

The Level of Aggressive Behavior among High School Female Students in Kuwait in Light of Certain Variables

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ABSTRACT

This study aimed to explore the level of aggressive behavior among high school female students in Kuwait in light of certain variables, including academic performance, residential area, and socioeconomic status. This cross-sectional study relied on the descriptive quantitative approach. The study sample consisted of 235 high school female students in Kuwait, selected using a random sampling technique. To collect the study data, an Aggressive Behavior Scale was employed, and indicators of the scale's validity and reliability demonstrated that it possessed good and satisfactory psychometric properties. The results revealed a moderate level of aggressive behavior (overall score) among high school female students in Kuwait. Approximately 14.7% of the sample exhibited a high level of aggressive behavior, while about 14.2% showed a low level of aggressive behavior. Aggressive behavior towards oneself ranked first, followed by aggressive behavior towards others. Aggressive behavior towards property and objects, along with deviation from norms and values, ranked second. Additionally, a statistically significant negative correlation was found between academic performance and the overall score on the Aggressive Behavior Scale, as well as its following dimensions: aggressive behavior towards others, aggressive behavior towards property and objects, and deviation from norms and values. While there was a statistically significant positive correlation between academic performance and aggressive behavior towards oneself, high school female students residing in Mubarak Al-Kabeer Governorate exhibited statistically higher levels of aggressive behavior compared to other groups. Furthermore, high school female students with a medium socioeconomic status and income reported statistically higher levels of aggressive behavior compared to other groups.

1. Introduction

Adolescence is a phase marked by physical, psychological, and social changes, often accompanied by various behavioral issues, such as aggressive behavior. Aggressive behavior among adolescents is a significant concern in both educational and health contexts. Aggression is defined as a behavioral and emotional response that negatively impacts others (Ye, 2021). Evidence suggests that the prevalence of psychological disorders and behavioral problems among adolescent girls is common. Aggression among adolescent girls is associated with severe negative consequences. Studies across different cultures and countries have demonstrated the detrimental effects of these behaviors (Rinnewitz et al., 2019).

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However, aggression among females has not received the same level of attention as it has among males, highlighting the need for further studies on this topic. Some research has shown that females may exhibit aggressive behavior similar to males, yet research in this area remains insufficient (Denson et al., 2018). Aggression often emerges during adolescence and is considered one of the psychological health issues linked to various mental disorders among youth. Statistics indicate that approximately 10% of children exhibit aggressive behaviors or experience peer abuse. In the United States, about 10% of adolescents reported being physically assaulted or hit by a friend in the past 12 months (Eaton et al., 2008). Additionally, around 30% of adolescents reported experiencing psychological aggressive behaviors in their lifetime.

In 2018, UNESCO estimated that approximately 30% of students experience some form of aggression in schools annually. According to the 2009 Youth Risk Behavior Survey, 22.9% of girls in grades 9 through 12 reported engaging in physical fights on school property. These studies highlight the high rates of aggression among adolescent girls across different communities (Eaton et al., 2012).

Studies have found that students exhibiting aggressive behaviors in the school environment are more likely to experience academic failure, poor social adjustment, and the development of long-term negative behaviors. Moreover, aggression is associated with multiple adverse outcomes in adulthood, such as unemployment, social isolation, and physical health issues (Odgers et al., 2008).

Engaging in physical violence increases the likelihood of adolescent girls facing challenging circumstances, including joining aggressive peer groups, forming antisocial partnerships, teenage pregnancy, and exposure to aggressive parenting practices. These behaviors also lead to psychological and physical issues such as depression, emotional distress, and externalizing behaviors (Buka et al., 2001).

Additionally, girls who engage in aggressive behaviors in their relationships are more likely to face more significant problems, such as addiction to alcohol and tobacco. In the school setting, the teacher-student relationship may be a crucial factor in determining children's mental health Outcomes. Furthermore, family environment and parental support can play a protective role in mitigating the development of aggressive behavior (Henneberger et al., 2016).

Aggressive behavior is considered one of the most prominent psychological and behavioral problems facing society, particularly in the school environment. It is an unacceptable behavior that violates social and legal norms, whether verbal or physical. This behavior stems from various factors, including personal and environmental influences, and is often driven by a desire to assert oneself or gain attention. Al-Kafafi (1999) indicated that aggression is a common response to frustration and is a learned behavior rather than an innate one.

Schools, as the second most important environment after the family, are not only responsible for education but also play a critical role in fostering the healthy and balanced development of children and adolescents, enabling them to live in mental, physical, social, and psychological harmony. However, aggressive behavior within schools negatively impacts the educational process, disrupting the school atmosphere and affecting teachers, administrators, and parents.

