

THE LEVEL OF AGGRESSIVE BEHAVIOR AMONG ADOLESCENTS ATTENDING MIDDLE SCHOOL: FIELD STUDY AT SBIHI BELKACEM MIDDLE SCHOOL - SETIF PROVINCE –

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Abstract:

The current study aimed to reveal the level of aggressive behavior among adolescents attending middle school stage, as well as the significance of differences in the level of aggressive behavior among sample members according to the variable of gender and academic level. The study sample consisted of 261 adolescents studying at Sbihi Belkacem Middle School - Setif Province -, Their ages range between 12 and 17 years, and they were randomly selected. The study relied on the descriptive approach. The aggressive behavior scale for adolescents by Amal Baza, standardized in the Algerian environment by Samia Ibriam, was also used. The study concluded that:

- The level of aggressive behavior among teenagers attending middle school is low.
- There are no statistically significant differences in the level of aggressive behavior among adolescents attending middle school according to the gender variable.
- There is a statistically significant difference in the level of aggressive behavior among adolescents attending middle school according to the academic level variable in favor of fourth year middle school students.

Keywords: aggressive behavior, adolescence, schooled teenager.

- Introduction:

Educational institutions are one of the most influential institutions of socialization on an individual's behavior. They play a pivotal role in building his personality, providing him with cognitive and moral values, and integrating him into society, by providing all his needs and requirements, which makes him a normal individual and an active member of society.

However, despite the efforts made by these educational institutions, they are not devoid of abnormal behaviors that stand as an obstacle to the progress of the educational process, including aggressive behavior that has spread widely in recent times among all age groups in general and adolescents in particular, and here lies the importance of our study. In the topic it deals with, which is aggressive behavior among teenagers attending middle school, and thus identifying its classifications and manifestations, proposing preventive strategies to reduce it, and developing plans and indicative programs to reduce it.

Given the importance of properly training adolescents within educational institutions, this study aimed to reveal the level of aggressive behavior among the sample targeted in the research, as well as the differences in aggressive behavior according to the variable of gender and academic level.

1. Research Problem:

The intermediate education stage is considered one of the most important educational stages that a student goes through in his academic career in Algeria, as it provides him with more opportunities to consolidate and expand what he acquired in the previous stage, as well as to develop abilities and skills that will help him make the optimal educational or professional choice in the subsequent stages.

Due to the position of the middle school stage in the educational scale, it is considered a transitional period from childhood to adolescence, which makes the latter one of the stages in which the adolescent's susceptibility to being influenced by the factors that surround him increases, and patterns of normal or abnormal behavior appear in aspects of his personality (Maameer and Koussa, 2019, p. 108).

Therefore, the stage of adolescence is a stage characterized by a number of rapid changes in its manifestations, whether physical, psychological or social, upon which the building of the adolescent's personality and the determination of his behavior in the future depend to a large extent. Therefore, any defect that occurs at its level affects his normal development, which may lead to many disorders that affect the behavior followed by the child inside or outside the educational institution, such as addiction, suicide, violence... especially aggressive behavior.

Aggressive behavior is one of the most common behavioral disorders in Algeria. It is the result of the interaction of a group of factors, some of which lie in the physical and psychological formation of the individual, and others lie in the conditions of socialization and lived life situations, including frustration and conflict, reward and punishment, insults, stimuli, and so on (Ibriam, 2017, p. 375). Also, this age stage and the developmental characteristics associated with it, such as striving for self-affirmation and achieving independence, constitute in themselves a context that may cause the adolescent's aggressive response to appear (Boushaiba, Ahmed, and Taqiq, 2018, p. 158).

Therefore, adolescent aggressive behavior is characterized by its danger, whether to himself or to others, regardless of the difference in his motives, means, and results. This is what has been observed in recent years within our society, where this phenomenon has spread in a striking manner, and has begun to threaten various educational institutions, destabilize them, and hinder them from carrying out their tasks. This made Algeria take the lead in the Maghreb countries, with 60% of the 8 million students assaulting nearly 5,000 teachers, followed by Morocco and then Tunisia (Al-Ridi, 2017).

