
Al-Jihad Preparatory School for Boys	15	10	13	12	50	
Total	119	118	113	107	500	

Third: Search tools

For the purpose of achieving the objectives of the current research, it required the use of two tools:

- 1- A measure of perceived symbolic violence among middle school students.

2- A measure of self-perception discrepancies among middle school students.

The first tool: Perceived symbolic violence scale:

The researcher adopted the measure of symbolic violence perceived by the researcher (Ayed, 2016: 372).

Validity of paragraphs:

After the researcher adopted the perceived symbolic violence scale (Ayed, 2016), which has 22 items, the researcher presented it to (18) experts specialized in the field of education and psychology. Appendix (1), where I presented to them the theoretical definition of perceived symbolic violence adopted in the study, for the purpose of expressing their opinions regarding:

1-The validity of the items to measure what they were designed to measure.

2- Make whatever amendments they see fit (rewording, deleting, adding), as shown in Appendix (2).

After collecting and analyzing the opinions of experts, the researcher adopted the Chi-square value for independence and then compared the calculated value with the tabulated value at a significance level of (0.05) and a degree of freedom (1) of (3.84). Accordingly, all paragraphs in Appendix (2) were accepted, as shown in Table (1).

Table (3) Chi-square value of independence for the agreement of the arbitrators (experts) on the validity of the items of the perceived symbolic violence scale

Paragraph numbers	Duplicates		Chi-squared value	Tabulated	the decision
	Agreeers	Opponents			
9,8,6,5,4,3,1,15,14,12,11	15	3	8	3.84	Valid
16,13,10,7,2,21,20	14	4	5.55		Valid
22,19,18,17	16	2	10.89		Valid

Statistical analysis of the scale items:

In order to maintain good items in the scale and to ensure their ability to distinguish between individuals in the measured characteristic. (Al-Imam, 1990, p. 114), the scale was applied to a sample of (500) male and female middle school students, as shown previously in Table (1).

A number of researchers point out that the appropriate sample for constructing psychological measures must be no less than 400 individuals. (Al-Zobaie et al., 1981, p. 73) Nunnally indicates that the ratio of the number of sample members to the number of items should not be less than (5-1) because this reduces the chances of chance in the analysis. (Nunnally, 1978, p. 262), (Al-Hashemi, 2006: 93). Thus, the ratio of the number of sample members in the current research to the number of items is (22 - 1), which is consistent with scientific opinions in this regard.

The two-group method, the relationship of the item score to the total score of the scale, and confirmatory factor analysis are appropriate procedures to ensure the retention of good items and the exclusion of weak items:

8- Extreme Groups Method:

For the purpose of conducting paragraph analysis in this method, the researcher took the following steps:

8- Determine the total score for each form after correcting it.

2- Determine the grades obtained by the sample members, from the highest grade to the lowest grade, which ranged between (22 – 104) grades.

C- The upper (27%) percentage and the lower (27%) percentage of grades were chosen to represent the two extreme groups, and because the analysis sample consisted of (500) male and female students, the number of questionnaires for members of the upper group was (135) questionnaires, with grades ranging between (63 – 104). As for the questionnaires of the lower group, there were (135) questionnaires whose scores ranged between (22 – 47). Thus, we have the largest possible size and maximum variance, and their distribution is close to the normal distribution. (Anastasi, 1976, p. 208).

D- Applying the T-test for two independent samples to test the significance of the differences between the upper group and the lower group for each item. The T-value was considered an indicator of the distinction of each item by comparing it to the tabular value at a significance level of (0.05) and a degree of freedom (268), which was (1.96). It was found that all paragraphs are distinct, and Table (5) shows this.

