

Drug abuse and its impact on school violence: Sociological analytical study

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Abstract

The phenomenon of drug abuse in educational institutions has become one of the most widespread and popular social phenomena at the present time, and one of the most prominent problems that can hinder the normal functioning of educational institutions, due to the health, psychological and physical problems it causes to young people in their prime, and teenagers at the age of roses, who They became prisoners of this deadly poison. Educational institutions are now facing a great danger represented by drug trafficking, as it is a danger that has become clear for years and is not a recent matter.

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Key words: Drug abuse, impact, school violence, Sociological analytical study.

Introduction

The educational institution has become a target, and we have begun to see that schools are producing waves of drug addicts after they were the bulwark against these scourges, and this is something that threatens the tranquility of institutions and poses a threat to their stability, so the phenomenon of drug abuse has led to the occurrence of many problems and the emergence of many social phenomena, which It conflicts with the functioning of institutions, including the phenomenon of the emergence of violence within educational institutions Since the educational process is based primarily on permanent and mutual interaction between its two parties, the behavior of any party affects the other and they are affected together by the behavior prevailing in the classroom environment, and this reflects negatively on the pedagogical goals in general, and on the educational process in particular.

Based on the above, the problem of the current study crystallized in an attempt to answer the central question of the study, the content of which revolves around researching the reasons leading to the spread of the phenomenon of drug abuse in educational institutions and its relationship to school violence, as it was formulated as follows:

To what extent does drug abuse contribute to shaping or fueling violent student behavior in the school space? This is done by

analyzing the content of a video about the spread of drug abuse in schools.

The problem of school violence in secondary schools is increasing due to the influence of many factors, and among these worrying factors is the phenomenon of drug abuse. Several studies indicate that there is a close relationship between drug abuse and school violence. Drug abuse can increase hostility and nervousness among students, which increases the possibility of cases of violence occurring on school campuses. Furthermore, drug use may lead to decreased concentration and academic engagement, increasing the chances of conflicts and confrontations between students..

Study objectives:

- ❖ Highlighting the phenomenon of drugs and school violence.
- ❖ Identify the reasons that push students at this sensitive stage to resort to drug abuse and school violence.
- ❖ Finding solutions to prevent both phenomena in the school environment.

Study problem:

The study attempts to reveal the relationship of drug abuse to school violence among high school students and some characteristics of a group of students to whom the study relates. Therefore, we will rely on the following question: Are drugs considered a cause of school violence in secondary schools ?

Drug abuse and its impact on school violence: Sociological analytical study - Mezi Khadija - Maaziz Abdelkader - Bensafia Mohamed - Sekkakou Houria

Study hypothesis:

Drugs are one of the strong causes of school violence..

Sample:

Determining the sample helps us study the population by studying a limited number of its units on the basis that they are similar to it in its characteristics, and studying the limited number ultimately means studying the intended population as a whole, and Muhammad Abdel Hamid defined the sample and considered it a limited number of vocabulary that the researcher will deal with.

The sample here is a share by Al-Shorouk Channel on the subject of drugs and school violence, and it is an intentional sample because it represents our inclinations that we followed in choosing the sample and its units.

In our study of the issue of drugs and school violence, we were forced to resort to the Algerian classes available to us on this subject. During the class, 30 students were interrogated about drugs and school violence. We used the content analysis approach due to temporal and spatial difficulties. Here we are in the process of studying what was said in this class, as was said, because content analysis takes care of the content of the messages as they appeared in the videotape.

Field framework

Analysis categories:

We have divided the content of the video of the television class "Al-Shorouk Verifies", which was entitled "Drugs: A Monster

Threatening Our Schools", into a system of ideas related to the problem and objectives of the study, knowing that there is no valid stereotype for all research, but rather the selection of these categories depends on the problem of the research and its objectives, and on the nature of the content to be analyzed. Thus, we defined and adjusted the categories according to our problem, and the category branched into coherent subcategories (indicators).

We chose from the categories What was said? Topic category for analyzing the content of a video about the phenomenon of drugs and school violence, and several categories branched out from this category in the sense of several topics, namely; Social topic) The social situation of students (psychological topic) Psychological situation (cultural topic) Academic focus (economic topic) Standard of living (. Then we added other categories, including the objectives category in order to know the goal of completing the class, and the attitudes category in order to monitor the actions shown by the actors in the class, meaning focusing on the content of the video and the situations it presents, then classifying the situations according to the problem and the objectives of the study, then the traits category, To know the personality traits of the individuals participating in the class, such as age, gender, some psychological characteristics, and finally the category of the addressees; That is, the category to which the class is directed.