A study conducted by the Ministry of National Education also revealed that this phenomenon has greatly increased in middle education institutions, which recorded the largest percentage of violence during the year 2016, at 52% of the total acts of school violence, followed by primary education institutions, at 35%, then secondary education institutions by 13% (Daoudi, 2017). This study also added that 75% of the violence recorded in educational institutions represents verbal violence, while 25% represents physical violence.

All of these results and others make us shed more light on the extent of the spread of aggressive behavior among adolescents attending middle school, work to follow effective strategies to reduce it, and search for effective solutions to reduce this phenomenon based on understanding the student according to what his stages of development and learning require.

From this standpoint, we will attempt in this study to answer the following questions:

- What is the level of aggressive behavior among a teenager attending middle school?
- Are there statistically significant differences in the level of aggressive behavior among adolescents attending middle school according to the gender variable?

- Is there a statistically significant difference in the level of aggressive behavior among adolescents attending middle school according to the academic level variable?

1.1.Study Hypothesis:

- The level of aggressive behavior among adolescents attending middle school is low.
- There are statistically significant differences in aggressive behavior among adolescents attending middle school according to the gender variable.
- There is a statistically significant difference in the aggressive behavior of adolescents attending middle school according to the variable of academic level.

1.2.Objectives of the study:

This study aims to:

- Identifying the level of aggressive behavior among adolescents attending middle school.
- Detecting differences in the level of aggressive behavior among adolescents attending middle school according to the variable of gender.
- Detecting the difference in the level of aggressive behavior among adolescents attending middle school according to the variable of academic level.

1.3.Importance of the study:

The scientific importance of this study lies in the nature of the topic that this research addresses, which is the level of aggressive behavior among adolescents studying in the middle school stage, as it shed light on one of the behavioral problems widespread in the school environment among a sample of school students who are going through a sensitive stage, which is adolescence.

The practical importance of this study also lies in the possibility of exploiting it in the future to develop counseling programs that work to reduce the level of aggressive behavior within educational institutions, as well as developing a plan to follow up on adolescents with behavioral problems such as aggressive behavior and provide them with the necessary psychological assistance.

Its importance also lies in providing suggestions and recommendations to those interested and working in the field of education in order to draw their attention to this group of society and push the process of dealing with them and caring for them to move towards the better.

2. Theoretical aspect of the study:

2.1.Aggressive behavior:

It is every act or behavior issued by an individual, whether individually or collectively, towards himself or others, towards public or private property, and is characterized by causing damage or harm, whether with or without motive (Hassouna, 2013, pp. 12-13).

Buss defines it as behavior undertaken by an individual verbally or materially, explicitly or implicitly, directly or indirectly, actively or passively, and resulting in physical or material harm to the individual himself or to others (Ben Halim, 2014, p. 16).

Gomez defines it as values or beliefs that encourage people to harm others by attacking them or their property (Ben Masmoudi and Bourahla, 2020, p. 720).

Aggressive behavior is defined in this study as the total score that a teenager studying at Sbihi Belkacem Middle School - Setif Province - obtains on the scale of aggressive behavior for adolescents by "Amal Baza", standardized in the Algerian environment by "Samia Ibraim".

From this we conclude that aggressive behavior is harmful behavior, whether to the individual himself or to others, such that whatever its motives (intentionally or unintentionally) and the method of its

implementation, it causes harm to the party against whom the aggression is practiced and leads to dire consequences. It appears in several forms: (Hassouna, 2013, p. 27)

- Directing insults and profanity.
- Interaction with professors and teachers and disrespect for them.
- Irregularity in school and interrupting the professor during explanations.
- Using firecrackers whether inside or outside the school.
- Causing chaos in the classroom by laughing, talking, playing, and not paying attention.

2.2. Adolescence:

It is the age of change, as the origin of the word “adolescere” suggests, which in Latin means “growth.” It is considered a transitional stage from childhood to adulthood, as E. Kestenberg points out that it is often said of the adolescent that he is both a child and an adult, but in reality he is older than the child. He has not yet reached adulthood, as he is in a dual stage between denying his childhood on the one hand and searching for a stable situation as an adult on the other hand, and this is what constitutes the essence of the psychological crisis that the teenager is going through (Marcelli & Braconnier, n.d., p. 03).

