

The Relationship between Academic Stress and School Violence among a Sample of Adolescent Pupils in the First Year of Secondary Education

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Soumission : 12/01/2026 Acceptation : 25/06/2026 Publication : 29/09/2026

Abstract:

The present study aims to investigate the relationship between academic stress and school violence among a sample of adolescent pupils enrolled in secondary education; it also seeks to identify differences in the levels of both academic stress and school violence according to the variable of gender (male/female). To achieve these aims, the descriptive correlational approach was employed, with the study sample consisting of 120 male and female adolescent pupils in the first year of secondary education. Data were collected using two instruments: the Academic Stress Scale and the School Violence Scale.

Following statistical analysis, the following results were obtained:

- A statistically significant relationship exists between academic stress and violent behaviors among adolescent pupils in the first year of secondary education;
- No statistically significant differences were found in the level of academic stress attributable to gender (male/female);
- Finally, statistically significant differences were found between males and females in the degree of school violence, in favor of males.

Keywords: Academic stress, school violence, adolescent pupil.

Introduction

Academic stress has garnered considerable attention from researchers in psychology and educational sciences; indeed, several studies have indicated that stress among pupils stems from the rapid transformations witnessed within the educational system—transformations encompassing an extensive curriculum, a new examination system and pedagogical evaluation approach, the nature of peer-to-peer relationships on one hand, and relationships with administrative staff on the other, alongside the increasing responsibilities placed upon pupils both within and outside the school institution. The intensity of such psychological stress may be further amplified during adolescence, a period marked by significant psychological and physical changes; specialists widely regard this stage as one characterized by profound bodily, cognitive, emotional, and academic transitions. Although certain types of stress can exert a positive influence on pupils—by, for instance, motivating them to study and fulfill their obligations in a timely manner—numerous stressful events can, conversely, engender feelings of frustration, hinder the completion of academic tasks and duties, and potentially inflict harm upon the pupil and those around them; this often manifests in violent behaviors such as physical

altercations and fighting among pupils, verbal abuse including insults and swearing, the destruction of educational tools and school property, and even verbal or physical aggression directed toward teachers and educational staff. Such behaviors inherently obstruct the pedagogical and educational objectives expected of schools, rendering the environment unsuitable for achieving educational goals while simultaneously posing a significant risk and burden to those who work within it. In this context, Alain Bauer defines school violence as any behavior or act originating from a pupil within the school setting—whether physical or symbolic—aimed at causing harm or injury to individuals or to school property (Alain, 2010, p. 09). It has become notably apparent in recent times that the phenomenon of violence has spread considerably and alarmingly within our educational institutions; scarcely a day passes without hearing or reading about it. The gravity of this phenomenon, coupled with its escalating prevalence, has prompted the present research endeavor to investigate it, seeking to ascertain the extent of its association with academic stress. Based on the foregoing, the study's research questions were formulated as follows:

- Is there a statistically significant correlational relationship between academic stress and school violence among a sample of adolescent pupils in the first year of secondary education?
- Are there statistically significant differences in the level of academic stress attributable to the gender variable?
- Are there statistically significant differences in the level of school violence attributable to the gender variable?

Study Hypotheses:

The study's hypotheses are as follows:

- There exists a statistically significant correlational relationship between academic stress and school violence among a sample of adolescent pupils in the first year of secondary education.
- There exist statistically significant differences in the level of academic stress attributable to the gender variable (male/female).
- There exist statistically significant differences in the level of school violence attributable to the gender variable (male/female).

Significance of the Study:

The significance of this study derives from the importance of the subject it addresses—namely, academic stress and its relationship to school violence; the latter having witnessed a marked increase and now recurring at high rates within Algerian schools. Furthermore, this study gains importance as it focuses on the adolescent demographic, who represent the foundation of the future. Through this investigation, we endeavor to draw attention to the challenges encountered by adolescent pupils within the educational institution, to underscore the detrimental role of academic stress—which stands as an impediment hindering pupils from achieving their goals—and to utilize the findings in developing counseling programs designed to alleviate psychological stress among adolescent pupils. Ultimately, this may lead to solutions or recommendations that mitigate such stress and curtail the spread of school violence, thereby contributing to the overall enhancement of the educational process.

