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# School Security and the Prevention of Social Problems in Educational Environments: A Sociological Perspective from the Algerian Context

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**Abstract**

Contemporary educational environments are increasingly confronted with complex social problems, including violence, bullying, substance use, and various forms of deviant behavior, which challenge the traditional role of schools as institutions of socialization and normative regulation. Within this context, the concept of school security has emerged as a critical dimension of educational governance, extending beyond physical protection to encompass institutional, social, and psychological mechanisms that shape student behavior. This study examines the role of school security in preventing social problems within educational environments from a sociological perspective, with particular reference to the Algerian context. Drawing on the theoretical contributions of Émile Durkheim, Michel Foucault, and Travis Hirschi, the research conceptualizes school security as a multidimensional system of institutional regulation involving discipline, supervision, and normative enforcement. Adopting a qualitative theoretical methodology based on conceptual synthesis and systematic literature integration, the study develops a comprehensive framework linking institutional security measures to students' behavioral outcomes. The findings indicate that perceived school safety functions as a key mediating variable through which institutional structures influence normative integration and behavioral regulation. The study proposes a conceptual and empirically testable model in which institutional security measures enhance students' perceptions of safety, strengthen their attachment to institutional norms, and ultimately reduce the prevalence of social problems in school environments. The analysis highlights that effective school security is not limited to surveillance or control but requires the integration of supportive school climates, institutional legitimacy, and preventive strategies. The paper contributes to the sociology of education by advancing a theoretically grounded and policy-relevant framework for understanding the preventive role of school security. It concludes that strengthening institutional security mechanisms within schools represents a critical pathway for promoting social order, improving student well-being, and reducing deviant behavior in contemporary educational systems.

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## Introduction

Educational institutions occupy a central position in modern societies as key agents of both knowledge transmission and social regulation. Beyond their formal instructional role, schools function as structured environments in which individuals internalize social norms, develop behavioral patterns, and acquire the competencies necessary for participation in broader social systems. From a sociological perspective, education represents a fundamental mechanism through which societies reproduce values, maintain social order, and regulate individual conduct.

Classical sociological theory has long emphasized this regulatory function of education. Émile Durkheim conceptualized schooling as a process of moral socialization, whereby individuals are disciplined into adherence to collective norms and values. Similarly, Michel Foucault highlighted the role of disciplinary institutions in shaping behavior through surveillance, spatial organization, and normative control. Complementing these perspectives, Travis Hirschi argued that strong institutional bonds and clearly defined norms are essential for preventing deviant behavior. Together, these theoretical foundations underscore the importance of structured institutional environments in maintaining social stability.

However, in recent decades, educational systems worldwide have faced increasing challenges associated with the emergence of social problems within school environments. Phenomena such as violence, bullying, vandalism, and substance use have become prevalent concerns, reflecting broader processes of social change, inequality, and institutional strain. Empirical research indicates that exposure to unsafe school environments can significantly undermine students' academic engagement, psychological well-being, and social development, while also weakening the capacity of educational institutions to fulfill their regulatory function.

Within this context, the concept of school security has gained prominence in both academic research and policy discourse. School security is no longer understood solely in terms of physical protection or surveillance mechanisms; rather, it encompasses a multidimensional framework that includes institutional discipline, organizational practices, social relationships, and students' subjective perceptions of safety. Recent studies emphasize that perceived safety is a critical determinant of student behavior, influencing their engagement with school, adherence to norms, and susceptibility to deviant conduct.

At the same time, the effectiveness of school security policies depends not only on the implementation of formal rules and control mechanisms but also on the legitimacy, fairness, and consistency of institutional practices. Schools characterized by structured supervision, clear expectations, and supportive social climates tend to exhibit lower levels of antisocial behavior and higher levels of student engagement. Conversely, environments marked by disorder, weak regulation, and inconsistent discipline are more likely to experience elevated levels of social problems.

These challenges are particularly salient in developing educational contexts, including Algeria, where rapid social transformation, demographic pressures, and institutional constraints have intensified concerns regarding school safety and student behavior. Despite the growing body of international literature on school climate and security, there remains a relative lack of theoretically integrated analyses that examine the role of school security as a sociological mechanism of social regulation within North African educational systems.

In response to this gap, the present study aims to examine the role of school security in preventing social problems within educational environments from a sociological perspective. Specifically, the study seeks to:

1. Analyze the relationship between institutional security measures and student behavior;
2. Explore the mediating role of perceived school safety;
3. Examine how normative integration contributes to the reduction of social problems;
4. Develop a conceptual and empirically testable framework applicable to educational policy and research.

By integrating classical sociological theory with contemporary research on school climate and student behavior, this study advances a multidimensional understanding of school security as a key mechanism of institutional regulation. In doing so, it contributes to both theoretical scholarship and policy-oriented discussions on how educational systems can effectively address social problems and foster stable, safe, and socially cohesive learning environments.

### **Literature Review**

The relationship between school environments and student behavior has been extensively examined across the fields of sociology, educational psychology, and criminology. Existing research consistently emphasizes that schools function not only as academic institutions but also as sites of social regulation, where norms, values, and behavioral expectations are transmitted and reinforced.

#### **1. School Climate and Student Behavior**

A substantial body of literature highlights the importance of school climate in shaping student outcomes. School climate encompasses students' perceptions of safety, relationships, institutional fairness, and overall learning conditions. According to Ming-Te Wang and Jessica L. Degol, positive school climates are strongly associated with improved academic engagement, emotional well-being, and reduced behavioral problems.