Table (5) It shows the discrimination coefficients of the items of the perceived symbolic violence scale according to the method of the two peripheral groups

	Maximum group 135		Minimum group 135		Calculated t value	Significance	Decision
	Mean	SD	Mean	SD			
1	3.70	1.26	1.99	0.83	13.19	Sig.	Distinct
2	3.46	1.15	1.65	0.78	15.13	Sig.	Distinct
3	3.43	1.16	1.95	1.09	10.84	Sig.	Distinct
4	3.31	1.29	1.86	1.05	10.13	Sig.	Distinct
5	3.41	1.19	1.80	1.01	12.02	Sig.	Distinct
6	3.36	1.27	1.87	0.97	10.82	Sig.	Distinct
7	3.30	1.23	1.95	1.06	9.65	Sig.	Distinct
8	3.44	1.25	1.81	1.02	11.67	Sig.	Distinct
9	3.20	1.31	1.87	1.00	9.32	Sig.	Distinct
10	3.21	1.35	1.74	1.04	10.03	Sig.	Distinct
11	3.29	1.39	1.79	1.00	10.23	Sig.	Distinct
12	3.30	1.30	1.86	1.08	9.93	Sig.	Distinct
13	3.35	1.39	1.90	0.91	10.14	Sig.	Distinct
14	3.12	1.30	1.78	1.06	9.31	Sig.	Distinct
15	3.20	1.38	1.81	1.00	9.53	Sig.	Distinct
16	3.41	1.31	2.08	1.23	8.64	Sig.	Distinct
17	3.33	1.39	1.94	1.02	9.37	Sig.	Distinct
18	3.24	1.39	1.96	1.10	8.33	Sig.	Distinct

19	3.24	1.43	1.96	1.13	8.16	Sig.	Distinct
20	3.10	1.25	1.86	1.01	8.99	Sig.	Distinct
21	3.13	1.43	1.88	0.96	8.40	Sig.	Distinct
22	2.76	1.32	1.64	0.90	8.14	Sig.	Distinct

Confirmatory Factor Analysis of the Perceived Symbolic Violence Scale:

“When we have a measure prepared in advance according to a specific model, the goal of the factor analysis will be for the purpose of verifying the extent of conformity of the model that was derived from a specific theory and to a set of data (Fahmy, 2005: 770), and since the measure of perceived symbolic violence has been prepared and derived from... Bourdieu's theory was classified in 1990, meaning that it has a theoretical basis that helps the researcher determine the way in which variables are saturated with factors. Therefore, the researcher carried out confirmatory factor analysis to confirm the field from which the measure of perceived symbolic violence is composed, as stated in the model. Confirmatory factor analysis was conducted according to the steps next:

A- The type of factorial model, including the number of factors: There are types of confirmatory analysis, as there is a single, dual, or even multi-stage factor model, and since the measure of perceived symbolic violence consists of a single domain on which it is saturated, the model is single-stage.

B- Determining measurement errors: They represent the rest of the variance that the worker was unable to explain with respect to each of the measured indicators (Tigza 2012: 189).

There are some important indicators that must be achieved to accept or reject the model, which is called the quality of fit. When there is high acceptance of these indicators, the measure will then be accurate. Conversely, it will be weak, and therefore that model can be rejected (Byrne: 2001: 67, and procedures Using the AMOS-26 program, verification of goodness-of-fit indicators for the perceived symbolic violence scale includes the following:

1- The ratio between the values of (c^2) and the degrees of freedom (Chi Square: df) or the Likelihood Ratio of Chi Square.

This indicator is considered one of the most important indicators of good matching between the covariance matrix of the sample and the covariance matrix of the hypothesized model. It is based on the ratio between the values of (c^2) and the degrees of freedom (df), and in contrast to what is known in traditional statistics about the statistical significance of differences, as statistical significance is determined using the chi-square. In the context of structural equation modeling, it indicates that the variance matrix of the hypothesized model differs from the variance matrix of the sample. As for the non-statistically significant Chi-square value, it indicates that there are no fundamental differences between the variance matrix of the hypothesized model and the variance matrix of the sample, meaning that the hypothesized model matches the sample. The greater The value of the chi-square, the fit of the model gets worse, and therefore the chi-square is an indicator of poor fit and not good fit (Tigza, 2011: 114). If the value of this indicator is less than (5), it indicates the acceptance of the model (Schumaker & Lomax, 2005: 351). It was found that the calculated value reached (2.29), which means that it is a good value.