Adolescence is the stage of life that is in the middle of childhood and the completion of manhood and femininity, as it follows the stage of late childhood and precedes the stage of adulthood. It corresponds to the stages of middle and secondary education, and means the progression towards physical, sexual, mental, emotional and social maturity (Zaydan, 1972, pp. 149-150).

An adolescent student is defined in this study as every student who is going through adolescence and is between 12 and 17 years old, and is studying at Sbihi Belkacem Middle School - Setif Province - whether in the second, third or fourth level, during the current academic year 2021/2022.

3. Field study procedures:

3.1. Study Approach:

In this study, we relied on the descriptive approach, which describes phenomena objectively through data obtained through scientific research tools (Hamid, 2008, p. 43), as it is the appropriate approach to detect the level of aggressive behavior among adolescents attending the middle school stage, as well as the differences in aggressive behavior depending on the variable of gender and educational level.

3.2. The study population:

The field study was conducted at the Sbihi Belkacem Middle School - Setif Province - due to its availability of a study population consisting of all (907) adolescents studying there, as shown in the following table:

Table No. 01 Study Population

Academic Level Gender	Second Year	Third Year	Fourth Year	Total
Male	220	126	96	442
Female	174	166	125	465
Total	394	292	221	907

3.3. The study Sample:

Determining the appropriate sample size in any study is one of the important decisions for every researcher because it provides him with information that can be relied upon to generalize the results. Therefore, there are tables and mathematical equations through which we can determine the proportion of the sample from the original population, provided that its size is known, and based on some standards such

as the study methodology and the size of the population. In this study, we relied on Steven K. Thompson’s equation to calculate and determine the appropriate sample size, which is formulated as follows:

$$n = \frac{N \times p(1 - p)}{\left[(N - 1) \times \left(\frac{d^2}{z^2} \right) \right] + p(1 - p)}$$

(Thompson, 2012, p. 59)

Whereas:

- **n** Sample size
- **N** Population size (907)
- **z** Confidence level at 95% (1.96)
- **d** Error proportion (0.05)
- **p** Probability (50%)

We get then:

$$n = \frac{907 \times 0.5(1 - 0.5)}{\left[(907 - 1) \times \left(\frac{0.05^2}{1.96^2} \right) \right] + 0.5(1 - 0.5)} = 270.069$$

We find that the minimum required sample size drawn from the study population is 270 schooled adolescents.

Since the original community is not homogeneous, which is due to the difference in the academic level of its members (second year, third year, fourth year), and also to the difference in the number of members of each level, the study sample was chosen using a stratified random sampling method.

To determine the minimum sample size required at each level (stratum), we followed the procedures shown in the following table:

Table No. (02): Minimum sample size required at each level

Academic Level	Second Year		Third Year		Fourth Year		Total	
Population Size	394		292		221		907	
	Male	Female	Male	Female	Male	Female	Male	Female
	220	174	126	166	96	125	442	465
Percentage	%44		%32		%24		%100	
	Male	Female	Male	Female	Male	Female		
	%56	%44	%43	%57	%43	%57		
Calculated Sample Size	119		86		65		n= 270	
	Male	Female	Male	Female	Male	Female	Male	Female
	67	52	37	49	28	37	132	138

In order to achieve the minimum sample size required at each level (stratum), we distributed the Aggressive Behavior Scale for Adolescents by “Amal Baza” standardized in the Algerian environment, where we distributed 119 scales to second-year students, 86 scales to third-year students, and 65 to students. Fourth-year.

After retrieving the distributed scales, 9 of them were excluded because they did not meet the conditions, due to leaving one or more items unanswered, so the size of the study sample became 261 schooled adolescents.

3.4. Study tools:

Every study has a tool or set of tools that it relies on in order to reach objective results. From this standpoint, our current study relied on the aggressive behavior scale for adolescents by Amal Baza, which was standardized in the Algerian environment by Samia Ibriam (2017), where this scale consists of 56 items distributed equally on four basic dimensions: physical aggressive behavior, verbal aggressive behavior, hostility, and anger.

