

The Impact of Violence on Juveniles(minores) in Shaping Deviant Behavior

العنف الممارس ضد الأحداث (القُصَّر) وإسهامه في تشكّل ظاهرة الانحراف

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Abstract:

The phenomenon of violence against juveniles is a subject that has garnered significant attention from researchers across various disciplines due to its negative consequences. This paper aims to identify the environments in which juveniles may be exposed to violence, explore the effects of this phenomenon on juveniles, and examine how it drives them toward delinquency. Finally, we attempt to provide recommendations to mitigate this phenomenon.

this research paper adopts a descriptive analytical approach based on theoretical literature and recommendations derived from international reports. The study revealed a strong correlation between exposure to violence and the appearance of juvenile delinquency.

Keywords: Juvenile ; Delinquency; Minors ; Role.

الملخص:

من أبرز القضايا التي تعاني منها فئة الأحداث ظاهرة العنف الممارس بحقهم والإساءة إليهم، فلا يكاد يخل أي واقع اجتماعي من هذه الظاهرة سواء وصف بالتقدم أو التخلف، والتي لا تزال تتفاقم وتزيد بشكل ملحوظ على الأقل على مستوى الخطاب الصحفي. ومما لاشك فيه أن الاهتمام والتناول العلمي لمدى انتشار ظاهرة إساءة معاملة الأطفال وتفهم الأسباب وتداعيات الظاهرة أمر بالغ الأهمية لوضع

سياسات وبرامج رعاية وحماية القاصرين سنًا، وبالتالي التوجه نحو صياغة برامج فعالة للوقاية والعلاج، نتناول في هذه الورقة أنماط العنف ضد الأحداث والبيئات التي يمكن أن يتعرض فيها الحدث للعنف، وما هي الآثار التي تخلفها عليه وتدفعه إلى سلك دروب الانحراف .

الكلمات المفتاحية: الحدث؛ الانحراف؛ العنف؛ الوقاية.

1. INTRODUCTION:

Human life is characterized by successive stages of growth and renewal. Childhood is paramount among these stages, given that proper child rearing and education are the optimal means of achieving societal progress, advancement, development, and prosperity. Reflecting this conviction, global associations and organizations have focused on children's rights by establishing an international charter dedicated to the child and their rights. The United Nations General Assembly's 1959 declaration included several provisions concerning child protection. Associations and organizations have also developed plans and programs to advance children's knowledge and cultivate their talents, alongside conducting field studies and research to identify their needs and the primary challenges they may encounter.

One of the most significant issues affecting this demographic is the phenomenon of violence and abuse against them. This social issue has become increasingly visible in recent times, constituting a blatant violation of all charters and texts advocating for the protection and welfare of children. Hardly any society is immune to this phenomenon, regardless of its level of development. The issue continues to escalate, at least within the realm of journalistic discourse, and has garnered the attention of researchers and specialists across various fields, including psychology, sociology, religion, law, and jurisprudence.

Scientific inquiry into the prevalence of child abuse, understanding its causes, factors, and repercussions, is crucial for developing effective policies and programs for the care and protection of minors. This, in turn, facilitates the creation of effective prevention and treatment programs.

Algerian society is not immune to the phenomenon , as statistics of security reports indicate that there are eleven thousand (11,000) Algerian children who stand annually before the courts for committing various types of delinquency, such as involvement in the consumption and possession of drugs, theft, vandalism , assaults and others ,across different age groups. ⁽¹⁾

To address the phenomenon, the study relied on the descriptive analytical approach based on a review and analysis of previous relevant studies and literature. Due to the impossibility of obtaining an official license to conduct field studies within rehabilitation centers or care homes, this study does not rely on field data. Instead, it seeks to provide a scientific contribution through a conceptual analytical reading based on theoretical references.

Accordingly, the study seeks to answer the following question:

Does the exposure of juveniles to violence in the social environment such as family, school and community increase the likelihood of juveniles engaging in deviant behavior?

