



International Journal of Innovative Technologies in Social Science

e-ISSN: 2544-9435

Scholarly Publisher
RS Global Sp. z O.O.
ISNI: 0000 0004 8495 2390

Dolna 17, Warsaw,
Poland 00-773
+48 226 0 227 03
editorial_office@rsglobal.pl

ARTICLE TITLE

THE ROLE OF SOCIALIZATION INSTITUTIONS IN IMPARTING
VIOLENT BEHAVIOR TO THE CHILD

DOI

[https://doi.org/10.31435/ijitss.3\(47\).2025.5666](https://doi.org/10.31435/ijitss.3(47).2025.5666)

RECEIVED

29 April 2025

ACCEPTED

29 June 2025

PUBLISHED

10 July 2025

LICENSE



The article is licensed under a **Creative Commons Attribution 4.0 International License**.

© The author(s) 2025.

This article is published as open access under the Creative Commons Attribution 4.0 International License (CC BY 4.0), allowing the author to retain copyright. The CC BY 4.0 License permits the content to be copied, adapted, displayed, distributed, republished, or reused for any purpose, including adaptation and commercial use, as long as proper attribution is provided.

THE ROLE OF SOCIALIZATION INSTITUTIONS IN IMPARTING VIOLENT BEHAVIOR TO THE CHILD

Chabanne Mahdia (Corresponding Author, Email: m.chabane@univ-bouira.dz)
University of Bouira, Bouira, Algeria
ORCID ID: 0009-0000-5420-6395

ABSTRACT

Childhood is a fundamental and critical stage of human development, marking the beginning of personality formation and growth. A child is born unable to perform any actions or comprehend their surroundings, requiring care through the establishment of rules that govern them. Through the processes of learning and education, adults transmit skills and values to children, equipping them with behaviors, norms, and attitudes suitable for specific social roles. This enables children to engage with the community and achieve social adjustment, facilitating their integration into social life. This process is part of socialization, which shapes the child's personality through an understanding of their behaviors. If socialization is healthy, it fosters a sound generation; conversely, if it is disrupted, it may lead to various deviant behaviors, such as substance abuse, theft, violence, and more.

Thus, this research paper aims to uncover the role of socialization through its institutions—namely the family, school, peer groups, and media in the acquisition of violent behavior in children. The study concludes that each socialization institution plays a significant role in either mitigating or exacerbating violent behavior.

KEYWORDS

Socialization, Violence, Child, Behavior

CITATION

Chabanne Mahdia. (2025) The Role of Socialization Institutions in Imparting Violent Behavior to the Child. *International Journal of Innovative Technologies in Social Science*. 3(47). doi: 10.31435/ijitss.3(47).2026.5666

COPYRIGHT

© The author(s) 2025. This article is published as open access under the **Creative Commons Attribution 4.0 International License (CC BY 4.0)**, allowing the author to retain copyright. The CC BY 4.0 License permits the content to be copied, adapted, displayed, distributed, republished, or reused for any purpose, including adaptation and commercial use, as long as proper attribution is provided.

Introduction:

Socialization has attracted significant attention from researchers in social sciences and theoretical perspectives, such as psychoanalytic theory, social learning theory, and social role theory. This interest stems from its characteristics and importance for both individuals and society, as it involves the transmission of cultural heritage from generation to generation, ensuring the continuity and survival of society. It is also a fundamental determinant of the society's future, wherein the frameworks of a nation are established, and civilizational skills are developed.

Throughout various stages of life, children are exposed to social institutions created by society to develop innate predispositions, train them to meet their needs, and prepare them for social life under the culture and standards of the community. However, if there is a dysfunction in these institutions, it will negatively affect the child and impact their life and future. One of these disturbances occurs when these institutions become a danger to the child by teaching them deviant behaviors, particularly violence.

Most scholars agree that violence is any behavior that causes harm to others, whether individuals or groups, regardless of its forms, or its different interpretations. Some attribute it to psychological factors, while others refer to sociological and biological influences. However, violence ultimately arises from the interplay of these three factors, manifested by the child's environment and circumstances.