Similarly, studies demonstrate that schools characterized by supportive teacher-student relationships and consistent disciplinary practices tend to report lower levels of violence and misconduct. Conversely, negative school climates marked by disorder and weak supervision contribute to increased deviant behavior.

#### **2. School Safety and Perceived Security**

Research on school safety distinguishes between objective security measures and perceived safety. While physical measures such as surveillance systems and access control are important, recent studies emphasize that students' subjective perception of safety plays a more significant role in influencing behavior.

For instance, Dewey Cornell argues that perceived safety is a critical determinant of student engagement and compliance with school rules. Students who feel unsafe are more likely to disengage academically and participate in risky or antisocial behaviors.

#### **3. Violence, Bullying, and Deviant Behavior in Schools**

The prevalence of violence and bullying in educational environments has been widely documented. Dorothy L. Espelage and Susan M. Swearer propose a social-ecological model, suggesting that school violence is influenced by multiple interacting factors, including peer relationships, family dynamics, and institutional structures.

Meta-analytical studies further confirm that bullying is associated with adverse psychological outcomes such as anxiety, depression, and decreased academic performance. These findings underscore the need for institutional mechanisms capable of regulating behavior and promoting safe interactions.

#### **4. Institutional Discipline and Social Control**

From a sociological perspective, the regulation of behavior within schools can be understood through classical and contemporary theories of social control. Émile Durkheim conceptualized education as a means of moral regulation, where discipline plays a key role in maintaining social order.

Similarly, Michel Foucault emphasized the role of surveillance and institutional structures in shaping individual conduct, while Travis Hirschi highlighted the importance of social bonds in preventing deviant behavior.

Empirical studies support these theoretical perspectives, demonstrating that schools with clear rules, consistent discipline, and strong institutional attachment exhibit lower levels of student misconduct.

#### **5. Preventive Approaches and School Security Policies**

Recent research has shifted toward preventive and holistic approaches to school security. Rather than relying solely on punitive measures, effective strategies emphasize:

- Social and emotional learning programs,
- Early intervention mechanisms,

- Strengthening teacher–student relationships,
- Community and family engagement.

Studies indicate that such approaches significantly reduce behavioral problems and enhance students' social competencies.

#### Synthesis of Literature

Overall, the literature suggests that:

- School security is a multidimensional construct involving structural, social, and psychological elements;
- Perceived safety is a key mediator between institutional measures and behavioral outcomes;
- Effective school environments combine discipline with support and fairness.

However, despite extensive empirical research, there remains a gap in integrating these perspectives into a comprehensive sociological model, particularly in the context of developing educational systems such as Algeria. Recent studies within the context of *Science, Education and Innovations in the Context of Modern Problems* highlight the growing importance of structured educational environments in shaping student behavior and development. School-based activities, particularly in the field of physical education, have been shown to contribute significantly to health awareness and behavioral regulation among students (Rahmouni et al., 2026). At the same time, individual differences in cognitive and bodily intelligence, influenced by environmental and gender-related factors, play a critical role in students' adaptation to institutional norms (Abdellatif & Oussama, 2026). Educational reforms in Algeria have further emphasized the importance of interactive and communicative teaching approaches in fostering student engagement and social integration (Mehrez & Hamdi, 2026). Moreover, innovative pedagogical practices, such as the integration of coding education in early childhood, reflect broader transformations in educational systems aimed at developing higher-order cognitive skills (Gömleksiz & Al, 2026). In addition, assessment frameworks have been identified as key instruments for ensuring educational quality and institutional effectiveness (Ismayilzada, 2025).

#### Methodology

This study adopts a qualitative theoretical and analytical research design grounded in sociological inquiry. Rather than relying on primary empirical data, the research utilizes a conceptual synthesis approach, integrating classical sociological theories with contemporary empirical findings from the literature on school safety, school climate, and student behavior.

The methodological framework is based on three complementary components:

##### 1. Theoretical Analysis

The study draws upon foundational sociological theories to construct its analytical framework. Key theoretical perspectives include:

- Durkheim's theory of moral regulation, emphasizing the role of education in social cohesion and norm internalization;
- Foucault's theory of disciplinary institutions, focusing on surveillance, control, and institutional power structures;
- Hirschi's social control theory, highlighting the importance of institutional bonds in preventing deviant behavior.

These theoretical lenses provide the conceptual basis for understanding school security as a mechanism of social regulation.

##### 2. Systematic Literature Integration

A structured review of international academic literature was conducted, focusing on:

- School violence and bullying;
- School climate and perceived safety;
- Institutional discipline and student behavior;
- Preventive strategies in educational environments.

Peer-reviewed articles indexed in major scientific databases (e.g., Scopus, Web of Science, Elsevier journals) were prioritized to ensure the reliability and academic rigor of the analysis.

##### 3. Conceptual Model Development

Based on the synthesis of theoretical and empirical insights, the study develops a conceptual model explaining the relationship between:

- Institutional security measures,
- Students' perceived safety,
- Normative integration,
- Reduction of social problems.

The model is constructed using a deductive reasoning approach, where general sociological principles are applied to the specific context of school environments.

#### Research Scope and Limitations

The study focuses primarily on the Algerian educational context, while incorporating international literature for comparative insight. As a theoretical study, it does not include primary data collection; therefore, its findings are conceptual and interpretative rather than statistical.

Despite this limitation, the methodological approach ensures strong analytical depth and provides a solid foundation for future empirical research.

#### Findings

The analysis reveals several key findings regarding the role of school security in preventing social problems within educational environments:

##### 1. Institutional Security as a Mechanism of Social Regulation

The study confirms that school security functions as a central institutional mechanism for regulating student behavior. Structured supervision, clear rules, and consistent disciplinary practices contribute significantly to maintaining social order within schools.