The response to its items is done at five levels (very often, a lot, sometimes, rarely, not at all), ranging between (0-4). A high score indicates a high level of aggression, hostility, or anger, and a low score indicates a low level of them. The scores can be calculated for each dimension separately or the total score of the scale.

The following is a table showing the score levels on the scale for each dimension:

Table No. (03) Score levels on the scale for each dimension

Levels	Scores
First Level	43-56
Second Level	29-42
Third Level	15-28
Fourth Level	0-14

(Ibriam, 2017, pp. 387-388)

- Psychometric properties of the study tool:

The concepts of validity and reliability are among the fundamental concepts in psychological measurement, upon which the procedures for preparing standards for use are based (Maamria, 2012, p. 249). Therefore, we applied the study tool to verify its validity and reliability on the exploratory study sample, which represented 30 adolescents studying at Sbihi Belkacem Middle School, and calculated them in the following ways:

- **Validity of the scale:** To verify the validity of the scale, we used:

Internal consistency validity method:

Validity was calculated based on the Pearson correlation coefficient of the item score with the total score of the scale and between the score of each individual item and its dimension, in preparation for deleting items whose correlation with the total score of the scale and its related dimension did not reach the point of statistical significance at the level of (0.01) ** and (0.05) *, the correlation results were as shown in the following table:

Table No. (04) Correlation coefficients of the study scale items for the first dimension

Items	Correlation coefficients	Significance
Item No. 1	0.027	0.886
Item No. 2	0.504**	0.005
Item No. 3	0.587	0.001
Item No. 4	0.728**	0.000
Item No. 5	0.389*	0.034

Item No. 6	0.571**	0.001
Item No. 7	0.742**	0.000
Item No. 8	0.788**	0.000
Item No. 9	0.646**	0.000
Item No. 10	0.407*	0.026
Item No. 11	0.644**	0.000
Item No. 12	0.846*	0.000
Item No. 13	0.760**	0.000
Item No. 14	0.643**	0.000

We notice from Table No. (04) that the correlation coefficients of the scale items for this dimension are significant at the level of 0.01 and 0.05, except for the first item, which is not significant, so it was deleted, so this dimension now consists of 13 items.

Accordingly, most of the items of the first dimension are internally consistent with the overall degree of the dimension to which they belong, which proves the validity of the internal consistency of the items of this axis.

Table No. (05) Correlation coefficients of the study scale items for the second dimension

Items	Correlation coefficients	Significance
Item No. 15	0.653**	0.000
Item No. 16	0.039	0.837
Item No. 17	0.709**	0.000
Item No. 18	0.716**	0.000
Item No. 19	0.440*	0.015
Item No. 20	0.502**	0.005
Item No. 21	0.805**	0.000
Item No. 22	0.819**	0.000
Item No. 23	0.653**	0.000
Item No. 24	0.553**	0.002
Item No. 25	0.753**	0.000
Item No. 26	0.809**	0.000
Item No. 27	0.616**	0.000
Item No. 28	0.342	0.064

We notice from Table No. (05) that the correlation coefficients of the scale items for this dimension are significant at the level of 0.01 and 0.05, except for items 16 and 28, which are not significant, so they were deleted, so this dimension now consists of 12 items.

Accordingly, most of the items of the second dimension are internally consistent with the overall degree of the dimension to which they belong, which proves the validity of the internal consistency of the items of this axis.

Table No. (06) Correlation coefficients of the study scale items fpr the third dimension

Items	Correlation coefficients	Significance
Item No. 29	0.534**	0.002
Item No. 30	0.562**	0.001
Item No. 31	0.661**	0.000
Item No. 32	0.640**	0.000
Item No. 33	0.675**	0.000
Item No. 34	0.476**	0.008
Item No. 35	0.623**	0.000
Item No. 36	0.518**	0.003
Item No. 37	0.311	0.095
Item No. 38	0.543*	0.002
Item No. 39	0.480**	0.007
Item No. 40	0.292	0.117
Item No. 41	0.430*	0.018
Item No. 42	0.753**	0.000

We notice from Table No. (06) that the correlation coefficients of the scale items for this dimension are significant at the level of 0.01 and 0.05, except for items 37 and 40, which are not significant, so they were deleted, so this dimension now consists of 12 items.