The study aims at:

Definition and classification of the forms of violence that affect the juveniles.

Identify features of the social environment where violence occurs.

Provide recommendations for preventing the phenomenon.

2. Defining Violence Against Juveniles :

The concept of a "juvenile" varies across academic disciplines. Linguists define a juvenile as a young man or youth. Sociologists and psychologists view a juvenile as an individual from birth until they achieve social maturity and complete the elements of adulthood. ⁽²⁾

Deviant Behavior

Legally, a juvenile is defined as someone who has reached the age of seven but not yet eighteen at the time of committing a crime or being in a situation of exposure to deviance. ⁽³⁾

In general, legal scholars define a juvenile as a minor between the age of legal discernment and the age of majority ⁽⁴⁾. Laws vary across countries in defining these ages, but in most countries, it falls between seven and eighteen.

Islamic law specifies the age of seven as the age of discernment, implying that physical discipline should be avoided when correcting a child. The maximum age defining a juvenile varies among Islamic countries, ranging from 15 to 18 years, and in some cases, up to 20 years.

The use of the term child is often characterized by the sociological context, while the juvenile is used in a legal context. This study focuses on juveniles, specifically those under 18 years of age who have engaged in deviant behaviors leading to their entry into juvenile institutions.

A child who has been subjected to violence in the early stages of his life may contribute to the reproduction of deviant behavior in the future, transforming from a victim of violence to a delinquent juvenile subject to legal punishment.

In Algerian law, a juvenile is a person who has not reached the age of criminal majority set at 18 years. Articles 442-443 of the Algerian Code of Criminal Procedure define this. ⁽⁵⁾

In the Dictionary of Social Sciences, violence is defined as behavior, whether physical or verbal, positive or negative, direct or indirect, perpetrated by an individual or group against another individual or group as a result of anger, frustration, self-defense, protection of property, revenge, or the desire for gain, resulting in intentional physical, material, or psychological harm to the other party. ⁽⁶⁾

Violence against juveniles is also defined as mistreatment or failure to properly care for a child, resulting in physical or emotional harm, sexual abuse or exploitation, or any action or inaction that leads to harm, sometimes resulting in death.

Violence against children includes all forms of violence against people under 18 years old. ⁽⁷⁾

3. Forms of Violence Against Juveniles :

Violence against juveniles manifests in various forms due to its multifaceted and expansive nature. Classifications of violence differ, with some categorizations based on the method of perpetration, others on the degree of impact on the individual, and still others on the location where the violence occurs.

Violence against children: "All forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. ⁽⁸⁾

This paper classifies violence based on the method of perpetration, acknowledging the interconnectedness of different forms (physical, sexual, verbal, media-related, political, psychological, economic, etc.). The focus will be on the most salient forms: physical, psychological, symbolic, sexual, and political. Each form will be discussed individually.

3.1 Physical Violence:

This includes any behavior involving the intentional use of force against another person's body, causing physical injury or pain. Examples include hitting, choking, punching, kicking, and cutting, resulting in injuries such as bruises, wounds, fractures, and other physical harm. Physical violence may stem from misguided disciplinary practices or harsh physical punishment without the deliberate intent to harm the child.

Physical violence against children is perpetrated by adults, including parents, other family members, individuals in the child's environment, or strangers.

3.2 Psychological Violence:

Terminology varies regarding this type of violence. Psychological violence refers to any emotional behaviour with repercussions for the child's mental and emotional well-being. This includes threats, isolation, verbal abuse, humiliation, contempt, neglect, coldness, cruelty, and unrealistic demands. Studies and research have demonstrated that social environments, particularly family and school environments, characterized by denigration, disrespect, and disregard for the child's psychological feelings, can foster rebellion, defiance, aggression, hatred, and resentment.