##### 2. Importance of Perceived Safety

One of the most significant findings is that students' perception of safety plays a mediating role between institutional measures and behavioral outcomes.

- Students who perceive their school environment as safe are more likely to:
  - Engage positively in academic activities,
  - Develop trust in institutional authority,
  - Adhere to school norms.
- Conversely, perceived insecurity is associated with:
  - Increased anxiety,
  - Disengagement,
  - Higher likelihood of deviant behavior.

##### 3. Normative Integration as a Key Outcome

The study highlights that effective school security contributes to normative integration, meaning that students internalize institutional values and behavioral expectations.

This internalization reduces the need for external enforcement and promotes self-regulated behavior.

##### 4. Reduction of Social Problems

A strong relationship is identified between structured school environments and the reduction of social problems, including:

- Violence,
- Bullying,
- Vandalism,
- Substance use.

Schools with effective security systems and positive climates consistently report lower levels of antisocial behavior.

##### 5. Multidimensional Nature of School Security

The findings emphasize that school security is not limited to physical protection. It is a multidimensional concept involving:

- Structural elements (rules, supervision, control systems),
- Social elements (relationships, fairness, institutional trust),
- Psychological elements (perception of safety, emotional well-being).

### **Discussion**

The findings of this study provide strong support for sociological theories that emphasize the role of institutions in regulating social behavior. In line with Durkheim's perspective, schools function as key agents of moral regulation, transmitting norms and fostering social cohesion. The results demonstrate that when schools maintain structured and secure environments, they effectively contribute to the internalization of social norms among students.

From a Foucauldian perspective, the role of surveillance, discipline, and institutional organization becomes evident in shaping student behavior. However, the findings also suggest that modern approaches to school security must move beyond purely disciplinary models and incorporate elements of fairness, legitimacy, and support.

The study also aligns with social control theory, which posits that strong institutional bonds reduce deviant behavior. The results indicate that when students perceive school authorities as legitimate and supportive, they are more likely to conform to institutional expectations.

Importantly, the discussion highlights that perceived safety is more influential than objective security measures alone. This suggests that educational policies should prioritize not only physical safety but also the creation of environments where students feel respected, supported, and protected.

Within the Algerian context, these findings are particularly relevant. Educational institutions facing social and behavioral challenges must adopt comprehensive security strategies that combine:

- Institutional discipline,
- Positive school climate,
- Preventive interventions,
- Community engagement.

Furthermore, the study contributes to the broader literature by proposing a conceptual model that integrates structural, psychological, and sociological dimensions of school security. This model offers a valuable framework for future empirical research.

### **Implications for Research**

The study opens several avenues for future research:

- Empirical testing of the proposed model using quantitative data;
- Comparative studies across different countries;
- Analysis of the impact of specific security policies on student behavior.

### **Final Insight**

Ultimately, the discussion reinforces the idea that school security should be understood not as a restrictive or punitive system, but as a constructive and preventive institutional strategy aimed at fostering safe, stable, and socially integrated educational environments.

### **Theoretical Foundations of School Security**

Understanding the role of school security in preventing social problems requires a solid theoretical grounding within sociological perspectives on social regulation, institutional order, and behavioral control. Schools are not merely educational spaces dedicated to academic learning; they also function as institutions that structure social behavior, transmit norms, and regulate interactions among individuals. From this perspective, the concept of school security can be interpreted as part of a broader framework of institutional mechanisms designed to maintain social order within educational environments.

Classical sociological theory has long emphasized the regulatory role of educational institutions in shaping individual behavior. Emile Durkheim considered schools to be essential institutions for the moral regulation of society. According to Durkheim, education plays a crucial role in transmitting collective values and establishing discipline among younger generations. Discipline within educational institutions is not simply a matter of control but rather a fundamental mechanism through which individuals learn to respect rules and internalize social norms (Durkheim, 1956). In this sense, the establishment of structured and secure school environments contributes to the formation of moral order and social cohesion among students.

The sociological importance of discipline and institutional regulation in schools has also been examined through the work of Michel Foucault. In his analysis of modern disciplinary institutions, Foucault highlighted how mechanisms such as surveillance, spatial organization, and hierarchical observation function as tools for regulating individual behavior (Foucault, 1977). Schools, similar to other institutions such as prisons, hospitals, and military organizations, rely on systems of supervision and control that guide behavior and maintain institutional order. Within educational settings, these mechanisms may include teacher supervision, school rules, monitoring systems, and disciplinary procedures that collectively contribute to the maintenance of security and order.

From a contemporary sociological perspective, the concept of social control provides an additional theoretical framework for understanding the role of school security. Social control theory suggests that individuals are less likely to engage in deviant behavior when they maintain strong bonds with social institutions and when institutional norms are clearly defined and enforced (Hirschi, 1969). Within school environments, the presence of clear rules, consistent discipline, and structured supervision may strengthen students' attachment to the institution and encourage conformity to socially acceptable behaviors. In this context, school security measures can be understood as mechanisms that reinforce institutional bonds and reduce the likelihood of deviant behaviors among students.

More recent research in the sociology of education and educational psychology has introduced the concept of school climate, which includes students' perceptions of safety, relationships, and institutional fairness within schools. A positive school climate is strongly associated with lower levels of violence, bullying, and other forms of antisocial behavior in educational environments (Wang & Degol, 2016). Within this framework, perceived safety emerges as a key dimension of school climate, influencing students' emotional well-being, sense of belonging, and behavioral outcomes.