Regarding the categories, how was it said? We have chosen the category of subject form, the

category of expression indicating the emotion that appears in the class, and the language used,) Classical, colloquial, mix, simple classical.. (, artistic direction, meaning drawing the spectator's attention to some ideas or topics, through the use of music, or Influential shots to

increase attention, and finally the medium category, such as using colors to increase the spectator's attention because of their impact on the individual's psychology and their stability in memory Or using pictures to express part of reality is the truest expression of the word.

Categories How's it said ?	
"video about a television segment", Al-Shorouk investigates, entitled "Drugs: A Monster Threatens Our Schools", Part 2	Topic format category
The language used is a mixture of classical and colloquial, as the class facilitator spoke in classical language while presenting the topic, while the sample spoke in colloquial language, and intentional artistic direction was used in order to draw the viewer's attention to the seriousness of the topic through the use of poignant shots accompanied by music appropriate to the situation.	Expression category
Pictures of addicted people, as well as crying mothers, were used, and some pictures were shown to educational institutions; Pictures of hallucinogenic pills and tablets, in addition to the use of pictures of needles and pictures of the effects of violence on groups, as well as the use of influential songs, all of this in order to influence the viewer's psychology and consolidate those scenes and establish them in his memory, because they are an honest expression of reality.	Method class
Categories What was said?	
Topic category	
<p>"video about a television segment", Al-Shorouk investigates, entitled "Drugs: A Monster Threatens Our Schools", Part 2</p> <p>In its first half, it sheds light on the phenomenon of drugs in the school environment, especially secondary schools, and the hostility and nervousness they cause among students, which increases the possibility of cases of violence occurring on the school campus and a decrease in concentration and academic engagement, which increases the chances of conflicts and confrontations occurring between students, while the second part It deals with the conditions of addicted students, as well as parents of students who are victims of school violence.</p> <p>At the end of the class, the spotlight was on a student who wanted to try drugs, then he abandoned the idea and excelled and succeeded in his studies, while his parents seemed proud of him.</p>	

Drug abuse and its impact on school violence: Sociological analytical study - Mezi Khadija -
Maaziz Abdelkader - Bensafia Mohamed - Sekkakou Houria

In our research, we focused on the first and second half of the session because in this context we are looking at the causes and the relationship of the two phenomena to each other.	
Subcategories	
The sample for the first half of the class on drugs was 20 students, and the sample for the second half of the class on school violence was 10 students.	
05students out of 30 know very bad and harsh social conditions, with no work for the parents and no housing. There are three students who suffer from difficult social conditions represented by the separation of their parents, while the rest are in somewhat good conditions compared to the others.	الاجتماعية الأوضاع Social conditions
A group whose situation is miserable. Medium status category. Another group has good standing and does not suffer from economic problems.	conditions Economic
They are all secondary school students	Cultural situation
A group that suffers from fear of the future and academic failure, feels remorse, and tries to make amends. *a group that tries to challenge the situation and remedy the situation in order to succeed. *a class with good conditions and school success.	Psychological conditions
Attribute category	
Personality traits of pupils participating in the class, such as age, gender,.. * Age: between 15 and 18 years *Gender: female and male	
Category of addressees	
The class is directed to the viewers and to the relevant authorities in order to take appropriate measures to prevent the spread of this phenomenon, and it is also directed to the students' families, and to the educational families...Etc	
Objectives category	
The goal of completing the class is to educate the viewer about the danger of the phenomenon of drugs and school violence, and to clarify the picture about the danger of the two phenomena.	
Attitude category	
We monitored the actions shown by the actors in the class, focusing on the content of the video and the positions it presents, then we classified the positions according to the problem and hypotheses	

of the study.)Drugs linked to school violence or not.)	
A position that drugs are among the causes of school violence is a	Drugs linked to school violence or not
A group against the fact that drugs are a cause of school violence and that there are many other causes of school violence..	A position against the idea that drugs are a cause of school violence

Subject analysis units or recording units:
 We took an inventory of the most important units included in the content of the video, then interpreted them in their context to determine their concept, direction, and degree of connection to the overall context of the topic, and we used two content analysis units, which is the "topic unit", in order to identify the expressions and ideas related to the issue of drugs and school violence, and to analyze The most important issues presented for discussion in the television segment "Al-Shorouk Verifies" entitled Drugs: A

Monster Threatening Our Schools "Part 2", and we also used the "unit of time", which suggests to us the importance of the topic Measuring the length of time the content took in the view, seconds, minutes, hours, or longer when the content requires other days or episodes. We also calculated the social, political, cultural, and economic topics that the class addressed, then we divided the topics into issues, then we calculated the topics that fall within the framework of those issues (number of issues).