Accordingly, most of the items of the third dimension are internally consistent with the overall degree of the dimension to which they belong, which proves the validity of the internal consistency of the items of this axis.

Table No. (07) Correlation coefficients of the study scale items for the fourth dimension

Items	Correlation coefficients	Significance
Item No. 43	0.578**	0.001
Item No. 44	0.383*	0.036
Item No. 45	0.353	0.055
Item No. 46	0.655**	0.000
Item No. 47	0.516**	0.003
Item No. 48	0.474**	0.008
Item No. 49	0.754**	0.000
Item No. 50	0.658**	0.000
Item No. 51	0.756**	0.000
Item No. 52	0.195	0.301
Item No. 53	0.715**	0.000
Item No. 54	0.612**	0.000
Item No. 55	0.662**	0.000
Item No. 56	0.746**	0.000

We notice from Table No. (07) that the correlation coefficients of the scale items for this dimension are significant at the level of 0.01 and 0.05, except for items 45 and 52, which are not significant, so they were deleted, so this dimension now consists of 12 items.

Accordingly, most of the items of the fourth dimension are internally consistent with the overall degree of the dimension to which they belong, which proves the validity of the internal consistency of the items of this axis.

Hence, we conclude that the aggressive behavior scale for adolescents contains 49 significant items that it measures.

- **Reliability of the scale:** To verify the reliability of the scale, we used:

Cronbach's alpha coefficient method:

Table No. (08) Reliability of the aggressive behavior scale for adolescents using the Cronbach's alpha coefficient method

Dimensions of the aggressive behavior scale	Physical aggressive behavior	Verbal aggressive behavior	Hostility	Anger	Total
Cronbach's alpha coefficient	0.84	0.87	0.80	0.84	0.94

Table No. (08) shows that the reliability coefficient for the physical aggressive behavior dimension reached 0.84, the verbal aggressive behavior dimension reached 0.87, the hostility dimension reached 0.80, and the anger dimension reached 0.84.

It also showed that the total score for the aggressive behavior scale for adolescents reached 0.94, which is a high score. Therefore, the study tool has excellent reliability and can therefore be relied upon and applied in the basic study.

- **Split-Half method:**

Table No. (09) Reliability of the Aggressive Behavior Scale for Adolescents by split-half method

Scores/Statistical data	N	Split-half	Gutman's equation for length correction	Degree of freedom	Level of significance
Odd scores	30	0.863	0.862	28	Significant at 0.01
Even scores					

It appears from Table No. (09) that the reliability value of the total adolescent aggressive behavior scale reached 0.862 at the significance level of 0.01, which is a high degree, which also indicates that it has excellent reliability and therefore its results can be trusted.

4. Results:

The data that we obtained through the basic study was processed according to the study hypotheses using the Statistical Package for the Social Sciences (SPSS.V25), and the following is a presentation of the statistical methods that were relied upon: arithmetic mean, standard deviation, Cronbach's alpha coefficient, Spearman-Brown coefficient, Pearson correlation coefficient, one-sample t-test, two independent samples t-test, one-way analysis of variance test.

4.1. Presentation and discussion of the results of the first hypothesis:

The first hypothesis states that: “The level of aggressive behavior among adolescents attending middle school is low.”

To verify its validity, a one-sample t-test was used by calculating the arithmetic and hypothetical mean and standard deviation.

Table No. (10): Level of aggressive behavior among adolescents attending middle school

Aggressive behavior	Sample Volume	Arithmetic Mean	Standard Deviation	Hypothetical Mean	T-test Value	Significance Value	Significance Level
	261	114,8697	37,08470	147	1.250	0.212	0.05

It is clear from the results of Table No. (10) that the arithmetic mean value of aggressive behavior, which reached (114.86) with a standard deviation of (37.08), is smaller than the hypothetical mean value, which reached (147), which means that the level of aggressive behavior in the study sample is low.

It also becomes clear that the value of “t” reached (1.250) with a significance value of (0.212), which is a statistically non-significant value because it is greater than the significance level of (0.05).