This research paper seeks to examine socialization and its role in the acquisition of violent behavior in children. The central question guiding this study is: how do socialization institutions contribute to the acquisition and learning of violent behavior in children?

To address this question, we will explore several key points, that highlight the extent to which these institutions contribute to shaping violent behavior in children, addressing various elements, including defining each of the concepts, it will also discuss the characteristics of socialization and examine the role of each socialization institution in the emergence of violent behavior in children.

1.The concepts

1.1.Socialization:

There are several definitions of the concept of socialization from a sociological perspective.Zandan defines it as "the process of social interaction that continues throughout an individual's life, through which we acquire knowledge, attitudes, values, and essential behavior patterns for active participation in society". (Zaid Ahmed,undated,p.181).

It is also defined as Socialization refers to" the process through which individuals learn the methods of interacting and thinking within their social environment. This process continues throughout life, during which individuals learn values and norms of their society shared with their surroundings. Socialization plays a role in integrating the individual to become a member of the group, where they acquire a special status, while simultaneously, being a process of adaptation and normalization". (Ferreol; Getall,2002, p.199). It is defined as" the process that enables an individual to learn and derive various cultural elements (such as norms, values, and social and cultural practices) that characterize their group. This allows the individual to shape their own social personality and adapt to thegroup they belong to. Through this process, certain cultural traits are integrated into the personalities of individuals within a given community. This integration naturally and unconsciously results in homogenization and harmony with the social environment." (Garnier et Kapul, 1994, p. 16).

Therefore, socialization is an essential social process that works towards the integration of an individual into a group, through the acquisition of the group's culture and the role the individual plays within it. Since this process extends throughout the individual's life, the most significant and critical stages of this process occur during childhood, where the child derives values, attitudes, skills, and roles that complement their personality, ultimately leading to theirintegration into the society in which they live.

1.2. Child:

In education, the term child refers to both boys and girls until they reach puberty. It may also refer to an individual as long as they are still undergoing physical and mental development. The term childhood in education and psychology generally refers to the period in human life from birth until full physical and mental maturity is achieved (Turki Ahmed, 1980, p. 100).

From this perspective, we find that the term child applies to both males and females, meaning every newborn regardless of gender. Broadening the scope, we see that a child goes through multiple stages within what is referred to as childhood which is divided based on developmental phases early childhood, middle childhood, and late childhood. Scholars have differed in defining the exact age boundaries of these stages, depending on their specific field of expertise. However, most researchers agree that childhood begins at birth and continues until puberty, after which the individual enters adolescence.

1.3. Behavior:

Behavior refers to "an individuals response or reaction. It encompasses not only physicalmovements and responses but also verbal expressions and subjective experiences. This term can also denote the total or initial response involving glandular secretions when an organism encounters a particular situation" (Ghaith Muhammad, 1995, p. 36).

1.4 Violence:

Violence is defined as" intense and destructive force, an overwhelming energy and power directed with a strong feeling toward people or property". (Jacques Pain, 1997, p. 75). "In other words, violence is any direct or indirect action aimed at restricting, humiliating, or annihilating individuals or property "(Michaud Yves, 1992, p. 7).

Thus, violence can take many forms, including verbal violence (such as insults), physical or material violence (such as assault), and symbolic violence (such as mockery or ridicule).

2. Characteristics of Socialization:

Socialization varies depending on the society and environment in which an individual lives. given that each society has its unique characteristics and foundations, However, socialization processes share several common features:

2.1. Socialization as a Social Formation Process:

This process shapes the individual from birth. Humans are born as dependent beings, lacking the social abilities needed to interact with others. Socialization transforms the individual from a biological organism into a social entity equipped with the social and human qualifications necessary for mature social interaction (Misbah Amer, 2003, p. 38).

2.2. Socialization is a complex and multifaceted process:

This process targets significant objectives, employing diverse methods and means to achieve its aims. It is both an individual and psychological process, as well as a social one simultaneously. (Al-Rashdan, Abdullah. 1999, p. 76)

2.3. Socialization is a process of fulfilling needs:

It aims to satisfy the social needs of the individual. The individual requires love and affection from their parents to feel socially accepted within their family. (Misbah Amer, 2003, p. 39).