Symbolic violence, also known as *domination violence* in psychology, falls under this category. This stems from the perpetrator's power to employ expressive or symbolic methods that produce psychological, mental, and social consequences for the targeted individual. It involves non-verbal expressions, such as refusing to look at someone, or through subtle insinuations. ⁽⁹⁾

3.3 Sexual Violence:

This encompasses sexual abuse of children, any form of sexual contact, or any behavior occurring without consent and involving coercion or deception. It includes unwanted sexual activity where adults or older adolescents exploit children for arousal or sexual gratification. This definition includes sexual assault, harassment, rape, incest, and inappropriate touching.

Sexual assault: Any unwanted sexual contact to satisfy adult sexual desires without the child's awareness or understanding.

Harassment: Verbal or physical sexual abuse against a child without sexual assault.

Rape: This refers to the sexual assault of a child through force by any adult individual.

Incest: This involves a parent or relative engaging in a sexual relationship with one of their children.

Sexual Deviance: This refers to aberrant sexual abuse perpetrated by an adult of the same gender against a child.

Incomplete Gratification (Fondling): This is described as the caressing or kissing of the victim's body parts.

Forcing a child to view pornographic images or films.

3.4 Political Violence:

Political violence refers to the actions and practices adopted by political regimes and governments toward individuals or groups. It is considered one of the most severe and dangerous forms of violence inflicted upon humanity, as it is often targeted, calculated, disproportionate, and does not recognize laws or international treaties. Such violence is perpetrated by entities that possess power and material support. A notable example is the violence inflicted by Israel against the Palestinian people, which affects all age groups, including children.

4. Previous Studies:

4.1 Foreign Studies:

The study of researcher Smith, J., & Jones, A. entitled " The Influence of Family Violence on Juvenile Delinquency: A Meta-Analysis ".⁽¹⁰⁾

In order to determine the degree of the association between family violence and juvenile delinquency, this meta-analysis synthesizes the results of multiple studies. The authors point out that there is a strong correlation between juvenile deviant behavior and exposure to violence in the family setting.

According to the study's findings, family violence reduction initiatives may be able to lower the likelihood of juvenile delinquency, highlighting the importance of integrated family support services.

The study of researcher Williams, T. & Garcia, M. entitled " The Intergenerational Transmission of Violence: Implications for Juvenile Justice".⁽¹¹⁾

This paper explores the concept of intergenerational transmission of violence, focusing on how children raised in violent households are predisposed to deviant behavior. The authors analyze data from juvenile justice records to illustrate the prevalence of this phenomenon.

The study concludes that breaking the cycle of violence requires targeted interventions that address both the immediate and broader social contexts of affected families, advocating for policy changes in juvenile justice systems.

4.2 Arabic Studies:

The study of researcher Ghadeer Prince Al-Zaben. entitled " The Role of Family Disturbances and Friends in Juvenile Delinquency" ⁽¹²⁾ was conducted on a sample of inmates of Omar bin Abdulaziz Juvenile Center. The study used a social survey approach, revealed that theft is the most common offense, with 45.65% of the juveniles having a family member who had previously been imprisoned.

Among the studies that are directly related to the subject of our research, we find the study of researcher Samar Ali Kashish entitled The Role of Family Disorders and Friends in Juvenile Delinquency. ⁽¹³⁾ The

study was conducted in Iraq on a sample of 100 delinquents placed in the observation house in Baghdad, using the descriptive statistical approach. The study concluded that most of the juveniles were subjected to family violence, which played a significant role in their delinquency. Family neglect was also identified as an important factor.

4.3 Algerian Studies:

Among the studies we found is one by Gouafria Rachida titled The role of family factors in juvenile delinquency , which is a theoretical study. and a study by Tarshoun Hanae titled The social factors that lead to the growing phenomenon of juvenile delinquency -a field study at el-hadjar re-education foundation , ⁽¹⁴⁾ conducted on a sample of juveniles detained at the Rehabilitation Institution in Hajar, aged between 14 and 18, using a descriptive method. The study aims to identify the social factors leading to juvenile delinquency and prevention methods. It concluded that family disintegration is a direct cause of juvenile delinquency, along with poverty.