This aggression can manifest verbally, physically, or symbolically. High school represents a sensitive stage in life, where adolescents experience rapid growth that leads to mood swings and emotional sensitivity, making them more prone to aggressive behaviors. They are also increasingly exposed to other forms of violence, such as terrorism and extremism. Garrett

(2014) noted that student aggression in schools is a serious and complex issue that requires an effective response to address it.

McMahon et al. (2008) highlighted that most teachers have encountered forms of violence within schools, whether from students, colleagues, or even parents. The significance of this study lies in its subject matter. According to the annual report of the Department of Social and Psychological Services (2014/2015), there was a reported increase in cases of verbal and physical aggression in high schools. Girls' schools accounted for 743 cases of verbal aggression and 11 cases of physical aggression. Files were opened for serious cases in both types of aggression, and social services emphasized implementing group programs aimed at fostering respect for rules and managing anger positively.

This behavior is considered abnormal and deviant, manifesting in various forms: verbal aggression such as insults, degradation, and threats, or physical aggression such as hitting, assault, and attacks. It may also involve the possession of weapons like sticks or sharp objects such as knives. Aggressive behavior is learned, meaning it can be modified or replaced with more balanced behavior. This makes it crucial to focus on cognitive-behavioral counseling programs, as they have a positive impact in helping individuals experiencing this issue navigate through the critical phase they are undergoing (Denson et al., 2018).

The researcher raised this issue after observing an increase in aggressive behavior directed among female students, who are a fundamental part of the educational process. Moreover, if the school environment is unsuitable and does not provide the proper conditions for student development, it can negatively affect the entire school community. When school regulations are not applied fairly and systematically, chaos spreads, making it difficult to control abnormal behaviors. Therefore, it is essential to enhance the role of educational administrations and activate the authority of school principals, teachers, and administrators to address this phenomenon. Additionally, the role of the school psychologist is crucial in monitoring these cases. Aggressive behavior disrupts the educational process and undermines the value of education and learning (Rinnewitz et al., 2019; Garrett, 2014).

In this context, this study seeks to answer the main question: What is the level of aggressive behavior among high school female students in Kuwait in light of certain variables? This main question leads to several sub-questions, as follows:

1. What is the level of aggressive behavior among high school female students in Kuwait?
2. Is there a positive correlation between the study sample's scores on the Aggressive Behavior Scale and their academic performance?
3. Which factors (residential area, socioeconomic status) have the most significant impact on aggressive behavior among high school female students?

1.1. Study Objectives

The current study aims to identify the level of aggressive behavior among high school female students in Kuwait in light of certain variables. Through this general objective, the study seeks to achieve several other goals, which are:

1. To determine the level of aggressive behavior among high school female students in Kuwait.
2. To identify the nature of the correlation between the study sample's scores on the Aggressive Behavior Scale in its various dimensions and their academic performance.
3. To understand which factors (residential area, socioeconomic status) have the most significant impact on aggressive behavior among high school female students.

1.2. Significance of the Study

1. The study presents various perspectives on aggressive behavior among high school female students, addressing diverse intellectual and methodological aspects, thereby enriching the Arabic literature with a new and important topic.
2. The study aims to provide a deeper understanding of the level of aggressive behavior among students, helping future researchers direct their studies towards improving the school environment and enhancing the mental health of students.
3. The study examines factors such as academic performance, socioeconomic status, and residential area, which will aid in designing targeted intervention programs for those most vulnerable to aggressive behavior.
4. The study provides specific classifications of aggressive behavior dimensions, such as verbal aggression and physical aggression, contributing to a better understanding of this behavior and the development of tools for measuring and addressing it.
5. The results of the study contribute to improving the high school environment in Kuwait by developing preventive and counseling programs that reduce aggressive behavior and promote positive interaction among female students.
6. The study's findings assist educational sector officials in formulating policies and procedures that support high school female students, such as developing psychological and social counseling programs and improving school conditions.
7. The results of the study can be used to design specialized programs for psychological care and behavioral guidance for female students, helping them navigate adolescent challenges and reduce aggressive behavior.
8. The study contributes to guiding educational policies towards enhancing the mental health of female students and improving their educational environment, which positively impacts their academic performance and social behavior.

1.3. Operational Definitions of Terms

The operational and conceptual definitions include the following:

▪ Aggressive Behavior

Aggressive behavior refers to actions aimed at causing harm to others or oneself, either through actions or words. It may be accompanied by emotions such as anger or motivations like revenge or racial discrimination. In schools, aggressive behavior encompasses actions

that harm the educational process or any of its components (Aboud, 1991; Al-Shakhs & Al-Demyati, 1992; Adam, 2005; Al-Khaza'ila, 2013).