2.4. Socialization as a Process of Cultural Transmission:

This characteristic focuses on the content of socialization, which involves transmitting the cultural values of a society to preserve it from extinction or to overcome other cultural values and invade it. and this appears in the media. The latter has become in our era an effective means of socialization, as the individual can learn many concepts and ideas quickly and effectively at the same time, and adopt many behavioral models even if they are rejected in society. Today The influence of the media is more effective on children and adolescents.

Today, neither the family nor the school has become as effective in explaining and interpreting the cultural values of generations as the media is now. (Misbah Amer, 2003, p.41.)

3. Socialization and Its Relationship to Violent Behavior in Children:

Socialization stands as one of the most prominent social variables associated with violent behavior. A robust and intricate relationship exists between the socialization practices a child encounters within their In a social environment and the manifestation of violent behavior, To substantiate this relationship, we will discuss the following:

3.1 Family Socialization and Its Relationship to Child Violence:

The family is regarded as one of the most critical social institutions, functioning as the primary social school in which a child learns various life patterns. Within the family, the child internalizes the cultural framework of their household, which is intrinsically connected to the broader society. The family is defined as " a comprehensive social entity whose influence permeates economic, political, scientific, and religious spheres. He argues that all significant actions, even those occurring beyond the private sphere, generate reverberations within it, eliciting corresponding social responses "(Boutefnouchet, Mustapha. 1982. p131) conceptualizes it as a social unit composed of individuals bound by kinship ties, cohabiting within the same household, and collectively engaging in fundamental services and diverse social functions. (Yvonne Castellan, 1991, p, 03)

Therefore, the family constitutes a foundational social institution within society, serving as a primary agent of socialization. Through familial socialization processes, parents employ structured methods to transmit behavioral patterns, values, customs, and traditions to their children.

Family socialization refers to a set of functions performed by the family, which can either positively or negatively influence the upbringing of children. In other words, the family plays a pivotal role in either fostering or inhibiting aggressive tendencies in the child, through the methods it employs in fulfilling its role in the socialization process. This is manifested in the following aspects:

3.1.1 Excessive Use of Punishment:

Numerous studies investigating the parent-child relationship have demonstrated a strong correlation between violent behavior and paternal punishment. A study conducted by Searo on 400 mothers revealed that these mothers frequently employed physical punishment, which was found to be positively correlated with the level of aggression exhibited by their children. (Drowish Zain Al-Abidin, 1983, p. 340).

Abbas asserts "that parents who adopt physical punishment contribute to the development of a sense of frustration in the individual, which in turn associates their behavior with aggression. This dynamic leads the

child to increasingly distance themselves from their parents, seeking to avoid punishment." (Awad Abbas Mahmoud, 1995, pp. 51-52).

Consequently, cruelty and corporal punishment are regarded as among the most reprehensible parenting methods, primarily because they ultimately foster children who exhibit heightened aggression. The punitive measures employed by parents introduce the child to an inherently violent mode of interaction. In this context, parents who adopt such methods serve as violent role models, whose behaviors are imitated by their children

Therefore, the nature of the method employed is critical in determining whether the child adapts to society in a positive or negative manner. Disciplining and educating the child is a necessary process for shaping them into a social being who adheres to societal values and ideals, while also preventing them from developing a sense of individualism and selfishness.

However, when this process is conducted through harsh methods, it leads the child to resort to aggression, often directing it toward those weaker than themselves, particularly if they perceive injustice through an unfair punishment, which acts as a catalyst for their deviation

Moreover, physical punishment ingrains in the child's mind that violence and cruelty are permissible behaviors, legitimized by the power dynamics between the strong and the weak

3.1.2 tolerance for aggression:

Empirical research has indicated that violent behavior escalates progressively in contexts where increasing tolerance for aggression toward inanimate objects, such as dolls and toys, is observed. As the degree of tolerance rises, the child's apprehension regarding punitive consequences diminishes, accompanied by a concurrent reduction in feelings of guilt. This attenuation of regulatory emotional responses ultimately weakens the child's capacity for self-restraint, thereby facilitating the perpetuation of aggressive behavior. (Eisawi Abdelrahman, 1984, p. 89).