Objectives of the Study:

The objectives of this study are as follows:

- To identify the nature of the relationship between academic stress and the phenomenon of school violence among adolescent pupils enrolled in secondary education.
- To determine the degree of both academic stress and school violence among adolescent pupils according to the gender variable (male/female).

Procedural Definitions of Study Concepts:

1. **Academic Stress:** Defined as the material and moral problems and difficulties encountered by a pupil within the family, school, and surrounding environment; these may result in a psychological state characterized by distress and tension. Operationally, it refers to the scores obtained by adolescent pupils in the first year of secondary education on the Academic Stress Scale employed in this study.
2. **School Violence:** Operationally defined as the score obtained by an adolescent pupil in the first year of secondary education based on their responses to the School Violence Scale.
3. **Adolescent Pupil:** Refers to the stage in which an adolescent is enrolled as a pupil in the first year of secondary education, typically aged between 15 and 17 years.

Previous Studies:

Studies Addressing Psychological Stress:

- Firstly, the study by Mohamed Belkacem and Hadj Chetwane (2016), titled "Psychological Stress and Its Relationship to the Causes of School Absenteeism among Secondary School Pupils," involved a sample of 120 male and female pupils; the study yielded several results, notably the existence of statistically significant differences in psychological stress attributable to the gender variable, in favor of females (Mohamed & Hadj, 2016, p. 112).
- Another study, conducted by Salah Naïma and Charif Djamila (2017) under the title "Psychological Stress among Female Pupils in the Middle School Stage," was applied to a sample of 198 female pupils; it concluded that the pupils suffered from varying levels of psychological stress, with school life and the emotional aspect constituting the two primary sources of such stress for the study participants (Salah & Charif, 2017, p. 29).

Studies Addressing School Violence:

- Firstly, the study by Abdelkrim Gherichi and Abdel Fattah Abi Mawloud (2003), entitled "Violence in Educational Institutions," concluded that there were statistically significant differences in violence between genders in favor of males; the phenomenon of violence was more prevalent among boys (estimated at 57.25%) than among girls (not exceeding 5.86%) (Gherichi & Abi Mawloud, 2003, p. 30).
- Secondly, the study by Bachir Maâmria and Ibrahim Mahi (2003), titled "Dimensions of Aggressive Behavior and Identity Crisis among University Youth," found that differences between male and female pupils were statistically significant at the 0.01 level in both physical and verbal aggression, favoring males (Maâmria & Mahi, 2003, p. 361).
- Thirdly, the study by Al-Zubaidi Ali Jassim (2003), "School Violence and Its Relationship to Pupil Gender, Educational Stage, and Type of Study," conducted in Jordan, revealed that

the practice of verbal violence was higher among females than among males (Al-Zubaidi, 2003, pp. 5-21).

- Fourthly, the study by Imad Hussein Al-Marshedi and Ali Taqi Abbas Nassar (2018), titled "School Violence among Middle School Pupils from the Perspective of Their Teachers," conducted in Iraq with a sample of 200 male and female teachers, concluded that the level of school violence among middle school pupils was high; furthermore, statistically significant differences were found according to the gender variable, in favor of males, regarding school violence (Al-Marshedi & Nassar, 2018, p. 806).

Studies Examining the Relationship between Psychological Stress and School Violence:

- Firstly, the study by Al-Qaisi Suha Shafiq (2004), "School Stress and Its Relationship to Violence among Middle School Pupils," conducted in Iraq with a sample of 600 male and female pupils equally distributed between genders, concluded that there was a statistically significant relationship between academic stress and school violence; that is, an increase in the level of psychological stress led to an increase in the level of violence among pupils. Additionally, statistically significant differences were found in the levels of both psychological stress and school violence in favor of males (Al-Qaisi, 2004, p. 107).
- Secondly, the study by Abdi Samira (2011), titled "School Stress and Its Relationship to Violent Behaviors and Academic Achievement among Adolescent Pupils," concluded, among other results, that there was a statistically significant relationship between school stress and the emergence of violent behaviors among adolescent pupils; no differences were found between males and females concerning psychological stress, whereas statistically significant differences were found between males and females concerning school violence, in favor of males (Abdi, 2011).