Operationally, the researcher defines aggressive behavior as the score a student receives on the scale used in this study.

▪ **High School Female Students**

High school female students are those in the final stages of compulsory education, which spans three years and includes students aged 14 to 18 years. This period coincides with adolescence.

1.4. Study Boundaries

The boundaries of the study are defined by the terms used within it, focusing on the age group of high school female students. The study sample consists of 235 students, and it includes the current scales and statistical methods used in the research.

The limits of the study are as follows:

- **Objective Boundaries:** This study is limited to certain basic variables, which include aggressive behavior, socioeconomic status, residential area, and academic performance.
- **Spatial Boundaries:** The study was conducted in several high schools in the State of Kuwait.
- **Temporal Boundaries:** This study was conducted during the year 2023.
- **Human Boundaries:** The study focused on high school female students in the State of Kuwait.

1.5. Theoretical Framework of the Study

Aggressive behavior is a conduct aimed at harming another person or causing physical or psychological damage. It can manifest in various forms such as verbal aggression, physical aggression, or symbolic aggression. Aggressive behavior is considered abnormal as it violates social and educational norms, including actions such as insulting, belittling, threatening, as well as physical acts like hitting and assault, and the use of weapons such as sticks or knives. Aggressive behavior is learned through interaction with the surrounding environment, meaning it can be modified using cognitive and behavioral counseling programs (Denson et al., 2018).

In recent studies, it has been emphasized that aggressive behavior is one of the most prominent psychological and behavioral problems faced by individuals across different stages of life, with a particular impact on children and adolescents in educational settings. This behavior arises as a result of several social and environmental factors, such as social tensions, exposure to violence in the family or community, as well as the negative effects of media and social networks, which contribute to reinforcing aggressive behaviors among individuals (Ye et al, 2021).

Aggressive behavior in school environments is considered a key factor that affects the educational process and threatens the learning environment. Recent studies have shown that teachers often encounter various forms of aggressive behavior from students, whether verbal, physical, or even in the form of threats. This presents a significant barrier to achieving

educational goals in schools and requires effective interventions through psychological and behavioral counseling programs (McMahon et al., 2010; Rinnewitz et al., 2019). Aggression is a natural response to basic emotions such as anger and fear, which help living beings survive. In adolescence, physiological and psychological changes lead to pressures that may be expressed through anger and aggressive behavior. Anger is accompanied by cognitive, physiological, and emotional responses that lead to mental confusion and harm to health.

Suleihat and Sakarani's (2014) study indicates that the motives for violence among high school students include academic failure, poor teacher performance, and the influence of media on students.

Edward (1999) explains that aggression may be acceptable in certain contexts, such as in combat sports, but it is considered violent in other situations depending on social values. Anger causes physiological changes, such as an increase in blood pressure and heart rate (Chambers, 2017). Neuroscience links aggression to specific areas of the brain, such as the amygdala and the frontal lobe. Additionally, a neurotic personality is characterized by impulsivity and fear, which increases arousal and aggression in incompatible situations.

The factors contributing to aggression are varied and can be individual, familial, or school-related. Individual factors include adolescents with low intelligence and high impulsivity, who are more prone to violence. Familial factors, such as abuse and lack of supervision, play a significant role in the development of aggressive behavior. School-related factors include classroom overcrowding, unsuitable curricula, and mistreatment by teachers.

Al-Muhaysin's study (2007) showed that family disintegration and poor parental behavior contribute to school violence. Aggressive behaviors can be categorized into various forms, including physical aggression (such as hitting and kicking), verbal aggression (like cursing and threatening), self-directed aggression (self-harm or suicidal thoughts), symbolic aggression (expressing contempt non-verbally), direct aggression (directing aggression at the source), and indirect aggression (expressing aggression toward someone other than the direct source of frustration) (Beck et al., 2016).

There are several theories that explain aggression, one of which is the biological theory, which focuses on biological factors that may explain aggressive behavior. Adam (2005) pointed to various biological causes of aggression, such as organic disorders in the body's internal systems. This dysfunction can include brain interactions leading to seizures and mood swings (such as alternating between crying and laughing) due to brain injuries or inflammation.

Aggression is also linked to increased levels of male hormones. Studies have shown that injecting animals with this hormone increases their aggressiveness. However, the debate remains open regarding the applicability of these results to humans. Another study on prisoners showed that 7% of murderers had the XYY chromosome pattern, which may explain some cases of aggression, but most cases were not biologically explained.