The child perceives the attitude of tolerance and acceptance from adults as permission or authorization to express violence. It has also been observed that violent behavior is more prevalent among children from lower social classes compared to their peers from the middle class. This is due to a relatively more tolerant attitude towards violence among children from middle-class backgrounds. (Aisawi, Abdel Rahman, 1984, p. 77)

Allowing the emergence of violent behavior It is considered equivalent to Developing and motivating it to emerge. Consequently, parental permissiveness leads to several problems, including

- * The individuals inability to achieve social and psychological adjustment.
- * Difficulty adapting to their environment, leading to repeated frustrations due to an inability to confront problems and defend themselves, often resulting in a tendency toward violent behavior and dominance over others.

Searos research suggests that a mothers tolerance of violent behavior sends implicit signals to the child that aggression is acceptable and does not warrant punishment (Mansour, Mohammed, n.d, p.170).

Furthermore, parental neglect fosters a sense of isolation in children, leading to a strong tendency toward violent behaviors as a means of asserting their presence, seeking attention, or alleviating the tension resulting from this isolation, which in itself becomes a source of frustration for them..(Darwich Zein El Abidine.1983.p340).

Accordingly, these two methods represent the most erroneous parenting approaches in dealing with children compared to other methods, such as neglect, overprotection, and favoritism, among others, all of which are directly linked to violent behavior in children..

3.2 The School and the Acquisition of Violent Behavior in Children

The school is the second social institution after the family in preparing the child and providing them with scientific skills and experiences. émile Durkheim defines" the school as a distinct expression of the society that oversees it, responsible for transmitting cultural, moral, and social values considered essential for shaping the adult and integrating them into their environment and social context "(Durkheim, 1993, p. 42).

The school fulfills multiple functions, including a social function aimed at preserving and perpetuating the culture of society by instilling its values and training students in behavioral norms deemed appropriate in various social situations. However, despite these positive aspects, certain behavioral patterns emerge, particularly violent behaviors in children, manifested through acts of rebellion, defiance of school authority, or verbal aggression toward peers or teachers, which can be attributed to various factors. (Dweirar, Abdel Fattah, 1993, p. 268).

- * Experiencing social disappointment, such as academic underachievement and failure to gain the affection of parents and teachers.

- * A tense home environment, particularly due to family disintegration.

In addition, the teacher, as the sole representative of the educational institution, plays a crucial role in facilitating students' psychological and social adjustment. Since each teacher adopts a distinct pedagogical approach, the authoritarian method is characterized by a one-sided learning process in which the student remains a passive rather than an active participant. This dynamic establishes a dominant-subordinate relationship between the teacher and the student, often provoking reactions of aggression and apathy within the classroom.

From this perspective, the school can be seen as a subsystem within the broader framework of social structure, composed of specific, interrelated elements that fulfill various social roles and functions. It aims to support students in realizing their potential, adapting to social life, and internalizing socially acceptable behaviors. However, certain school practices may reinforce violent behaviors, particularly through authoritarian methods exercised by teachers or the administrative staff—an approach that parallels certain familial socialization patterns.

Moreover, the teacher serves as a role model for students, shaping their behaviors and attitudes in both positive and negative ways. Role modeling is a fundamental method of socialization, requiring genuine commitment from educators to the values they promote.

A positive role model serves as an essential pedagogical tool, contributing to children's moral and social development through observation and imitation. Conversely, when students are influenced by negative role models, they may adopt deviant behaviors that contradict societal norms.

Accordingly, the role models a child adopts and the peer relationships they cultivate within the educational institution play a crucial role in their development, fostering growth if positive or contributing to behavioral and psychological deterioration if negative.