Empirical studies have demonstrated that when students perceive their school environment as safe and well regulated, they are less likely to engage in disruptive or deviant behaviors. Conversely, environments characterized by disorder, weak supervision, and inconsistent rule enforcement tend to be associated with higher levels of violence and misconduct among students (Gottfredson et al., 2005). These findings suggest that the effectiveness of school security is not limited to physical protection measures but also involves the establishment of institutional structures that promote stability, predictability, and normative regulation.

In this regard, school security should be understood as a multidimensional concept that encompasses both structural and social dimensions of institutional order. Structural dimensions may include physical safety measures, access control, and surveillance systems, while social dimensions involve disciplinary practices, teacher authority, and the broader institutional climate that shapes students' perceptions of safety. When these elements function effectively together, they contribute to the creation of a stable and secure educational environment that discourages deviant behavior and supports positive social interactions.

Within the broader sociological framework, the relationship between school security and the prevention of social problems can therefore be interpreted as a process of institutional regulation. By establishing clear norms, maintaining consistent supervision, and fostering a sense of safety among students, educational institutions can reinforce social order and reduce the conditions that facilitate the emergence of violence, disorder, and other social problems in school environments.

### **Social Problems in School Environments**

Educational institutions are generally expected to function as safe and structured environments that promote learning, socialization, and personal development. However, schools are not isolated from broader societal dynamics, and various social problems increasingly manifest within educational settings. These problems may include violence, bullying, vandalism, substance use, and other forms of antisocial or deviant behavior among students. From a sociological perspective, these phenomena reflect broader processes of social disorganization, institutional weakening, and the challenges associated with regulating behavior in complex social environments.

School violence represents one of the most widely studied social problems in educational environments. It encompasses a range of behaviors, including physical aggression, verbal abuse, intimidation, and threats among students. Research has shown that exposure to violence within schools can significantly affect students' psychological well-being, academic performance, and overall engagement with the educational process. According to a comprehensive review by Espelage and Swearer (2010), school violence is often linked to multiple ecological factors, including peer relationships, family environments, community conditions, and institutional characteristics within schools. These findings suggest that violent behavior in schools cannot be understood solely as an individual problem but must be analyzed within a broader social and institutional context.

Another major social problem affecting school environments is bullying, which has received increasing attention in recent decades. Bullying typically involves repeated aggressive behavior characterized by an imbalance of power between the perpetrator and the victim. It can take various forms, including physical aggression, verbal harassment, social exclusion, and cyberbullying. Studies indicate that bullying is strongly associated with negative psychological outcomes such as anxiety, depression, and reduced academic engagement among students (Modecki, Minchin, Harbaugh, Guerra, & Runions, 2014). The persistence of bullying within educational settings highlights the importance of institutional mechanisms capable of regulating student interactions and promoting respectful social relationships.

In addition to violence and bullying, schools may also experience other forms of deviant behavior, including vandalism, truancy, and substance use among students. These behaviors are often interpreted within sociological frameworks of deviance and social control, which emphasize the role of institutional norms and social bonds in regulating individual conduct. When institutional structures are perceived as weak or inconsistent, students may be more likely to engage in behaviors that challenge established rules and authority. Research conducted by Henry and Huizinga (2007) suggests that school-related delinquency is closely associated with factors such as weak supervision, low institutional attachment, and limited opportunities for positive engagement within the school environment.

Recent studies have also highlighted the importance of examining social problems in schools through the lens of institutional climate and perceived order. Schools characterized by disorder, lack of supervision, and inconsistent disciplinary practices tend to experience higher levels of violence and misconduct among students. Conversely, environments that maintain clear expectations, consistent discipline, and effective supervision are generally associated with lower levels of antisocial behavior (Payne, Gottfredson, & Gottfredson, 2003). These findings reinforce the sociological argument that institutional structure and regulatory mechanisms play a crucial role in shaping behavioral outcomes within educational settings.

It is also important to recognize that social problems within schools may reflect broader societal inequalities and structural challenges. Factors such as socioeconomic disadvantage, community violence, and social marginalization can influence students' behavior and experiences within educational institutions. As a result, schools often function as sites where broader social tensions and inequalities become visible. Sociological research therefore emphasizes the need to analyze school-based social problems not only at the individual level but also within the wider context of social structures and institutional environments.

Given these considerations, addressing social problems in school environments requires more than reactive disciplinary measures. Effective prevention strategies must involve the establishment of structured and secure educational environments that promote stability, supervision, and clear behavioral expectations. Within this framework, the concept of school security

becomes particularly relevant, as it provides the institutional conditions necessary for maintaining order and preventing the emergence of deviant behaviors among students. By fostering environments characterized by safety, discipline, and consistent rule enforcement, schools can play a critical role in reducing the prevalence of social problems and promoting positive social interactions among students.

### **The Role of School Security in Social Regulation**

School security plays a crucial role in shaping behavioral norms and maintaining social order within educational environments. From a sociological perspective, schools function as institutions responsible not only for academic instruction but also for regulating social interactions and promoting normative behavior among students. In this sense, school security can be understood as an institutional mechanism that contributes to the regulation of student behavior and the prevention of various social problems within educational settings.

Recent research increasingly highlights the relationship between safe school environments and positive student behavior. When schools establish clear rules, structured supervision, and effective disciplinary practices, they create conditions that discourage deviant behavior and promote social stability. Studies on school safety indicate that environments characterized by consistent supervision, clear behavioral expectations, and supportive teacher-student relationships are associated with lower levels of violence and antisocial conduct among students (Aldridge, McChesney, & Afari, 2016). These findings suggest that institutional structures aimed at maintaining safety and order play a central role in shaping students' behavioral choices.