Theoretical Framework:

1. The Concept of Psychological Stress: Lazarus and Folkman (1984) converge on a singular definition of stress, describing it as "a particular relationship between the individual and the environment that is appraised by the individual as exceeding his or her resources and endangering his or her well-being" (Lazarus & Folkman, 1984, p. 201).

1-1. The Concept of Academic Stress: Taha Abdel Adhim Hussein (2006) defines it as a state of imbalance that arises in a pupil when comparing the environmental situations they encounter with the personal and social resources and capabilities they possess; this state is accompanied by negative physiological, psychological, and behavioral symptoms.

2. Types of Stress:

2-1. Positive Stress (Eustress): This type of stress acts as a motivator to achieve a specific goal—for instance, the pressure preceding examinations; such pressure drives the individual to intensify their efforts to reach their objective, namely success. In this regard, C. Moussa states that positive stress enhances an individual's discernment and alertness, directing their cognitive capacities toward assessing risk and mobilizing all available resources to confront it (Moussa & Zeggar, 2002, p. 82).

2-2. Negative Stress (Distress): This represents a form of tension and adversity experienced by an individual, who finds themselves feeling a loss of control, accompanied by significant behavioral manifestations.

3. Effects of School Stress:

3-1. Cognitive Effects: Stress impacts an individual's cognitive structure; consequently, numerous mental functions become impaired, manifesting as difficulty in concentration and attention, rigid and disrupted thinking, and memory deterioration characterized by a reduced capacity for recall.

3-2. Psychological Effects: Psychological stress exerts negative effects on pupils, evident in the disruption and breakdown of defense mechanisms; individuals under stress are often characterized by irritability, feelings of anxiety and unease, intense fear, and a loss of self-confidence.

3-3. Behavioral Effects: These manifest as follows: decreased performance and productivity, accompanied by undesirable behavioral responses; sleep disturbances, neglect of personal appearance and health; and language disorders such as stuttering (Abdel Adhim & Salama, 2006, p. 45).

3-4. Social Effects: These consist of an inability to bear responsibility, failure to perform duties, termination of relationships, social withdrawal, and isolation.

3-5. Academic Effects: Stress leads to academic delay, alongside poor school adjustment, which may ultimately culminate in school dropout.

4. Definition of Violence:

Al-Khalawi (2006) defines it as any behavior exhibited by an individual—whether verbal, physical, or material; individual or collective; direct or indirect—dictated by situations of anger, frustration, or provocation by others, or stemming from hostile feelings or social circumstances; such behavior results in causing harm to oneself, to others, or to their property (Al-Khalawi, 2006, p. 43).

4-1. School Violence: It is defined as overt, observable behavior intended to cause harm to another or to oneself, serving as a form of compensation for the frustration experienced by the aggressor.

5. Forms, Classifications, and Manifestations of Violence:

The forms, classifications, and manifestations of violence are summarized in the following table:

Table (1): Illustrating the Forms, Classifications, and Manifestations of Violence

Manifestations	Classification	Form of Violence
- Indiscipline and lack of commitment within the classroom - Disrespect towards the teacher and commenting on their speech - Disorder, rudeness, and the use of obscene language - Disruption of the smooth running of the lesson by attempting to influence other pupils - Disrespect for the subject matter by completing homework or exercises for other subjects outside their designated time	Between Pupil and Teacher	Verbal Violence