3.3. Aggressive Behavior in Children and Its Relationship with Peer Groups

Children engage with various social groups throughout their development, including playgroups and friendships, particularly within external environments such as school, where they spend a substantial amount of time and internalize different behavioral patterns. « Peer groups play a crucial role in the socialization process by influencing social norms and defining various social roles, including shaping individual behavior. In this context, the family holds a fundamental responsibility in guiding the selection of a child's peer group, whether through neighborhood interactions or school environments. As the primary agent of socialization, the family plays a pivotal role in shaping children's social development, ensuring they acquire constructive social skills from a sociological perspective ». (Neghaz, Sayed Ahmed, 2001-2002, p. 80.)

However, research suggests that a child's interactions with peers play a significant role in encouraging violent behavior among themselves and also directs them toward watching violent content. It has been observed that generally maladaptive social relationships contribute to increased exposure to violence and serve as an outlet for aggressive tendencies that the child may be unable to express within the school or family environment. (Awad Abbas Mahmoud, 1995, p. 31)

Several studies have also affirmed this relationship. Short (1968), Bandura (1973).... found that aggressive children believe that violence reinforces self-esteem and preserves social status among peers. (Ma'an Khalil Omar, 1994, p. 127), Research has shown that 70% of juvenile delinquents committed their offenses in the company of a friend or within a group of peers. (Zouatni Belhassen, 2004, p. 101).

As the onset of violence often emerges within groups through collective play, which is based on competition. In order for a group of peers or classmates to earn rewards or reinforcement, they compete with another group. This competition can escalate into verbal and physical aggression, including verbal insults, physical altercations, and kicking. Violence is frequently associated with children's personality traits. Children who are disliked or socially rejected tend to form aggressive groups. Additionally, the nature and expression of violence are linked to gender differences—boys are generally more physically aggressive, while girls are more inclined toward verbal aggression. (Al-Anani, Hanan Abdel Hamid, p. 99).

From this perspective, it can be stated that peer groups have a significant influence on a child's behavior through various mechanisms such as reinforcement, punishment, and role modeling within social behaviors. During the process of social interaction among group members, diverse behaviors emerge as behavioral responses to the group's social environment. These responses manifest in different forms, including conformity, withdrawal, submission, competition, and aggression, this, in turn, results from social rejection by the peer group, leading the child to engage in aggressive behaviors toward peers, including verbal insults, physical assaults, and property damage. A child who is marginalized or neglected by their family is more likely to exhibit violent behavior, driven by a desire for revenge, the need to restore self-worth, and the release of repressed emotions.

Accordingly, the influence of peer groups—whether positive or negative—depends on the nature of the group (i.e., whether it is beneficial or detrimental), the quality of the child's upbringing, and the role of parents in selecting their children's friends and regulating antisocial behavior.

3.4. Media and its Relationship to Violent Behavior in Children:

The impact of media depends on the child's age, personality traits, and the socio-cultural level to which the child belongs, as well as on the reactions of individuals in the child's surrounding environment in the event of message failure, the social context in which the child experiences what has been seen, and the manner in which the child receives the content of visual media. **Absorption:** that is, the assimilation of what is presented; repetition and reiteration play a crucial role in a child's assimilation of concepts, perceptions, and habits.

4 Imitation:

Children are naturally inclined to imitate, and this tendency depends on the child's personality traits, needs, and the responses of those in their environment. Imitation is the process by which an individual acquires certain behaviors through the continuous observation of others. (Al-Fadeel Ratimi, 2000, p. 16).

5 Identification:

In this process, the child initially feels as though they have become like the model, thereby merging with it, emulating its behavior, and executing its instructions. This phenomenon depends on the child's personality and needs, the degree to which the surrounding environment accepts their behaviors, and any merging of the individual's personality with that of another—with whom they share strong emotional bonds—or with a collective personality in an unconscious manner; in either case, the child adopts the attributes of the model, whether negative or positive. (Al-Shurbani, Zakaria, 2000, p. 142).

There are studies that have demonstrated this effect—the influence of television on violent behavior in children. Among these, is a study by Baran and Liebert, which involved two groups of children aged between five and eight years. The children were exposed to films containing scenes characterized by violence, as well as scenes free from such content.

The children were then given the opportunity to assault a peer, and the result was that those who had been shown violent scenes spent significantly more time attacking the victim than those who had viewed non-violent programs. This suggests that children are more prone to engage with media influences. (Mansour Mohammed, nd, p. 169).