Indicators of validity and reliability:

Validity and reliability must be available in order for the scale to be usable. Validity and reliability are among the most important aspects of the scale. (Rust, 1989, p. 69):

1- Validity:

Validity is one of the important psychometric properties in tests. A valid test is one that is capable of measuring the ability, trait, attitude, aptitude, or phenomenon that the test was designed to measure or what it is intended to measure. Validity refers to whether a particular measure actually measures what it was designed to measure and does not measure anything. Others (Mclonclin & Lewis, 2008:138) Validity in the current scale was achieved through the following methods:

1- Face Validity:

Kidder believes that obtaining face validity is one of the procedures for extracting the scale's validity coefficient. (Kidder, 1987, p. 132). There is no doubt that the best way to extract apparent validity is by presenting the scale items to a group of specialized experts and taking their opinions on the extent to which the scale items represent the characteristic to be measured. (Al-Gharib, 1985, p. 679). This type of validity for the Perceived Symbolic Violence Scale was achieved by presenting it to experts and taking their opinions on the validity of the scale's items and instructions. Appendix (2).

2- Construct Validity:

It means the extent to which the scale can indicate the measurement of a specific theoretical construct or a specific characteristic. (Anastasi & Urbin, 1997, p. 126), and since the scale was designed to measure perceived symbolic violence, it was necessary to verify the testing of the items that measure this variable.

The methods of analyzing items, see Tables (4), (5), and (6) are indicators of this type of honesty. (Al-Zobaie et al., 1981, p. 43) The scale whose items are selected in light of these indicators has structural validity. (Anastasi, 1976, p. 154). That is, whenever the experimental results match the theoretical assumptions, this indicates the validity of the scale's construction. (Gronland, 1981, p. 91).

2- Reliability:

Reliability means the extent of the scale's consistency in the information it provides us about the behavior of individuals (Abu Hatab and Sadiq, 1991, p. 101). Its calculation is considered a necessary and fundamental matter in measurement, as it indicates accuracy in the scale's degrees if it is repeatedly applied under the same circumstances and conditions. (Al-Zobaie et al., 1981, p. 30). The stability of the scale was verified in the following ways:

Confirmatory Factor Analysis for the Perception of Self-Contradictions Scale:

“When we have a measure prepared in advance according to a specific model, the goal of factor analysis will be for the purpose of verifying the extent of conformity of the model that was derived from a specific theory and to a set of data (Fahmy, 2005: 770), and since the measure of perception of self-contradictions has been prepared and derived from... A classification from the theory of Higgins 1989, meaning that it has a theoretical basis that helps the researcher determine the way in which the variables are saturated into the factors. Therefore, the researcher carried out confirmatory factor analysis to confirm the areas that make up the measure of perception of self-discrepancies as stated in the model. Confirmatory factor analysis was conducted according to the steps next:

Indicators of validity and reliability:

Validity and reliability must be available in order for the scale to be usable. Validity and reliability are among the most important aspects of the scale. (Rust, 1989:69):

1- Validity:

Honesty means confidence in the conclusions that can be reached through the measurement process, and it is also known that the test measures what we wanted to measure and not something else (Abu Zeina, 1992: 64).

Validity of the current scale was achieved through the following methods:

3- Face Validity:

Kidder believes that obtaining face validity is one of the procedures for extracting the scale's validity coefficient. (Kidder, 1987, p. 132), and there is no doubt that the best way to extract apparent validity is by presenting the scale items to a group of specialized experts and taking their opinions on the extent to which the scale items represent the characteristic to be measured (Al-Gharib, 1985: 967).

This type of validity for the Self-Contradictions Perception Scale was achieved by presenting it to experts and taking their opinions on the validity of the scale's items and instructions. Appendix (3).

4- Construct Validity:

It means the extent to which the scale can indicate the measurement of a specific theoretical construct or a specific characteristic. (Anastasi & Urbin, 1997:126), and since the scale was designed to measure the perception of self-discrepancies, it was necessary to test the items that measure this variable.