Topic analysis units
Topic unit
<p>Here we stopped at the phrases and ideas related to the issue of drugs and school violence, and we presented the most important issues presented for discussion in the television session.</p> <p>*Causes of drug addiction for high school students.</p> <p>*the phenomenon of drug abuse in most cases targets young people and young people, so it is one of the phenomena that disrupts the process of growth and development of any society because it paralyzes the capabilities of addicted individuals, and accordingly they become unable to contribute effectively to building their society, which leads to social and economic backwardness.</p> <p>*drug abuse often begins between the ages of 15 and 17 years, as it is the age at which young people begin smoking and using drugs.</p>

Drug abuse and its impact on school violence: Sociological analytical study - Mezi Khadija -
Maaziz Abdelkader - Bensafia Mohamed - Sekkakou Houria

<p>*increasing demand for drug abuse among students, even among female students.</p> <p>*drug abuse is linked to academic, social and psychological failure and the feelings of frustration and resentment that accompany them.</p> <p>*not taking advantage of free time, and using it with things that benefit from it. Students' free time may push them to search for what is forbidden and strange to spend their free time in light of weak family control.</p> <p>*savings money, luxury, and ease of obtaining and purchasing drugs</p> <p>.</p>
Unit of time
<p>It suggests to us the importance of the topic, measuring the length of time the content took in the ...view,)seconds, minutes, hours, or even further when the content requires other days or episodes the total class time is one hour, one minute, and forty seconds, 1 hour, 1 minute, and 40 * seconds, but the part related to drugs has a time of 33 minutes and 20 seconds, and the remaining time, which is 27 minutes and 40 seconds, is allocated to the suffering of the students' parents and the successful student</p>

Analysis context:

There is no meaning to categories or units outside their framework, because they do not mean anything if they are not included in their context, so that the door to interpretation is not opened, and we have used analysis to understand and control units and categories; The word is included in the context of the sentence, the sentence in the context of the idea, and the idea in the context of the paragraph.

A Quantitative explanations:

"Al-Shorouk investigates under the title" Drugs: A Monster Threatens "Our Schools, "Part Two			Class name
2013			Release date
Part two			Number or part
40Seconds	1min	1Hour	Time

Dividing the content of Al-Shorouk's video "Drugs: A Monster Threatening Our Schools" into important and comprehensive topics:

Percentage	Subject and status
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%45.5	Taking drugs in order to forget problems
%27.5	Taking drugs to relieve stress and anxiety
%23.5	Taking drugs in order to belong to the group
%46.6	Taking drugs in order to feel happy and have fun
%6.9	Taking drugs in order to feel the power of exclusivity, exception and maturity
%41.5	Taking drugs in order to fulfill drug needs
%9.9	Drug abuse in order to live a psychological state of drug abuse
%5.5	Taking drugs in order to appear more attractive

Qualitative explanations:

Since quantitative analysis is simple and does not go beyond translating the frequencies of the analysis units, it required us to add qualitative analysis that relies on description through quantitative dimensions.

Here we add accuracy with the qualitative approach and discipline with the quantitative approach, then contrast these approaches, and each approach must be inspired by the other. Here we are trying to give an impressionistic explanation of what quantitative analyzes came up with, meaning why did those results come that way? We use the theoretical framework that we have established as an explanatory basis to demonstrate qualitative explanations.

1- Shape analysis:

The video that we are about to analyze is for a television session entitled "Al-Shorouk Verifies", which conducted an investigation into the phenomenon of drugs and school violence, "Drugs: A Monster Threatening Our Schools." It consists of two parts, the first part of which deals

with drugs and school violence, while the second part deals with the conditions of the students' parents, This is the part that concerns us in this study. We have shed more light on the first half of the second part, which agrees with what we are looking for, while the second half examines the conditions of the students' families.

2- Analyzing the content according to the objectives and the problem, mentioning the sample's statements and interpreting them within the framework of these trends:

We assumed from the beginning of the study that drugs have a close relationship with school violence. After we analyzed the quantitative results and facts contained in the content of the special video, "Drugs: A Monster Threatening Our Schools", Part Two, we were able to identify two trends:

*the first trend: The proponents of this trend believe that drugs are linked to school violence.