Despite the importance of the subject, the Algerian sociological literature shows a limitation in field studies, due to several considerations, including the sensitivity of the subject and the restrictions imposed in order to obtain a license in juvenile centers in addition to the lack of agreements between these centers and universities. This has led us to rely on foreign and Arabic studies to understand the phenomenon.

The results of these studies indicate that exposure to violence at an early age and the tendency towards deviant behavior have garnered the attention of Western researchers due to their significant implications for prevention. Conversely, there is a scarcity of local prospective studies that could indicate a causal relationship, but the extent and manner of acquisition remain unknown due to the lack of serious field studies.

5.Environmental Where Violence Against Minors Occurs :

5.1 Home and Family :

The home is one of the most important pillars of society, as it constitutes the natural and healthy environment for a child's growth and plays a significant role in shaping their personality and revealing their abilities. The family represents the basic natural collective unit of societies.

Violence within the family context can be perpetrated by parents, stepparents, adoptive parents, siblings, close relatives, and caregivers. There are no laws or social norms preventing parents from using physical punishment or any form of physical violence under their chosen educational methods. In many cases, domestic violence is legitimized under the guise of discipline and takes the form of corporal punishment or harsh penalties; physical violence is often accompanied by psychological abuse.

There is an increasing recognition of sexual violence occurring within homes. A general review of studies conducted in 21 countries—most of which are developed nations—indicates that individuals reported rates ranging from 7% to 30% among women and from 3% to 29% among men who experienced sexual abuse during childhood. Most studies concluded that girls are mistreated at rates between 1.5 to 3 times that of boys, with most incidents occurring within familial settings. Similarly, a multi-country study conducted by the World Health Organization—including both developed and developing countries—found that between 1% and 21% of women reported experiencing sexual abuse before age fifteen by male family members other than fathers or stepfathers in most cases. ⁽¹⁵⁾

5.2 Violence in Schools and Educational Settings :

Schools are regarded as the second most important social institution after families concerning their influence on individuals, shaping their personalities, developing their skills and abilities, and providing them with knowledge. Schools serve primarily as educational institutions; however,

some erroneous educational practices continue to be directed against learners. Among these practices are severe beatings and harsh punishments that may not correspond with the severity of a child's mistake or their age. Although 102 countries have prohibited such violent practices in schools according to a report presented to the United Nations, these practices still occur but at varying rates.

Children who frequently experience violence are often those facing learning difficulties; educators may resort to incorrect teaching methods by directing insults and physical punishment toward these children without considering their intellectual capabilities or without any deterrent measures in place. Additionally, violent practices against children in schools vary according to gender, social class, economic status, and intellectual capacity. Harassment from peers or school staff often targets students from poor families or marginalized groups or those with special needs. Furthermore, violence directed against girls by teachers or peers frequently takes on a sexual nature.

5.3 Violence in Workplaces :

Despite most countries mandating compulsory education—particularly at the primary level—numerous cases of school dropout continue to be recorded across nations, with dropout rates varying based on several factors and circumstances. Consequently, a significant majority of dropouts tend to enter the labor market, especially if economic factors and poverty contribute to their dropout status. Even when children remain enrolled in school without dropping out, they may seek work during summer vacations to improve their family's financial situation. Some employers prefer hiring children for two main reasons: lower wage costs and easier control over them.

In workplaces, children are subjected to various forms of exploitation, humiliation, stress, as well as physical violence. These unlawful practices

Deviant Behavior

often go unchallenged by parents due to their need for work and fear that losing this job could jeopardize their child's employment opportunities. Even if a child does not experience overt forms of violence the mere act of employing a child for long hours while burdening them with tasks beyond their capacity constitutes a gross violation of children's rights.