- Failure to bring school supplies - Failure to complete homework - Disorder and rudeness towards the educational assistant - Refusal and disregard for the instructions of the school's internal regulations - Creating disturbances during break times - Disruption during study and library hours	Between Pupil and Administration	
- Fighting within the institution - Assault on the opposite gender by various means (fire, firecrackers, kicking, hair-pulling)	Between Pupil and Pupil	Physical Violence
(Source: Chettioui & Smaïli, 2007, pp. 84-85)		

6. Causes of School Violence:

6-1. Psychological Causes: Psychological factors exert a significant influence in propelling individuals toward specific behavioral patterns, including deviant conduct; this is predicated upon instincts, emotions, neuroses, frustration, and anxiety. Among the causes of violent behavior in pupils, several are attributable to the pupil's own personality—namely, an increasing sense of frustration, adolescent rebellion against the nature of family and school life, an inability to confront problems, and the failure to satisfy one's needs.

6-2. Familial Causes: These manifest in harsh treatment during early developmental stages—such as physical abuse or neglect—authoritarian parenting styles or weak parental supervision, as well as ongoing conflict between parents.

6-3. School-Related Causes: These include low academic achievement, classroom overcrowding, withdrawal from school activities, evasion of homework, a lack of necessary equipment for the educational process; moreover, academic failure at the primary level increases the risk of later aggressive and violent behavior.

6-4. Social Causes: These can be summarized as follows: high rates of poverty, the entrenchment of social disorder, and the spread of social ills such as smoking and drug use.

6-5. Peer Groups: Peer groups rank among the most influential groups in shaping a child's fundamental behavioral patterns, upon which their personality is subsequently formed.

7. Problems Faced by the Adolescent Pupil:

Adolescents encounter a multitude of problems during this developmental stage; Gardner classifies the issues adolescents face into two types. The first type encompasses general problems that the adolescent encountered during early childhood but failed to overcome or resolve, thus re-emerging later. The second type relates to problems specific to adolescence itself, constituting no less than 90% of adolescents' difficulties, and is associated with the developmental characteristics of this age group (Al-Asimi & Nakd, 2006, pp. 40-41). In this regard, we note the challenge of sexual maturation and its accompanying emotional and psychological tensions—such as depression, stress, anxiety, and irritability—while for females, menstruation and its associated physical discomfort represent a significant factor. Other challenges include issues related to intellectual development (forgetfulness, attention deficits,

daydreaming), school-related difficulties (academic failure, boredom, truancy, negative peer associations), and familial problems (incessant parental conflict or divorce, dysfunctional family upbringing).

Methodological Procedures:

1. Methodology Employed in the Study: The descriptive approach was utilized to collect, present, analyze, and interpret the findings.

2. Study Population: The study population consisted of male and female pupils enrolled in the first year of secondary education across both scientific and literary streams at Al-Tijani Ben Omar Secondary School in the city of Ain Madhi, Laghouat Province (Algeria). The study was conducted during the academic year 2024/2025.

3. Pilot Study: The pilot sample comprised (40) male and female adolescent pupils in the first year of secondary education, representing 25% of the study population.

4. Main Study Sample and Its Characteristics: For the present study, the final study sample consisted of 120 male and female adolescent pupils enrolled in the first year of secondary education, selected using a random sampling method. Table (2) below illustrates the characteristics of the sample in terms of gender (male, female).

Table (2): Distribution of Sample Members by Gender and Stream of Study

Variable	Characteristic	Frequency	Percentage
Gender	Male	57	47.5%
	Female	63	52.5%

5. Data Collection Instruments and Their Psychometric Properties:

Firstly: The Academic Stress Scale: This questionnaire was developed by the researcher Boufateh Mohamed and utilized in the current study. It consists of 66 items divided into six dimensions, as follows:

1. Parental and Family Stress Dimension: comprises thirteen (13) items.
2. School Stress Dimension: comprises sixteen (16) items.
3. Peer Stress Dimension: comprises seven (07) items.
4. Revision Stress Dimension: comprises eight (08) items.
5. Examination Stress Dimension: comprises nine (09) items.
6. Life Events Stress Dimension: comprises thirteen (13) items.