Drug abuse and its impact on school violence: Sociological analytical study - Mezi Khadija - Maaziz Abdelkader - Bensafia Mohamed - Sekkakou Houria

*the second trend: The proponents of this trend believe that drugs are not linked to school violence, as the causes of school violence include bullying, the desire to show off to the weak, and attracting the attention of girls.. Etc

Study results:

Among the reasons for drug abuse in the school environment: Curiosity: A teenager trying any substance he hears about is normal, especially everything that is forbidden, such as cigarettes, as many children and teenagers taste it secretly, and it is possible that drug abuse is for the purpose of identifying it, observing it, and its effects. Group pressure gives the teenager at some point in his life importance to the group of comrades, and caring for his peers more than caring for his family members, as the group may ask the teenager to prove his loyalty to them by forcing him to accept challenges, and in most cases the challenge is drug abuse, so here it appears The personality of the child and teenager is to reject or accept the challenge presented to him by his companions, and to possess the skill of criticism and decision-making. Freedom of choice can help him put an end to these challenges and pressures, but children and adolescents often accept the challenge to avoid rejection from the group. Pleasure: It is a mistake to believe that drugs do not make you feel happy and enjoyable, but the problem is that this pleasure does not last due to habit, which requires adding the dose every time for the false hope of obtaining the same effect, and considering that this pleasure has negative backgrounds, drug abuse does not

guarantee safety and that This pleasure is paid for by the teenager at a high price on the health, psychological, and economic levels. Social mingling Parties and meetings between friends are considered an opportunity to use drugs and try what is forbidden, and it must be certain that in most of these parties drugs, alcohol, etc. are used in the same spirit as hosting in a limited quantity and not in excess. Family disintegration, with the absence of family supervision and follow-up of the parents' departure to the field of work, develops feelings of isolation within the family, and this is what will push the son to build a special world, in which case the collective ego gradually disappears, which pushes the individual's ego to manage his life and respond to his requirements and psychological comfort, and the individual becomes in psychological and social crisis and the self. Frustrated and thus drug consumption.

We also found that drugs have a relationship with school violence in schools, and this relationship is particularly evident in secondary schools, we explain this through:

1. Impact of mentality and behavior: Drug use can affect students' mentality and behavior, which may increase the likelihood of violence occurring at school.

2. Increased tension and social tension: Drug abuse may increase levels of tension and social pressure among students, which can lead to problems and conflicts between them, and this may manifest itself in acts of violence.

3. Impact of drug-related crimes: In some cases, drug use can be associated with other crimes such as selling drugs within school, and this may lead to an increase in crime and violence in the school environment.

4. The effect of involvement in gangs: Drug abuse can be a gateway to involvement in drug abuse gangs or groups, and these gangs may be active within the school and contribute to an increase in cases of violence.

5. The effect of behavioral deviation: Drug abuse may lead to behavioral deviation in students, making them more vulnerable to committing acts of violence at school.

In general, drug abuse can create problems in the school environment, including increased instances of violence and conflicts among students, especially in secondary schools where students are at a sensitive age and peer pressure and social affiliation are high.

Conclusion:

At the conclusion of the study, we conclude that schools deal with drug abuse and school violence as one of the main challenges that affect the learning environment and student safety. The relationship between drug abuse and school violence poses a very serious challenge, especially in secondary schools where students

are at a sensitive age and exposed to many pressures.

In order to meet this challenge, schools adopt comprehensive preventive measures aimed at enhancing awareness of the dangers of drug abuse among students and developing their skills to confront stress and make sound decisions. These actions include strategies to reduce demand for drugs and reduce the amount of supply, as well as focusing on achieving negative health and social consequences of drug use.

Schools play a crucial role in drug abuse prevention, as they must be a helpful and effective factor in reducing drug demand and supply among students, and achieving positive health and social outcomes. The objectives of prevention programs include enhancing knowledge and developing skills among students, in addition to providing a safe and supportive school environment.

Therefore, drug abuse prevention strategies in schools must include various elements such as imparting correct knowledge, developing life skills, encouraging effective communication between students and the school community, in addition to providing guidance and psychosocial support to students at risk of abuse.

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Drug abuse and its impact on school violence: Sociological analytical study - Mezi Khadija - Maaziz Abdelkader - Bensafia Mohamed - Sekkakou Houria

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