One of the key mechanisms through which school security contributes to social regulation is the development of students' perceived safety. The perception of safety within educational environments influences how students interact with their peers, teachers, and the broader school community. When students feel protected and supported within their school environment, they are more likely to trust institutional authority and adhere to established norms. Conversely, when students perceive their school environment as unsafe or disorganized, they may experience increased anxiety, disengagement, and a greater likelihood of participating in disruptive behaviors (Hong & Eamon, 2012). Therefore, the effectiveness of school security measures depends not only on their physical implementation but also on their impact on students' perceptions and experiences.

Recent empirical studies also demonstrate that school security contributes to strengthening institutional legitimacy and reinforcing social norms among students. Institutional legitimacy refers to students' perception that school rules and disciplinary practices are fair, consistent, and justified. When students perceive school authorities as legitimate and supportive, they are more likely to comply with institutional expectations and avoid deviant behaviors (Gregory, Cornell, Fan, Sheras, Shih, & Huang, 2010). In this regard, school security policies must balance disciplinary control with fairness and transparency in order to maintain students' trust in institutional authority.

Another important dimension of school security involves the relationship between school climate and behavioral regulation. School climate refers to the overall quality of social relationships, institutional practices, and emotional experiences within educational environments. Research has consistently shown that positive school climates characterized by mutual respect, teacher support, and consistent disciplinary practices are associated with reduced levels of bullying, violence, and student misconduct (Aldridge & McChesney, 2018). These findings indicate that school security is closely linked to the broader institutional climate that shapes students' daily experiences within schools.

Furthermore, the preventive role of school security can be understood through the concept of protective institutional environments. Protective environments are those in which institutional structures provide stability, supervision, and social support, thereby reducing the likelihood that students will engage in risky or antisocial behaviors. Studies on school safety policies suggest that preventive strategies—such as structured supervision, clear disciplinary frameworks, and supportive relationships between students and school staff—can significantly reduce the occurrence of school violence and disruptive behaviors (Kupchik & Ward, 2014). These strategies emphasize prevention and institutional stability rather than solely relying on punitive measures.

In contemporary educational research, scholars increasingly emphasize the importance of adopting a holistic approach to school security that integrates physical safety measures with social and institutional dimensions of school life. This approach recognizes that effective school security cannot rely exclusively on surveillance technologies or disciplinary sanctions, but must also involve the development of supportive relationships, fair institutional practices, and positive school climates. By combining these elements, schools can create environments that simultaneously promote safety, strengthen social norms, and reduce the likelihood of social problems within educational settings.

Within this framework, school security emerges as a key sociological mechanism that contributes to the regulation of student behavior and the maintenance of institutional order. By ensuring structured supervision, fostering perceptions of safety, and reinforcing institutional legitimacy, schools can create conditions that discourage deviant behavior and promote positive social interactions among students. Consequently, strengthening school security policies represents an important strategy for addressing social problems and fostering stable educational environments.

### **School Security in the Algerian Educational Context**

Educational institutions in Algeria, similar to those in many other countries, play a fundamental role in shaping social behavior and transmitting societal values to younger generations. Schools are expected not only to provide academic instruction but also to contribute to the socialization process by fostering discipline, responsibility, and respect for social norms. Within this framework, maintaining secure and orderly educational environments is essential for ensuring that schools can effectively fulfill their educational and social missions. However, Algerian educational institutions have increasingly faced challenges related to student behavior, school violence, and disciplinary issues, which have drawn growing attention from researchers and policymakers.

Research on school environments in North African and Middle Eastern contexts suggests that schools often reflect broader social transformations and societal pressures. Rapid demographic growth, urbanization, and socioeconomic changes may influence student behavior and institutional dynamics within educational systems. According to Benbenishty and Astor (2005), schools located in contexts characterized by social and economic pressures may experience greater challenges in maintaining order and safety, as external social conditions often influence students' experiences and behaviors within educational institutions. These dynamics highlight the importance of strengthening institutional mechanisms capable of maintaining stability and promoting positive behavioral norms within schools.

Within the Algerian context specifically, the issue of school discipline and security has become an important concern in educational policy discussions. Studies examining school climate and student well-being in Arab educational contexts indicate that students' perceptions of safety and fairness within schools significantly influence their academic engagement and behavioral outcomes (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). When students perceive school environments as structured, fair, and supportive, they are more likely to respect institutional rules and engage positively in the educational process.

Moreover, research on school violence in developing educational systems has shown that weak institutional regulation, inconsistent disciplinary practices, and limited supervision may contribute to the emergence of antisocial behaviors among students (Debarbieux & Blaya, 2009). In such contexts, strengthening school security mechanisms becomes an important strategy for maintaining institutional stability and preventing the escalation of behavioral problems within educational environments. Measures such as reinforcing school supervision, establishing clear disciplinary frameworks, and improving communication between school staff and students may contribute to the development of safer and more organized educational settings.

In Algeria, educational authorities have increasingly recognized the importance of promoting safe school environments as part of broader efforts to improve the quality of education. The Algerian educational system places significant emphasis on discipline, respect for institutional authority, and the maintenance of orderly school environments. These principles reflect the broader sociological understanding that schools function as institutions responsible for maintaining social order

and preparing students for participation in society. Ensuring security within schools therefore contributes not only to the prevention of social problems but also to the reinforcement of civic values and social responsibility among students.