There is limited data available regarding violence against child laborers, particularly those employed in the informal sector. International standards, such as the International Labour Organization (ILO) Convention No. 138 (1973) concerning the Minimum Age for Admission to Employment, exclude children below the minimum age from being present in workplaces.⁽¹⁶⁾

5.4 Violence in Society:

Within this socio-ethical framework, juveniles can be subjected to violence by peer groups, or be exposed to kidnapping for the purpose of extorting their families for ransom, trafficking their organs, or selling them to families seeking adoption.

The media sometimes portrays violence, including that against children, as normal or glorifies it in print or visual media, including television, films, and video games. The internet has also stimulated the production and use of materials depicting sexual violence against children. The web is used for direct enticement, and children are exposed to violent or pornographic material for harassment and intimidation. Surveys in Canada and the United Kingdom indicate that significant numbers of schoolchildren are harassed, coerced, or harmed via email or mobile phones, or are exposed to people who disseminate misleading information about them online. Monitoring children's internet use is more challenging than monitoring their consumption of printed material, television, or films.⁽¹⁷⁾

6.The Role of Violence Against Juveniles in the Emergence of Deviant Behavior :

Juvenile delinquency is a problem that impedes the growth and progress of society, reflecting negatively and leading to the spread of chaos and disruption among its members. Juvenile delinquency is a social phenomenon known to societies, both old and new, regardless of the differences in the phenomenon in terms of its nature, size, and form. There is no doubt that deviant behavior varies from society to society. What is considered delinquent or deviant behavior in one society may not be so in another, due to the prevailing norms in that society.

Social environments also play a prominent and clear role in the deviation or uprightness of juveniles. Human behavior is often a reciprocal interaction between the individual and the society in which he lives, starting with his small family environment and passing through the wider society in line with the individual's growth. Upon joining school, the influences of the school environment begin to affect him, as do the influences of peer groups as he grows and forms new social relationships with friends, whether in the neighborhood or at school. Throughout this, the influences of the social environment in the neighborhood play an important role in shaping the individual's behavior, and the social environment in the neighborhood affects the juvenile, positively or negatively, like other environments. ⁽¹⁸⁾

Therefore, it can be said that the social environments that can drive a juvenile to deviate start from the family to the school, passing through the peer group, and there are other means such as the media and care and reform institutions. Consequently, the environment in which the juvenile experiences violence is the same one that contributes to shaping and adopting deviant behavior. In other words, the juvenile reproduces the same action that was practiced on him. However, the question that arises now is how do these circles contribute to the emergence of the phenomenon of juvenile delinquency? Perhaps the juvenile's exposure to violence in all its

Deviant Behavior

forms in various social environments generates a set of actions and behaviors that are hostile and antagonistic to society.

Studies indicate a relationship between children's exposure to domestic violence and the occurrence of behavioral disorders in them, especially aggressive behavior. Harsh upbringing that suppresses the child, punishes him physically, and hurts him psychologically develops aggression in him and makes him fail to develop control over anger and aggression. Domestic violence against children hinders the performance of its social and educational functions on the one hand, and on the other hand helps to reproduce patterns of behavior and unhealthy relationships. Since children are the most affected, this may help prepare them to become delinquent individuals in society due to their loss of a suitable family atmosphere that satisfies their social and emotional needs, and then increase the rate of delinquency and deviation in society. In this case, the juvenile or child becomes imprinted with violence as a method of solving problems that he may face in his life, and on the other hand, it generates resentment and hatred towards his family, especially when he does not comprehend the motives of cruelty towards him, which leads him to rebellion and defiance.