Scoring Key for the Academic Stress Scale: For score estimation, each statement or item was rated on a three-point scale: "Always applies to me," "Sometimes applies to me," and "Never applies to me." Scoring was conducted as follows:

Table (3): Scoring Key for the Academic Stress Scale

Never Applies to Me	Sometimes Applies to Me	Always Applies to Me
01	02	03

An individual's score on the questionnaire ranges from a minimum of 66; a score of 132 indicates an average level, while 198 indicates a high level. Respondents' scores are interpreted across three levels: high, average, and low.

Psychometric Properties of the Academic Stress Scale:

- **Scale Reliability:**

- **Cronbach's Alpha Method:**

Table (4): Reliability Coefficient for the Academic Stress Scale using Cronbach's Alpha Method (n=40)

Scale	Sample	Reliability Coefficient
Academic Stress Scale	40	0.87

As observed in Table (4), the Cronbach's Alpha coefficient for the entire scale is 0.87, indicating that the questionnaire possesses a good reliability coefficient and is suitable for use in the current study.

- **Split-Half Method:** We calculated the correlation coefficient between the scores of the odd-numbered items and the even-numbered items for the pilot sample of 40 pupils, finding that the split-half correlation coefficient was 0.83, which is significant at the 0.01 level. Consequently, the scale is considered valid for application to the study sample.
 - **Calculation of Discriminant Validity for the Academic Stress Scale:**
 - **Discriminant Validity:** We calculated the discriminant validity of the scale by dividing the pilot study sample into two groups: pupils who obtained the highest scores on the scale (8 individuals, representing 20%) and pupils who obtained the lowest scores on the scale (8 pupils, also representing 20%). Following calculation, it was determined that the p-value was 0.000, which is statistically significant at less than 0.01, thus indicating that the scale possesses a high degree of validity.
 - **Internal Consistency Validity of the Academic Stress Scale:** The internal consistency of the Academic Stress Scale questionnaire was calculated by computing the correlation coefficient between each item and the total score of the overall scale. After statistical analysis, it became evident that all correlations were positive and that the scale exhibits good internal consistency.
- Secondly: The School Violence Scale:** This scale was originally developed by Pierre Coslin (1997) for a study entitled "Violences et incivilité au collège." It was subsequently translated and adapted by researcher Abdi Samira, with some items modified, resulting in a final version consisting of 43 items divided into three dimensions as follows:
1. Physical Violence: comprises nineteen (19) statements.
 2. Verbal Violence: comprises ten (10) statements.
 3. Symbolic Violence: comprises fourteen (14) statements.

Table (5): Scoring Key for the School Violence Scale: The scale is scored according to a three-point scale (Always, Sometimes, Never).

Never	Sometimes	Always
01	02	03

Psychometric Properties of the School Violence Scale:

- **Scale Reliability:**

- **Cronbach's Alpha Method:**

Table (5): Reliability Coefficient for the School Violence Scale using Cronbach's Alpha Method (n=40)

Scale	Sample	Reliability Coefficient
School Violence Scale	40	0.94

As observed in Table (5), the Cronbach's Alpha coefficient for the entire scale is 0.94, indicating that the questionnaire possesses a high degree of reliability

- **Split-Half Method:** We calculated the correlation coefficient between the scores of the odd-numbered items and the even-numbered items for the pilot sample of 40 pupils, finding that the split-half correlation coefficient was 0.92, which is significant at the 0.01 level. Thus, the questionnaire demonstrates a high degree of reliability.

- **Discriminant Validity of the School Violence Scale:**

We calculated the discriminant validity of the scale by dividing the pilot study sample into two groups: pupils who obtained the highest scores on the scale (8 individuals, representing 20%) and pupils who obtained the lowest scores on the scale (8 pupils, also representing 20%). We then calculated the difference between the groups by applying a t-test. After calculation, it was determined that the p-value was 0.000, which is statistically significant at less than 0.01; hence, the scale is valid.