Another important factor influencing school security in the Algerian educational context is the relationship between students, teachers, and school administration. Positive relationships between educational actors contribute to the development of a supportive school climate that encourages cooperation, mutual respect, and adherence to institutional norms. Research indicates that when students perceive teachers and school authorities as fair and supportive, they are more likely to trust institutional rules and demonstrate lower levels of disruptive behavior (Gregory & Ripski, 2008). These findings highlight the importance of combining institutional discipline with supportive relationships in order to create balanced and effective approaches to school security.

From a sociological perspective, strengthening school security in Algeria should therefore be understood as part of a broader effort to reinforce institutional legitimacy, social regulation, and normative integration within educational environments. Schools that maintain clear rules, structured supervision, and supportive social relationships are more likely to provide stable environments in which students can develop both academically and socially. By fostering a sense of safety and institutional trust, Algerian schools can contribute to reducing the presence of social problems and promoting more positive forms of social interaction among students.

In this context, the development of comprehensive school security strategies may play a significant role in addressing challenges related to student behavior and social problems within educational institutions. Such strategies should not focus solely on disciplinary control but should also incorporate preventive approaches that strengthen school climate, promote student engagement, and reinforce the legitimacy of institutional norms. By integrating these elements, educational institutions in Algeria can create environments that support both academic success and social stability.

#### **Proposed Theoretical Model: School Security and the Prevention of Social Problems**

Building upon the theoretical perspectives and empirical findings discussed in the previous sections, this article proposes a conceptual framework explaining how school security can contribute to the prevention of social problems in educational environments. From a sociological perspective, the relationship between institutional regulation and individual behavior is mediated by several mechanisms that influence how students perceive and respond to the institutional environment of the school. The proposed model integrates insights from sociological theories of social regulation, contemporary research on school climate, and studies on student behavior in educational institutions.

At the core of this model lies the assumption that **institutional security measures implemented within schools influence students' perceptions of safety**, which in turn affect their behavioral attitudes and social interactions. Institutional security measures may include structured supervision, clearly defined rules, consistent disciplinary practices, and effective communication between school authorities and students. These mechanisms contribute to creating a stable institutional environment characterized by predictability, order, and fairness. Research has shown that schools with clearly defined rules and consistent disciplinary structures tend to experience lower levels of student misconduct and disruptive behavior (Bradshaw, Mitchell, & Leaf, 2010).

The second component of the model focuses on **students' perceived sense of safety**, which represents an important psychological and social dimension of school environments. Perceived safety refers to students' subjective evaluation of whether their school environment is secure, supportive, and well regulated. When students perceive their school as a safe environment, they are more likely to develop positive attitudes toward the institution and demonstrate greater respect for school norms. Studies indicate that students' perceptions of safety are strongly associated with their engagement in school activities and their willingness to comply with institutional rules (Steffgen, Recchia, & Viechtbauer, 2013).

A third component of the model involves **normative integration**, which refers to the process through which students internalize the rules, values, and expectations promoted by the educational institution. Sociological theories of socialization emphasize that institutions such as schools play a crucial role in transmitting social norms and reinforcing socially acceptable behavior. When students perceive the school environment as legitimate, structured, and supportive, they are

more likely to internalize institutional norms and regulate their own behavior accordingly. Research on school discipline suggests that environments characterized by fairness, respect, and consistency in rule enforcement are more effective in promoting students' adherence to institutional expectations (Bear, Yang, Mantz, & Harris, 2017).

The final outcome of this process is the **reduction of social problems within school environments**, including violence, bullying, vandalism, and other forms of antisocial behavior. By strengthening students' perceptions of safety and reinforcing normative integration, schools can create conditions that discourage deviant behaviors and promote positive social interactions among students. Studies examining the relationship between school safety and student behavior have demonstrated that schools with stronger safety climates tend to report lower levels of bullying and peer aggression (Konold, Cornell, Jia, & Malone, 2017).

The theoretical model proposed in this article therefore suggests that the relationship between school security and the prevention of social problems operates through a sequential process involving institutional structures, psychological perceptions, and social regulation mechanisms. In this framework, school security is not limited to physical protection measures but should be understood as a broader institutional strategy aimed at fostering stable, supportive, and well-regulated educational environments.

Conceptually, the model can be summarized as follows:

**Institutional Security Measures → Perceived School Safety → Normative Integration → Reduction of Social Problems**

This framework highlights the sociological importance of institutional organization in shaping students' behavioral outcomes. By ensuring structured supervision, clear rules, and fair disciplinary practices, educational institutions can strengthen students' sense of security and promote the internalization of social norms. As a result, school security becomes a central mechanism through which educational institutions contribute to the maintenance of social order and the prevention of deviant behaviors within school environments.

The proposed model also provides a theoretical foundation for future empirical research examining the relationship between school security policies and student behavior in different educational contexts. In particular, it offers a conceptual framework that can be used to analyze how institutional safety measures influence students' perceptions of school environments and their engagement in socially acceptable behaviors.

#### **Implications for Educational Policy and Practice**

The theoretical model proposed in this article highlights the importance of school security as a central mechanism for promoting social order and preventing social problems within educational environments. These insights carry important implications for educational policy and institutional practices, particularly in contexts where schools face increasing challenges related to student behavior, violence, and disciplinary issues. Strengthening school security should therefore be considered not merely as a matter of physical protection but as a comprehensive institutional strategy aimed at fostering safe and supportive learning environments.

One key implication concerns the role of **institutional organization and clear behavioral frameworks** within schools. Educational policies should emphasize the establishment of consistent disciplinary systems that clearly define behavioral expectations for students. Research suggests that schools with well-structured behavioral policies and clearly communicated rules are more successful in maintaining order and reducing incidents of violence or misconduct (Gage, Larson, Sugai, & Chafouleas, 2016). Such policies contribute to creating predictable environments in which students understand institutional expectations and are more likely to regulate their own behavior accordingly.