The frequent disputes and ongoing quarrels between parents also lead to increased conflicts among their children. This fosters the development of aggressive feelings and emotions, resulting in a lack of a sense of security within the family. Consequently, individuals may seek refuge outside the family to fulfill these needs, often resorting to deviant behavior and violence as a means to achieve their goals. ⁽¹⁹⁾

Moreover, exposure to violence in the school environment can cultivate aggressive and deviant behaviors in Juveniles. Many schools have traditionally relied on corporal punishment as a quick and easy method to discipline students. However, physical punishment is merely a temporary solution. Once the pain subsides, the student is likely to revert to undesirable behavior. Over time, the effectiveness of corporal punishment diminishes as students become accustomed to it, and it instead serves as a

deterrent with psychological, physical, and social repercussions. This often leads to academic failure, school dropout, and truancy.

Roy argues that phenomena such as academic failure and deviance act as societal landmines, adversely affecting the social and economic development of a country. Violent adolescents are more prone to academic failure, drug abuse, unemployment, and even suicide. These outcomes can increase crime rates within society, and deviance may become a defining characteristic of their lives. This, in turn, can expand the cycle of attracting other students who are victims of school violence. ⁽²⁰⁾

The peer group to which a child belongs or interacts with can also influence their behavior, either positively or negatively, depending on the group's objectives. Negative peer influence often leads to violent behavior.

Numerous studies have shown that the lack of parental supervision over the type of television programs consumed is a significant factor in fostering and reinforcing aggressive behavior in Juveniles. This, in turn, encourages them to reproduce such behavior within social settings. Albert Bandura, the proponent of social learning theory, emphasized how children learn violence and aggressive behavior through observing violent films and media, whether on television or mobile devices. ⁽²¹⁾

Continuous exposure to scenes of crime, brutality, and defiance of authority or advice can alter an Juveniles's attitudes and inclinations, making them more accepting of violent and deviant behavior.

Without straying far from our own society, as statistics of security reports in Algeria indicate that the groups from 16 to 18 years are the most targeted, representing 57.90% of the total number of juvenile delinquents. followed by the age group from 13 to 16 years at 33.70%, and then those under 13 years at 8%. ⁽²²⁾

Deviant Behavior

These figures not only show the true magnitude of the phenomenon, but also highlight the link between exposure to various types of physical, psychological and sexual violence, neglect and adoption of deviant behavior. Violence does not produce immediate harm, but extends its effects in the future by reproducing these experiences in the form of deviant behavior directed against oneself or society.

The phenomenon of transformative violence, where a juvenile transitions from a victim to a deviant, is exacerbated in fragile environments characterized by poverty, overcrowding, and lack of recreational facilities. This group often tends to join bad company as an alternative to the family and school that failed to contain them.

This dynamic demands that researchers approach the phenomenon not as legal entity but rather as an acquired social behavior.

7.Recommendations for Preventing and Reducing Violence Against Juveniles

A first important strategy relates to the prohibition by law of all forms of violence against children and the need to specifically criminalize many serious forms of violence. ⁽²³⁾

Given the importance of the recommendations outlined in the report submitted to the United Nations, and because they comprehensively address all aspects of violence in terms of location and methods of practice, I have chosen to present these recommendations in detail as they appear in the report: ⁽²⁴⁾

7.1 In the Home and Family:

Considering that the family bears the primary responsibility for raising and nurturing children, and that the state should support parents and caregivers in providing care for children, I recommend the following measures for the state:

- Develop or strengthen programs to support parents and other caregivers in their role of raising children. These programs should include investments in healthcare, education, and social welfare services.
- Implement targeted programs for families facing particularly challenging circumstances, and families caring for children with disabilities.
- Establish parental education programs that consider gender differences and focus on non-violent forms of discipline. Such programs should promote healthy parent-child relationships and guide parents toward constructive and positive disciplinary methods, taking into account the evolving capacities of children and the importance of respecting their opinions.