The methods of analyzing items, see Tables (10), (11), and (12) are indicators of this type of honesty. (Al-Zobaie et al., 1981, p. 43) The scale whose items are selected in light of these indicators has structural validity. (Anastasi, 1976, p. 154). That is, whenever the experimental results match the theoretical assumptions, this indicates the validity of the scale's construction (Gronland, 1981:91).

2- Reliability:

Reliability means the extent of the scale's consistency in the information it provides us about the behavior of individuals (Abu Hatab and Sadiq, 1991, p. 101). Its calculation is considered a necessary and fundamental matter in measurement, as it indicates accuracy in the scale's degrees if it is repeatedly applied under the same circumstances and conditions. (Al-Zobaie et al., 1981, p. 30). The stability of the scale was verified in the following ways:

Presentation, interpretation and discussion of results

After following the procedures for preparing measures of perceived symbolic violence and a measure of self-perception contradictions. Then this data is interpreted and its strength and weakness are discussed among middle school students and the strength of the correlation and prediction relationship between these variables is as follows:

1. The first goal: to identify the symbolic violence perceived by middle school students.

To verify this goal, the researcher used the One Sample t-test to compare the sample mean of (55.93) with a standard deviation of (13.09) with the hypothesized mean of the scale (66). The calculated t-value was (-17.19), which is significant at the level Significance (0.05) and degree of freedom (499) of (± 1.96). Since the arithmetic mean of the sample is smaller than the hypothesized mean, this means that middle school students do not have perceived symbolic violence in a statistically significant way. Table (15) shows this.

Table (15) Shows the results of a one-sample t-test to indicate the difference in perceived symbolic violence among middle school students.

The group	The number	Median	Mean	SD	Calculated t value	Significance	Decision
preparatory students	500	66	55.93	13.09	17.19	Sig.	They have no perceived symbolic violence

The results showed that middle school students do not have perceived symbolic violence towards their teachers, and this result can be interpreted. It is clear from the table above that there is no symbolic violence, as this result differs from Al-Baqami's study. It indicates that the students have symbolic violence.

2. The second goal is to reveal differences in perceived symbolic violence according to the variables of gender (females - males), specialization (humanitarian - scientific), and grade (fourth - fifth).

To verify this goal, the researcher used Three Way ANOVA, and the results were as follows.

Table (16) Shows the results of the three-way analysis of variance for the significance of the differences in perceived symbolic violence according to the variables of gender (females - males), specialization (humanitarian - scientific), and grade (fourth - fifth)

Variance source	Sum of squares	Df	Mean squares	F	Sig.	Decision
Sex	387.589	1	378.589	2.311	0.129	Non sig.
Specialization	579.410	1	579.410	3.455	0.064	Non sig.
The class	1304.944	1	1309.944	7.780	0.005	sig.
Sex*specialization	265.368	1	265.368	1.582	0.209	Non sig.
Sex*the class	0.854	1	0.854	0,005	0.943	Non sig.
Specialization*the class	117.595	1	117.595	0.701	0.403	Non sig.
Sex*specialization*the class	301.151	1	301.151	1.796	0.181	Non sig.
Error	82350.854	491	167.721			
Total	1646075.000	499				
Corrected total	85352.257	498				

From observing Table (16), it is clear that:

Gender: From observing the F value for the gender variable, it becomes clear that it is (2.311), which is smaller than the tabular value at the level of significance (0.05) and two degrees of freedom (1-499), amounting to (3.84) if the arithmetic mean is for scientific specialization, which means that there is no significant difference in violence. Perceived symbolism among middle school students according to the gender variable. The result can be explained by the fact that both genders of middle school students do not have

conscious symbolic violence, as indicated by Bourdieu's theory, which shows that violence is not affected by gender, but only by other factors. This study differed from the study of Abdel Mahmoud and Al-Bishri, as the study of Mahmoud and Al-Bishri emphasized the presence of gender-based violence. The researcher believes that the social upbringing to which both sexes are exposed is an upbringing that equates to a certain extent between the sexes in societies and that schools do not distinguish between the sexes, and therefore this result was consistent with the natural context.