- **Internal Consistency Validity of the School Violence Scale:** The internal consistency of the School Violence Scale questionnaire was calculated by computing the correlation coefficient between each item and the total score of the overall scale. Following statistical analysis, it became evident that all correlations were positive and significant at the 0.01 level, indicating that the scale possesses a high and satisfactory degree of internal consistency.

6. Statistical Methods Employed in the Study: The Statistical Package for the Social Sciences (SPSS) program was used for data analysis.

7. Presentation and Discussion of Results:

Firstly: Presentation and Discussion of the First Hypothesis Results:
The hypothesis states: There is a statistically significant relationship between academic stress and school violence among adolescent pupils in the first year of secondary education. Table (6) below presents the results pertaining to this hypothesis.

Table (6): Pearson's Bivariate Correlation Coefficient between Scores Obtained on the Academic Stress Scale and Scores Obtained on the School Violence Scale

Correlation Coefficient Measurement	Sample	Statistical Significance Level
0.28	120	0.03

As observed in Table (6), Pearson's correlation coefficient between academic stress and school violence among the adolescent pupils, based on the study's scales, is 0.28, with a significance level of 0.03; this result is statistically significant at a level below 0.05. Consequently, a positive, statistically significant correlational relationship exists between academic stress and school violence among the study's participants, and thus we accept the alternative hypothesis as it has been substantiated. The relationship between academic stress and violence among adolescent pupils is therefore evident; this finding corroborates the conclusions of numerous previous studies. In this regard, we cite both the study by Al-Qaisi Suha Shafiq (2004) and that by Samira Abdi (2011), which concluded that an increase in the level of academic stress leads to a corresponding increase in the level of violence among adolescent pupils.

The results obtained in our current study can be interpreted by considering the frustration experienced by pupils both within and outside school—stemming from the demanding curriculum, the intensity of the academic program, the examination system, and familial issues—all of which generate stress for the adolescent pupil and propel them toward engaging in violent behaviors. This is compounded by the nature of the developmental stage the pupil is navigating (adolescence), a period known for its emotional fluctuations, affective turbulence, and rapid transformation across all domains. In this context, Badra Maimouni notes that during this stage, the adolescent experiences a significant psychological and social crisis; this, in turn, leads them to exhibit unusual behaviors that may, in some cases, take pathological forms—such as a propensity for extremism, shyness, or aggression. Furthermore, the family and school environment play a pivotal role either in helping the adolescent successfully navigate this crisis or in succumbing to it, depending on the degree of tolerance, understanding, or rigidity they encounter (Maimouni, 2015, p. 38).

Secondly: Presentation and Discussion of the Second Hypothesis Results:

The hypothesis states: There are statistically significant differences in the level of academic stress attributable to the gender variable (male/female). To verify the validity of this hypothesis, an independent samples t-test was employed.

Table (7): Differences in Mean Academic Stress Scores According to Gender

Gender	Sample	Arithmetic Mean	Standard Deviation	t-value	Significance Level
Male	57	133.21	4.58	3.67	0.27
Female	63	129.90	5.20	3.69	

As observed in the table above, there are no significant differences between the two means in the level of academic stress according to gender. The arithmetic mean for males is 133.21, while for females it is 129.90, representing a minor and statistically non-significant difference. The statistical significance of the t-test is 0.27, which exceeds the significance level of 0.05; therefore, there are no statistically significant differences in the level of academic stress. It is noted that both males and females experience psychological stress to a nearly identical degree, and the difference between the means lacks statistical significance.

Consequently, we reject the hypothesis that posits the existence of statistically significant differences in psychological stress attributable to gender. The findings of the present study diverge from previous studies that have reported statistically significant differences in stress levels between males and females in favor of females; in this regard, we reference the study by Mohamed Belkacem and Hadj Chetwane (2016) titled "Psychological Stress and Its Relationship to the Causes of School Absenteeism," as well as the study by Salah Naïma and Charif Djamila (2017) titled "Psychological Stress among Female Pupils in the Middle School Stage." The result obtained in the current study can be interpreted by suggesting that the level of psychological stress is elevated among both genders, with no differences discernible between them, which may be because an adolescent's life is invariably replete with stressors emanating from multiple sources; adolescents respond to these stressors with varying degrees of intensity depending on the level of understanding within their social and cultural environment, as well

as the psychological support they receive during this developmental stage from both their family and the wider community.