Therefore, we can accept the hypothesis that “the level of aggressive behavior among adolescents studying at the middle school stage is low.”

Based on the above, we note that the results reached agreed with what was stated in the study of Maameer and Koussa (2019), which concluded that the level of aggressive behavior among adolescents in educational institutions is low, and the study of Bin Abdel Rahman and Zawaq concluded that the level of aggressive behavior among hearing-impaired people who practice adaptive competitiveness sports activity is low (Bin Abdel Rahman and Zawaq, 2019, p. 107), while the result of this study contradicts what was stated by both the study of Bzoukh and Ahman (2020), which concluded that the level of aggressive behavior and self-assertion among adolescents of unknown parentage is moderate in general. The study of Ben Masmoudi and Bourahla (2020) also concluded that there is a high level of aggressive behavior among adolescents studying in secondary school, especially in its verbal dimension, while the study of Jassim (2013) indicated that 20% of students suffer from PTSD disorder and high levels of aggressive behavior.

The researchers attribute this difference between the results of the current study and the results of previous studies to the fact that aggression exists in all stages of human development, but it varies in its forms depending on the nature of the stage of life and the characteristics of the person in it. According to what Bernard Martine pointed out, when the adolescent faces problems and difficulties during this sensitive stage, they have two options: either he passes into action, which is considered one of the expressive behaviors that rarely passes without us noticing, or he experiences depressive withdrawal behavior and passes silently without us noticing (Maameer and Koussa, 2019, p. 110).

The low aggressive behavior in the sample may also be due to the characteristics of the academic period in which this study was conducted, during which educational institutions relied on the cohort system due to the exceptional situation left by the Corona pandemic, indeed the Algerian government has applied the containment policy from March 23, 2020 with the total closure of the majority of administrative institutions, schools and universities as well as certain economic and socio-cultural activities (Lazhar, Karima, 2023, p. 199), after the studies were resumed, this period was characterized by the presence of educational cohorts that were smaller in number than before, with the study periods being far apart between the two cohorts. Educators, adopting individual seating to reduce friction between students, as well as reducing the size of classes, merging some lessons and deleting others from the educational curricula,

increasing the professor’s control over his group and his closeness to his students, while returning to sports, cultural and recreational activities, which allowed the student to express his concerns and conflicts and direct his desires and achieve his goals during it, reducing the psychological pressure exerted on him whether in the school environment (colleagues, teachers, administrators...) or family, increasing his ability to concentrate and comprehend during the lesson, and also practicing his hobbies and performing his duties in his free time. Therefore, a study by Lazhar et al (2022) recommended that municipalities and education directorates should be licensed to use all sports, cultural and recreational halls for teaching and that they be greatly supported by using sterilization and protection if necessary.

4.2.Presentation and discussion of the results of the second hypothesis:

The second hypothesis states that: “There are statistically significant differences in the level of aggressive behavior among adolescents attending middle school according to the gender variable.”

To verify its validity, a t-test was used for two independent samples after verifying the conditions for its application, by calculating the arithmetic means and standard deviations.

(H₀): There are no statistically significant differences in the level of aggressive behavior among adolescents attending middle school according to the gender variable.

(H₁): There are statistically significant differences in the level of aggressive behavior among adolescents attending middle school according to the gender variable.

Table No. (11): “T” value indicating differences in the level of aggressive behavior among the study sample according to the gender variable.

Aggressive Behavior	Gender	Sample Volume	Arithmetic Mean	Standard Deviation	“T” Value	Significance Value	Significance Level
	Male	177	118,07	38,34	2.139	0.34	0.05
	Female	84	108,11	33,49			

It is clear from the results of Table No. (11) that the value of the arithmetic mean for the male sample, which reached “118.07” at a standard deviation of “38.34”, is almost equal to the value of the arithmetic mean for the female sample, which reached “108.11” at a standard deviation of “33.49”, which means that the difference in Gender does not lead to a difference in the degrees of aggressive behavior among the study sample, meaning that the level of aggressive behavior is almost equal between males and females, with a slight difference in favor of males that does not reach the point of statistical significance.