Another important policy implication relates to the development of **positive school climates**. School climate has been identified as a crucial factor influencing both students' well-being and behavioral outcomes. Educational authorities and school administrators should therefore promote institutional practices that strengthen supportive relationships among students, teachers, and school staff. Studies have demonstrated that positive school climates characterized by respect, fairness, and supportive teacher-student interactions can significantly reduce levels of bullying, aggression, and disciplinary

problems in schools (Wang & Degol, 2016). These findings indicate that improving school security requires not only physical safety measures but also the development of strong social relationships within the school community.

Educational policies should also encourage **preventive approaches to school security** rather than relying exclusively on punitive disciplinary measures. Preventive strategies may include structured supervision during school activities, early identification of behavioral difficulties, and the implementation of programs designed to promote social and emotional learning among students. Evidence from international research indicates that preventive school-based interventions can significantly reduce behavioral problems and improve students' social competencies (Taylor, Oberle, Durlak, & Weissberg, 2017). Such programs contribute to strengthening students' capacity for self-regulation and responsible decision-making, which are essential components of socially regulated school environments.

In the Algerian educational context, strengthening school security policies may also involve improving collaboration between educational institutions, families, and local communities. Schools operate within broader social environments, and effective prevention of social problems requires cooperation among multiple actors involved in students' socialization processes. Research on school-community partnerships suggests that collaboration between schools and families can contribute to improving students' behavioral outcomes and strengthening institutional trust (Sheldon & Epstein, 2005). By fostering communication and cooperation between educational institutions and families, schools can create more supportive environments that reinforce positive behavioral norms.

Another important implication concerns the **training and professional development of teachers and school administrators**. Teachers play a central role in maintaining classroom order and shaping students' perceptions of institutional fairness and authority. Providing teachers with appropriate training in classroom management, conflict resolution, and student engagement can significantly improve their ability to maintain secure and well-regulated learning environments. Studies indicate that effective classroom management practices are strongly associated with reduced disruptive behavior and improved academic engagement among students (Emmer & Sabornie, 2015).

Finally, policymakers should recognize that school security policies must balance the need for discipline with the importance of fairness and respect for students' rights. Excessively punitive or exclusionary disciplinary approaches may undermine students' trust in educational institutions and contribute to negative behavioral outcomes. Research has shown that disciplinary practices perceived as fair and respectful are more effective in promoting students' adherence to school norms and reducing behavioral problems (Skiba, Arredondo, & Williams, 2014). Consequently, effective school security strategies should emphasize fairness, transparency, and consistency in the implementation of institutional rules.

Taken together, these policy implications suggest that improving school security requires a multidimensional approach that integrates institutional discipline, supportive relationships, preventive interventions, and collaborative partnerships between schools and communities. By adopting such comprehensive strategies, educational systems can create stable and supportive learning environments that contribute to both academic success and the prevention of social problems among students.

### **Empirical Model Framework**

Although the present study is theoretical, it proposes a testable empirical framework that can guide future quantitative research.

#### 1. Conceptual Model Structure

The model is based on a causal pathway:

Institutional Security Measures → Perceived School Safety → Normative Integration → Reduction of Social Problems

#### 2. Variables of the Model

Independent Variable (IV)

Institutional Security Measures

- School rules and regulations
- Surveillance and supervision
- Disciplinary practices

- Access control systems

Mediating Variables

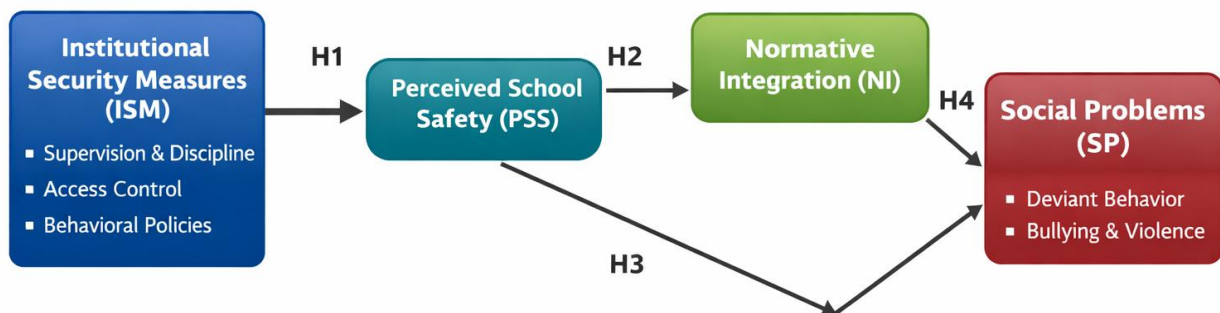
a. Perceived School Safety

- Students' subjective feeling of safety
- Trust in school environment
- Emotional security

b. Normative Integration

- Internalization of school norms
- Respect for rules
- Institutional attachment

Dependent Variable (DV)



**Figure 1.** Conceptual Framework; Source: Developed by the author

Social Problems in School

- Violence
- Bullying
- Vandalism
- Substance use

3. Proposed Hypotheses

H1: Institutional security measures have a positive effect on perceived school safety.

H2: Perceived school safety positively influences normative integration.

H3: Normative integration negatively affects social problems in schools.

H4: Perceived school safety mediates the relationship between security measures and behavioral outcomes.