7.2 In Schools and Other Educational Institutions:

Considering the necessity for all children to learn in an environment free from violence, and that schools must be safe and suitable for children, with curricula grounded in rights, schools should also provide an environment where attitudes condoning violence can be transformed. This environment should promote the teaching of values and non-violent behaviors. Therefore, I recommend that states take the following measures:

- Ensure that school administrators and teachers employ non-violent teaching and learning strategies, adopting classroom management and disciplinary measures that are not based on intimidation, threats, humiliation, or physical force.
- Prevent and mitigate violence in schools through targeted programs addressing the entire school environment. This includes promoting skills such as non-violent conflict resolution, implementing anti-bullying policies, and fostering respect for faculty.
- Ensure that curricula, teaching methods, and other practices fully align with the principles of the Convention on the Rights of the Child, and are

free from any references, whether explicit or implicit, that encourage violence or discrimination in any form.

7.3 In the Workplace:

Recognizing the importance of ensuring that no minors are present in workplaces and protecting all children in workplaces from all forms of violence, as outlined in ILO Conventions No. 138 and 182, the Convention on the Rights of the Child, and other international instruments, I recommend that states take the following measures: ⁽²⁵⁾

Enforce local labor laws and integrate the abolition of child labor into national development policies, prioritizing the elimination of the worst forms of child labor, particularly those involving violence.

Provide rehabilitation and integration programs for children working illegally, focusing on helping minors engaged in the worst forms of labor to leave work, receive education and training, and improve their life opportunities without exposing them to further risks.

7.4 In the Community:

Considering that measures to prevent and address violence against children in communities must address social, economic, and environmental risk factors, I recommend that states take the following measures: ⁽²⁶⁾

Implement prevention strategies to reduce immediate risk factors in local communities. These factors vary by location but generally include alcohol and drug abuse, firearm possession, and the involvement of children in illegal activities.

Reduce social and economic inequality, Priority should be given to approaches focusing on poverty alleviation and strengthening social connections.

Strengthen and support government and civil society initiatives to prevent violence among children, particularly by providing safe recreational opportunities.

Strengthen efforts to combat the use of information technology, including the internet, mobile phones, and electronic games, in the sexual exploitation of children and other forms of violence. and impose appropriate penalties on those who distribute, possess, or exploit children in pornographic materials.

Encourage the media and communications industry to establish global standards for child protection and fund worldwide educational campaigns on the safe use of new technologies.

8. CONCLUSION :

Violence against juveniles is a global, multifaceted phenomenon with varying degrees of severity. It has profound and detrimental effects on both individuals and society as a whole. Violence can have serious implications for child development and, in the worst cases, may lead to death or injury. It can also affect children's health, their ability to learn, and even their willingness to attend school. In some instances, violence drives children to run away from home, exposing them to further risks. Additionally, violence undermines children's self-confidence and diminishes their capacity to become responsible parents in the future. Children exposed to violence are at a heightened risk of depression and, in some cases, suicide.

In this context, the study recommends the need to conduct future field research concerned with analyzing the relationship between violence and delinquency in Algerian society considering the cultural, social, and religious specificities of the community.

In conclusion, this research paper represents a foundational theoretical attempt that can contribute to the development of a sociological understanding of the phenomenon and pave the way for further scientific studies based on real data.

In this context, I can find no better recommendation than that offered by Elisabeth Hurlock in her advice on caring for a child's world:

- If a child lives in an environment of criticism, they learn to condemn others.
- If a child lives in an environment of hostility, they learn to fight others.
- If a child lives in an environment of pity, they learn to be harsh on themselves.
- If a child lives in an environment of fear, they learn to be apprehensive of evil.
- If a child lives in an environment of spite, they learn to feel guilt.
- If a child lives in an environment of indulgence, they learn to be unwell.
- If a child lives in an environment of praise, they learn to be capable.

- If a child lives in an environment of encouragement, they learn to love themselves.
- If a child lives in an environment of acceptance, they learn to love others.
- If a child lives in an environment of trust, they learn to have confidence in themselves.
- If a child lives in an environment of fairness, they learn to value justice.
- If a child lives in an environment of security, they learn to interact honestly with themselves and others.
- If a child lives in an environment of friendship, they learn that the world is a place worth living in.

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