It also becomes clear that the value of “t” reached “2.139” with a significance value of “0.34”, which is not a statistically significant value because it is greater than the significance level of “0.05”.

Therefore, we can reject the alternative hypothesis (H₁) and accept the null hypothesis (H₀) which states that “there are no statistically significant differences in the level of aggressive behavior among adolescents studying at the intermediate level according to the gender variable.”

Based on the above, we note that the results reached were in agreement with the study of Maameer and Koussa (2019), which found that there were no statistically significant differences in aggressive behavior among school-going adolescents according to gender, and with the study of Bzoukh and Ahman (2020), which found that there were no statistically significant differences in the level of aggressive behavior and self-affirmation attributed to the gender variable, while the result of this study contradicted what was stated by the study of Ben Ali and Barour (2015), which concluded that there were statistically significant differences in the aggressive behavior of middle school students attributed to the gender variable. Jassim's

(2013) study also found that there were statistically significant differences in the level of aggressive behavior in favor of males.

The researchers attribute the lack of differences in aggressive behavior among adolescents studying at the middle school stage according to the variable of gender to what was confirmed by Ibrahim (2017), where he believes that aggression in a person's life is frequent and appears in his daily life in different forms, whether in the behavior of the child or the behavior of the adult, and in male or female behavior, and in normal human behavior, or in abnormal human behavior, regardless of the difference in motives, means, and results, and this is what pointed out by Al-Rifai (1972), he notes that it is linked to the constructive activity that the individual exerts in order to control the material conditions that surround him, or he notes It is linked to situations of self-defense in front of actual or expected dangers, or it is linked to self-affirmation behavior, anger, possessive behavior, or the special social conditions that surround the individual (Jassim, 2013, pp. 624-625).

Some researchers also believe that gender differences in aggression are more qualitative than quantitative (Hammadi, 2009, p. 117), and that the higher the educational level of a child or adolescent, the lower his aggressive behavior, and this highlights the role of socialization institutions in general and educational institutions in particular in Reducing aggressive behavior (Rahis and Boulgrave, 2017, p. 208).

4.3.Presentation and discussion of the results of the second hypothesis:

The third hypothesis states that: "There is a statistically significant difference in the level of aggressive behavior among adolescents attending middle school according to the variable of academic level."

To verify its validity, the one-way analysis of variance test was used after verifying the conditions for its application, by calculating the arithmetic means and standard deviations.

(H₀): There is no statistically significant difference in the level of aggressive behavior among adolescents attending middle school according to the academic level variable.

(H₁): There is a statistically significant difference in the level of aggressive behavior among adolescents attending middle school according to the academic level variable.

Table No. (12) Results of the one-way analysis of variance for the significance of differences in aggressive behavior among the study sample according to the educational level variable

Academic Level	Sample Volume	Arithmetic Mean	Standard Deviation	"F" Value	Significance Value	Significance Level
Second Year	116	127,10	41,34	17.180	0.00	0.05
Third Year	84	112,42	32,02			
Fourth Year	61	94,96	23,74			
Total	261	114,86	37,08			

It is clear from the results of Table No. (12) that the value of the arithmetic mean for the second-year students reached "127.10" with a standard deviation of "41.34," and the value of the arithmetic mean for the third-year students reached "112.42" with a standard deviation of "32.02," and the value of the arithmetic mean for the fourth-year students reached "94.96" with a standard deviation of "23.74." which means that the difference in academic level leads to a difference in the degrees of aggressive behavior among the study sample.

It is also clear that the value of "F" reached "17.180" with a significance value of "0.00", which is not a statistically significant value because it is smaller than the significance level of "0.05".

Accordingly, we can reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1), which states that “there is a statistically significant difference in the level of aggressive behavior among adolescents studying in the middle school stage according to the variable of academic level.”

Since the one-way analysis of variance test does not reveal the direction of the differences, we resorted to one of the post-hoc comparison methods by applying the “LSD” test to determine the direction of the differences between the groups.