4. Model Specification (for Future Empirical Study)

A structural equation model (SEM) or regression model can be used:

$$SP = \beta_0 + \beta_1ISM + \beta_2PSS + \beta_3NI + \epsilon$$

Where:

- SP = Social Problems
- ISM = Institutional Security Measures
- PSS = Perceived School Safety
- NI = Normative Integration

- $\epsilon$  = Error term

5. Measurement Approach

Variable	Measurement Method
Institutional Security	Survey (Likert scale)
Perceived Safety	Student perception scale
Normative Integration	Behavioral compliance index
Social Problems	Incident reports / self-reports

6. Analytical Techniques (Recommended)

- Descriptive statistics
- Correlation analysis
- Multiple regression
- Structural Equation Modeling (SEM)

7. Theoretical Contribution of the Model

This framework contributes to the literature by:

- Integrating sociological theory + educational research
- Introducing perceived safety as a mediator
- Providing a testable structure for future empirical studies

**Table 1. Conceptual Model Variables and Hypotheses**

Construct	Type	Dimensions / Indicators	Description	Hypothesis Link
Institutional Security Measures (ISM)	Independent Variable	- School rules and regulations - Surveillance and supervision - Disciplinary practices - Access control systems	Represents formal and informal institutional mechanisms aimed at ensuring order, discipline, and safety within the school environment	H1, H4
Perceived School Safety (PSS)	Mediating Variable	- Students' sense of safety - Trust in school environment - Emotional security - Perceived protection	Reflects students' subjective evaluation of safety and stability within the educational setting	H1, H2, H4
Normative Integration (NI)	Mediating Variable	- Internalization of norms - Respect for rules - Institutional attachment	Indicates the extent to which students adopt and adhere to institutional values and behavioral expectations	H2, H3

		- Behavioral compliance		
Social Problems in School (SP)	Dependent Variable	- Violence - Bullying - Vandalism - Substance use	Represents the prevalence of deviant and antisocial behaviors within school environments	H3

**Table 2. Research Hypotheses**

Hypothesis Code	Statement	Expected Relationship
H1	Institutional security measures positively influence students’ perceived school safety	Positive (+)
H2	Perceived school safety positively affects normative integration among students	Positive (+)
H3	Normative integration negatively affects the prevalence of social problems in schools	Negative ( - )
H4	Perceived school safety mediates the relationship between institutional security measures and social problems	Mediation Effect

**Conclusion**

This theoretical article examined the role of school security in preventing social problems within educational environments from a sociological perspective. Drawing upon classical sociological theories of social regulation as well as contemporary research on school climate and student behavior, the study explored how institutional structures within schools contribute to shaping students’ perceptions, attitudes, and behavioral outcomes.

The analysis highlighted that educational institutions function not only as spaces for knowledge transmission but also as important mechanisms of social regulation. Schools play a crucial role in transmitting social norms, promoting discipline, and guiding students toward socially acceptable forms of behavior. Within this framework, school security emerges as a fundamental institutional condition that supports the maintenance of order and stability in educational environments.

The article proposed a theoretical model explaining how institutional security measures can influence students’ perceptions of safety, strengthen normative integration, and ultimately reduce the prevalence of social problems such as violence, bullying, and other forms of antisocial behavior. According to this model, school security operates through a sequential process in which structured supervision, clear rules, and fair disciplinary practices contribute to the development of perceived safety among students. This perception of safety fosters trust in institutional authority and encourages the internalization of social norms, thereby reducing the likelihood of deviant behavior within school environments.

The discussion also emphasized the relevance of these dynamics within the Algerian educational context, where maintaining safe and orderly school environments represents an important challenge for educational authorities and school administrators. Strengthening school security policies in Algeria requires not only disciplinary frameworks but also the development of supportive school climates, effective supervision systems, and collaborative partnerships between schools, families, and local communities.

Overall, the findings of this article suggest that school security should be understood as a multidimensional concept that encompasses both structural and social dimensions of educational institutions. Ensuring safety within schools involves more than the implementation of physical protection measures; it also requires the establishment of institutional practices that promote fairness, stability, and positive social relationships within educational environments.

Future research may build upon the theoretical framework proposed in this study by conducting empirical investigations examining the relationship between school security, students’ perceptions of safety, and behavioral outcomes in different

educational contexts. Such research would contribute to a deeper understanding of how institutional environments shape student behavior and how educational policies can effectively address social problems within schools.

### **Ethical Considerations**

This study was conducted in accordance with internationally recognized ethical standards in academic research and publication. As a theoretical and conceptual study, it does not involve human participants, personal data collection, or experimental procedures requiring formal ethical approval.

Nevertheless, the research adheres to the ethical principles outlined by the Committee on Publication Ethics and follows the ethical guidelines of the journal *Science, Education and Innovations in the Context of Modern Problems (SEI)*.

All sources used in this study have been properly cited, and academic integrity has been maintained throughout the research process.

### **Conflict of Interest**

The author declares that there is no conflict of interest regarding the publication of this article.

The research was conducted independently, without any financial, commercial, or institutional influence that could be perceived as a potential conflict.

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The study was conducted as part of the author's independent academic work.

### **Author Contributions**

The author confirms sole responsibility for all aspects of this research, including:

- Conceptualization and theoretical framework development
- Literature review and analysis
- Writing and revision of the manuscript

The author has approved the final version of the manuscript and agrees to its submission and publication.

### **Data Availability Statement**

No primary data were collected or analyzed in this study.

All information presented in this article is based on previously published academic sources, which are fully referenced in the bibliography.

### **AI Use Statement**

The author declares that no artificial intelligence (AI) tools were used in the writing, analysis, or preparation of this manuscript.

All intellectual content, interpretations, and conclusions presented in this study are the original work of the author.

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