Thirdly: Presentation and Discussion of the Third Hypothesis Results:

The hypothesis states: There are statistically significant differences in school violence attributable to the gender variable (male/female). Following the application of a t-test to determine the significance of differences in mean school violence scores, the results yielded the following:

Table (8): Differences in Mean School Violence Scores According to Gender (Male/Female)

Gender	Sample	Arithmetic Mean	Standard Deviation	t-value	Significance Level
Male	57	83.63	10.32	15.75	0.000
Female	63	60.00	5.64	15.33	

Examining the t-test results for the significance of differences in the table above, we observe that the arithmetic mean for males is 83.63, while the arithmetic mean for females is 60.00, yielding a difference of 23.63 in favor of males. The statistical significance level of the t-test is 0.000, which is statistically significant at a level below 0.01; accordingly, the alternative hypothesis is accepted, meaning that differences exist in the degree of violence between males and females, in favor of males. The results of the present study align with the findings of the study by Abdelkrim Gherichi and Abdel Fattah Abi Mawloud (2003), which revealed that the phenomenon of violence increases among boys more than among girls; the prevalence of violence among boys was estimated at 57.25%, while among girls it did not exceed 5.86%. These results also concur with the study by Imad Hussein Al-Marshedi (2018), which concluded that the phenomenon of violence is higher among males than among females, as well as with the findings of the study by Bachir Maâmria and Ibrahim Mahi (2003). However, the findings of this study differ from those of Al-Zubaidi's study (2003), titled "School Violence and Its Relationship to Pupil Gender, Educational Stage, and Type of Study," conducted in Jordan, which showed that the practice of violence was higher among females than among males. The results obtained in this study can be interpreted by considering biological factors that render males more prone to violence and aggression than females, in addition to the role of socialization, wherein a distinction is often made between genders. Families and society tend to exhibit greater tolerance toward males for their aggressive and violent behaviors compared to females; when violent behavior emanates from a male, it is often perceived as normative, whereas when it originates from a female, it is met with rejection and punishment. Added to this is the observation that males are more susceptible to the influence and imitation of violent behavior—such as wrestling programs screened daily on television.

Conclusion:

This study was undertaken to elucidate the nature of the relationship between academic stress and the phenomenon of school violence among a sample of adolescent pupils enrolled in the first year of secondary education, and to ascertain the extent to which the mediating variable of gender contributes to creating differences in the levels of both academic stress and school violence. Based on the findings obtained in our study, we draw the following conclusions: a

positive, statistically significant relationship exists between academic stress and school violence; as psychological stress increases, school violence among the adolescent pupil correspondingly rises. Furthermore, we found no differences between the genders in the level of academic stress. Conversely, concerning the variable of school violence, we found statistically significant differences between males and females in the level of school violence, in favor of males.

Recommendations and Suggestions:

In light of the findings, we recommend the following:

- Raising awareness within both the school and the family regarding the seriousness of the phenomenon of violence and the necessity of addressing it by alleviating psychological stress on pupils within the school and family environment; this can only be achieved by fostering dialogue and establishing channels of communication between them.
- Emphasizing the importance of providing psychological support to pupils to assist them in resolving their problems, as well as helping them cope with psychological and academic stress.
- Incorporating the subject of adolescent psychology into the school curriculum to enable teachers to better understand adolescent behaviors and the specific characteristics of this developmental stage.
- Paying greater attention to recreational and sports activities within schools; these activities help facilitate emotional catharsis for pupils, contribute to discovering and nurturing learners' talents and creative abilities, and play a significant role in their overall development.

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