Table No. (13) The difference between the arithmetic means of the three levels with the “LSD” value

Levels		The Difference Between Arithmetic Averages	Standard Error	Significance Value	Significance Level
Second Year	Third Year	14,67*	5,01	0,000	0.05
	Fourth Year	32,13*	5,53	0,000	0.05

It is clear from the results of Table No. (13) that the value of the difference between the arithmetic means of the group of second-year students and the group of third-year students is equal to “14.67” with a standard error of “5.01” with a significance value of “0.00,” which is a statistically significant value because it is smaller than the significance level of “0.05.” It is also clear that the value of the difference between the arithmetic means of the group of second-year students and the group of fourth-year students is equal to “32.13” with a standard error of “5.53” with a significance value of “0.00”, which is a statistically significant value because it is smaller than the significance level of “0.05”, and through the above, there is a statistically significant difference in the level of aggressive behavior according to the responses of the study sample and according to the academic level at “0.05” in favor of fourth-year students.

Based on the above, we note that the results reached were in agreement with the study of Boushaiba, Ahmed and Taqiq (2018), which concluded that there is a correlation between the dimensions of aggressive behavior and the academic level, with a difference in the level of attack, verbal aggression, and indirect aggression in favor of the third and fourth years of middle school and in the level of aggression, speed of irritation, and verbal aggression is in favor of the third year of secondary school. There is also a difference in the aggression dimension in favor of the first and fourth years, average, in the verbal aggression dimension in favor of the fourth year of middle school, and in the third year of secondary school, and in the indirect aggression dimension in favor of the fourth year of middle school. While the result of this study contradicted what was stated in the study of Bouali, Nimrod, and Nasser (2019), which concluded that there were no differences in the manifestations of aggressive behavior between students of different educational levels (Bu Ali, et al., 2019, p. 122).

This difference is due to the characteristics that characterize the adolescence stage, as it is known that at this stage there is a number of basic psychological needs that the teenager seeks to achieve, such as the need for independence and self-affirmation...etc., and if the teenager cannot satisfy them in a normal and appropriate family atmosphere, he can It can be expressed in the form of psychological disorders and behavioral deviations such as crime and aggressive behavior (Sidr, 2018, p. 2).

The fact that a group of adolescents do not reach the stage of emotional maturity from the beginning of adolescence until the age of 17 also leads to aggressive behavior, and this is proven by Maamria’s study (2007), which concluded that high emotional intelligence is accompanied by a low tendency toward aggressive behavior (Maameer and Koussa, 2019, p. 119).

This difference may also be due to the circumstances surrounding the adolescent, such as the family environment (socialization methods, parental treatment, social relations, the relational atmosphere within the family...etc.), as well as the school environment (the student's relationship with the teacher and his colleagues, the nature of the school subject, the school climate, the management system, teaching methods, pedagogical methods...etc.), which makes him interact with them while he is going through this sensitive stage, which may lead him to sometimes respond with abnormal behaviors such as aggressive behavior, due to his lack of experience or not having reached a sufficient level of maturity or the large number of pressures exerted on him.

5. Conclusion:

The subject of aggressive behavior still occupies a large area of concern for specialists and students of psychology, as it is considered the most abnormal behavior among individuals in various age groups, the most important of which is the adolescent group. Therefore, our study aimed to reveal the level of aggressive behavior among adolescents studying in the middle school stage, as well as the differences in aggressive behavior according to the variable of gender and academic level. The results obtained showed that the level of aggressive behavior among adolescents attending middle school stage is low, and that there are no statistically significant differences in the level of aggressive behavior among adolescents attending middle school according to the variable of gender. There are also a statistically significant difference in the level of aggressive behavior among adolescents attending middle school according to the academic level variable in favor of fourth year middle school students.

In view of the importance of this topic, we propose through our study to provide psychologists within educational institutions to accompany school-going adolescents and provide them with the necessary psychological assistance, as well as to hold awareness days for the benefit of families and those dealing with this group in order to understand the requirements of this sensitive developmental stage and know its importance in forming the individual's personality and work. Also, to create outlets within the school environment to reduce the severity of aggressive behavior, such as providing sports facilities, conducting purposeful tourist trips, organizing awareness-raising educational exhibitions...etc., as well as developing guidance programs to suit the developments taking place within educational institutions to reduce the level of aggressive behavior among the target group.

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