Specialization: From observing the F-value for the specialization variable, it becomes clear that it is (3.455), which is smaller than the tabular value at the level of significance (0.05) and two degrees of freedom (1-499), amounting to (3.84) if the arithmetic mean of the sample is (55.93) with a standard deviation of (13.09), which means There is no statistically significant difference in perceived symbolic violence according to the specialization variable, and the researcher sees the possibility of interpreting this result by saying that students in scientific specializations face more difficulty with violence than in the humanitarian specialization.

Class: From observing the F-value for the grade variable, it turns out that it is (7.78), which is greater than the tabulated value at a significance level of (0.05) and two degrees of freedom (1-499), amounting to (3.84), which means that there is a statistically significant difference in perceived symbolic violence according to the grade variable. When referring to the arithmetic averages, it was found that the arithmetic average for the students in the fourth grade was (57.98), which is greater than the arithmetic average for the fifth grade (54.58), which means that the students in the fourth grade are aware of symbolic violence more than the students in the fifth grade, and in a statistically significant way, and this can be interpreted. The result is that the researcher believes that the fourth grade students, who are coming from a lower educational stage to a higher grade, which is middle school, and as a result of this difference between the two stages and the result of changing teachers and this process, are the reason for this, while the fifth grade middle school students may have adapted.

The interaction of gender X specialization: From observing the computed F-value of the gender interaction with specialization, it is evident that it is (1.582), which is smaller than the tabulated value at a significance level of (0.05) and degrees of freedom (1-499) which is (3.84). This indicates that there is no statistically significant difference in perceived symbolic violence based on the interaction of gender and specialization. This result can be interpreted as there is no interaction between gender and academic specialization in the perceived symbolic violence impact.

Gender × grade interaction: From observing the computed F-value of the gender interaction with grade, which is (0.005), it is smaller than the tabulated value at a significance level of (0.05) with degrees of freedom (1-499) and critical value (3.84). This means that there is no statistically significant difference in perceived symbolic violence based on the interaction of gender and grade. This result can be interpreted as indicating that there is an interaction between specialization and grade level in the perceived impact of symbolic violence.

Specialization × grade interaction: From observing the computed F-value of the specialization interaction with grade, which is (0.701), it is smaller than the tabulated value at a significance level of (0.05) with degrees of freedom (1-499) and critical value

(3.84). This means that there is no statistically significant difference in perceived symbolic violence based on the interaction of specialization and grade. This result can be interpreted as indicating that there is no interaction between specialization and grade level in the perceived impact of symbolic violence.

Gender \times specialization \times grade interaction: From observing the computed F-value of the gender \times specialization \times grade interaction, which is (1.796), it is smaller than the tabulated value at a significance level of (0.05) with degrees of freedom (1-499) and critical value (3.84). This means that there is no statistically significant difference in perceived symbolic violence based on the interaction of gender, specialization, and grade. This result indicates that there is no interaction between gender, specialization, and grade level in the perceived impact of symbolic violence.

Conclusions:

Based on the results of the research, the following can be concluded:

- Investing in the tool for diagnosing perceived symbolic violence in classification and decision-making when needed in the future.
- Improving the interactive relationship between teachers and middle school students in a more positive way by paying attention to them and reducing pressures and academic burdens in a way that suits the current situation.

Recommendations:

Based on the results of the research, the researcher recommends the following:

- Encouraging students in the middle school to assume their responsibilities, respect others, and have positive interactions between them and their teachers through the lessons taught by their teachers.
- Improving the interactive relationship between students and their teachers in a more positive way.

Suggestions:

Based on the results of the research, the researcher recommends the following:

- Conducting a study of perceived symbolic violence and its relationship with many variables, such as depression and the quality of education.
- Conducting a study that addresses the issue of symbolic violence at the university and its impact on other aspects of the university student, such as the effect of symbolic violence on the formation of the university student's identity.

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