Shiffer and Malman assert that television's power is an instrument for teaching violence and contributes to aggression among children. Recent studies indicate that television programs affect children aged 8–9 years, fostering violent behavior at that age and in late adolescence. (Shiffer, Malman, 1999, p. 245).

Chazal and Four discuss the mechanism of blending what is real and what is imaginary, which necessitates paying attention to the dangers of violence presented by television. ram further confirms this tendency by stating:

A certain degree of confusion between reality and imagination always exists in children. Given that violence holds a prominent position in the fictional worlds portrayed by television, cinema, and entertainment or comic books, there remains a potential for children to conflate fictional violence with real-world violence. (Glucksmann André, 2000, p. 45).

Among the television programs that contain violence and are most relevant to children—and most frequently watched by them—are animated cartoons. A prominent communication scholar in the United States found that one hour of cartoons on American television may contain scenes of violence equivalent to three times the rate found in adult programs. Furthermore, a violent incident occurs every two minutes during children's programming. He concluded that children tend to engage in destructive play and exhibit negative behavior. (Alouache, Kahina, 2005-2006, p. 70).

As emphasized by educational psychologist Bandura in 1961 and renowned communication scholar Wilbur Schramm in 1965, along with other researchers, who conducted various studies, it is clear that children's audience is not merely a passive participant in the communication process. Their role is not limited to mere reception; rather, they are active participants who observe, imitate, identify with, and retain what they see. A significant portion of what children learn comes from diverse television programs, driven by both entertainment and the pursuit of knowledge. (Maryam Salim, 2001, p. 35).

Based on what we have presented, we find that the media currently plays a significant role in shaping a child's personality. Television, in particular, is one of the most influential and captivating media forms, often referred to as the third parent. Various studies have highlighted that television programs contain cognitive

aspects; however, they also include violent elements. Numerous research have confirmed the presence of images of violence and aggression in these programs, including:

Animated cartoons, which promote relationships, values, and behaviors under the concept of power which inherently involves conflict and challenge, leading to violent behaviors that negatively affect children, harming them both psychologically and socially. On the psychological level, it contributes to the formation of a personality dominated by violence and a propensity for fighting. On the social level, it influences their relationships within their family environment (e.g., siblings) or with peers, leading to the adoption of aggressive behaviors toward them. These behaviors are learned through observation and imitation, further reinforced by technological advancements. With the widespread availability of the internet, children are increasingly exposed to violent imagery and are encouraged to enact violence through electronic games...etc. This has ingrained in their consciousness the notion that violence is acceptable.

6 Conclusions:

In conclusion, we can state that socialization institutions play a significant role in the acquisition of negative behavioral patterns, which may escalate to various forms of deviance, including violence. Based on this, we have reached the following findings:

The use of authoritarianism, harsh discipline, and tolerance of aggression by the family leadsto the learning of violent behavior.

* Peer groups play a role in a childs delinquency. Sutherland, in his Differential Association Theory, stated that a childs preference for delinquent peer groups leads them to become members of gangs, to which they show loyalty and obedience, learning delinquency as a profession.

* The use of unjustified punishment by teachers or school administration is a method that fosters violence and leads to the adoption of similar behavior by students.

* A childs susceptibility to violent behaviors based on their personality and age, as observed through the family, peer groups, and the media, This has been confirmed by Bandura in his Social Learning Theory.

* we can assert that violence in the media is likely potentially incite children to act out their aggression. However, the extent to which a child is influenced by these medepends on the number of hours spent watching, which varieaccording to the child's age. As children grow older, they gain a greater ability to distinguish between reality and And imagination.

* Family upbringing has the most significant impact on a child, as it leaves direct effects because the family is the primary foundation and the main determinant of a childs behaviors.

This is achieved through the role of parents in guiding, monitoring, and being aware of the dangers posed by the media and peer groups, which amplify and reinforce these behaviors in the absence of family attention and care. Therefore, every socializing institution, whether the family, school, or others, bears responsibility for either reducing or exacerbating violent behavior.

* Therefore, the type of upbringing a child receives determines their future behavior. Given that the child is the man of tomorrow, upon whom society relies and is built, it is essential during this stage to establish the foundation of their personality. This foundation includes values and attitudes that determine the nature and manner of their future behavior. For this reason, we propose the following recommendations:

* Adopting proper and balanced family upbringing methods, such as open dialogue, and critically analyzing all media content, including television and other platforms, to guide and counteract cultural invasion and behavioral deviance.

* Fostering a stable family environment, devoid of tensions, marital disputes, and domestic violence, as these factors often contribute to the emergence of aggressive behavior in children.

* Television programs should be aired with the participation of specialists to educate parents on employing pedagogical methods in interacting with their children.

* It is imperative to include psychological specialists within educational institutions to address cases of violence originating from family, school, or peer groups, thereby preventing their exacerbation in the future.

* The adoption of role modeling, through guiding children toward Islamic exemplars and ethical.

REFERENCES

1. Ahmed Zayed. (n.d.). *The family and childhood* (1st ed.). Dar al-Ma'rifa al-Jami'iyya.
2. Misbah Amer. (2003). *Socialization and its relationship to deviant behavior among students* (1st ed.). Dar al-Umma.
3. Abdullah Al-Rashdan. (1999). *Sociology of education* (1st ed.). Dar al-Shuruq for Publishing.
4. Zain al-Abidin Darwish. (1983). *Social psychology* (1st ed.). Zamzam Press.
5. Abbas Mahmoud Awad. (1995). *Socialization and academic underachievement*. Dar al-Ma'rifa al-Jami'iyya.
6. Issawi, A. R. (1984). *The psychological and social effects of Arab television*. Dar al-Nahda al-Arabiyya.
7. Mansour, M. J. (n.d.). *Readings on childhood problems*. Dar Tihama.
8. Douirar, A. F. (1993). *Psychology of growth and development*. Dar al-Nahda al-Arabiyya.
9. Omar, M. K. (1994). *Sociology of the family* (1st ed.). Dar al-Shuruq.
10. Al-Anani, H. A. H. (2000). *The child, family, and society* (1st ed.). Dar al-Safa for Publishing and Distribution.
11. Al-Sharbini, Z., & Sadiq, Y. (2000). *Child socialization and parental methods in treatment and problem-solving*. Dar al-Fikr al-Arabi.
12. Shaffer Woolman. (1999). *Psychology of childhood and adolescence* (1st ed.). Dar al-Thaqafa.
13. Glucksmann, A. (2000). *The world of television: Between beauty and violence* (W. S. Abdel Masih, Trans.). General Authority for Printing Affairs.
14. Boutefnouchet, M. (1982). *The Algerian family* (2nd ed.). SNED.
15. Castellán, Y. (1991). *The family: What do I know?* Presses Universitaires de France.
16. Pain, J., et al. (1997). *Violence in schools*. Matrice.
17. Michaud, Y. (1992). *Cool violence: What do I know?* Presses Universitaires de France.
18. Durkheim, É. (1993). *Sociology of education*. L'Harmattan.
19. Ghayth, M. (1995). *Dictionary of sociology*. Dar al-Ma'rifa al-Jami'iyya.
20. Ferreol, G., et al. (2002). *Dictionary of sociology* (3rd ed.). Armand Colin.
21. Capul, J.-Y., & Garnier, O. (1994). *Dictionary of economics and social sciences*. Éditions Hatier.
22. Turkī, R. (1980). Children's rights between Islamic education and Western education. *Journal of Social Sciences*, 8(1–4).
23. Neggaz, S. A. (2002). *The role of the family environment in the emergence of criminal behavior* [Master's thesis, University of Algiers].
24. Zouatni, B. (2005). *Juvenile delinquency* [Master's thesis, University of Algiers].
25. Rfīmī, A.-F. (2001). *Socialization and the problem of rationality within industrial organizations* [Doctoral thesis, University of Algiers].
26. Alouache, K. (2006). *Addressing violence through television and video games and its impact on children* [Master's thesis, University of Algiers].