The phenomenological theory: This theory is based on Maslow's hierarchy of human needs, which includes physiological, security, and social needs, ultimately leading to self-actualization. Hussein (2007) explained that deprivation of security needs can lead to aggressive behavior, as feelings of threat and insecurity cause anxiety and behavioral deviations, such as aggression.

Maslow believed that violence is the result of failure to meet these basic needs. The behavioral theory views aggression as a learned behavior through social and environmental experiences. Hussein (2007) indicated that behavior is shaped in an individual's environment through learning and interaction with the social surroundings, and aggression is a behavior

that can be learned or modified according to behavioral principles. The physical and social environment plays a vital role in determining aggressive behaviors.

The cognitive-behavioral theory focuses on the role of cognitive processing in aggressive behavior. It assumes that psychological disorders are associated with biases and errors in information processing, and that cognitive structures (such as schemas) influence how individuals perceive situations. A change in how individuals interpret situations can lead to changes in their behaviors and emotions (Beck, 2007).

Freud viewed aggression as a reaction to frustration or inhibition of vital human drives, particularly those related to sexual satisfaction. Freud associated aggression with the death instinct (Thanatos), which tends toward destruction and conflicts with the life instinct (Eros), which aims at preservation and direction. This Freudian interpretation has been debated, with other theorists like Adler offering alternative explanations for aggression that go beyond the sexual aspect (Zararaqah, 2013).

1.6. Previous Studies

We review several Arab and foreign studies that have addressed aggressive behavior, including the study by Steffgen and Ewen (2007), which focused on school violence in Luxembourg. The survey results in Luxembourg showed that 23% of teachers were victims of severe verbal abuse at least several times during the year. Additionally, 9.3% of teachers were victims of property theft, 4.5% experienced property vandalism, and 5.8% had their mobile phones stolen. Furthermore, 7% of teachers were victims of sexual harassment, and the results indicated that 4% of teachers were physically assaulted.

The study by Al-Mohisen (2007) addressed the role of school management in dealing with behavioral problems among secondary school students in the Al-Ahsa Governorate. The findings of this study concluded that one of the main factors contributing to aggressive behavior is the lack of sufficient authority granted to the school principal to take appropriate measures to address behavioral problems. Additionally, the insufficient number of counselors to help with behavioral and psychological issues was identified as a contributing factor. One of the most prominent school-related factors that reinforces aggressive behavior among students is the aggressive behavior of teachers towards students, which may lead students to exhibit aggression, whether directed towards their peers, teachers, or school management.

The study by Musayón-Oblitas et al. (2008) focused on the factors associated with alcohol consumption among girls in a school in Lima, Peru. The researchers conducted a descriptive study using a convenience sample to determine the rates and risk factors of alcohol consumption among 470 girls enrolled in a secondary school for girls in a high-risk neighborhood in Lima, Peru. A questionnaire was distributed to the students after obtaining parental consent and student participation. The results, analyzed using chi-square tests and logistic regression, showed that 5.96% of the students had consumed alcohol.

The study by Al-Saraireh (2009) aimed to examine aggressive behavior within schools in Jordan. The results indicated that the level of aggression exhibited by students towards teachers and administrators was moderate. The study revealed the main causes of aggression directed at teachers and administrators as follows: First, external political or media-related reasons, such as TV shows and adventure programs that portray criminals as wealthy and influential individuals. Second, school-related causes, including the way teachers interact with students, their inability to understand students' behavior, and the clear shortcomings in teachers' educational and academic preparation. Lastly, factors related to the student's family situation and the developmental stage they are going through, which includes physiological

and psychological changes, as well as facing pressures that conflict with their interests and desires.

The study by Chen and Astor (2009) focused on school violence. The researchers noted that there was a lack of research on the phenomenon of violence within schools. This study aimed to explore the causes of violence against teachers from the students' perspective and to propose programs that could reduce this phenomenon. The results of the study showed that 31.1% of students engaged in at least one aggressive act against teachers during the year. The most common forms of aggression were verbal abuse and insults directed at teachers. The highest incidence of aggression towards teachers occurred in high school, with a rate of 35.8%.

The study by Zahran (2011) examined the effectiveness of a group-based cognitive-behavioral counseling program in reducing aggressive behavior among middle school students in Palestine. The research population consisted of all students from the Islamic Charity Association schools in Ramallah, with a total of 263 students. The sample comprised 60 students (30 male and 30 female) from the middle school stage, selected using simple random sampling. The researcher used an experimental design for the study, collecting data using an aggression behavior scale from the students' perspective, both pre- and post-test. A group counseling program (the independent variable) was designed and implemented with the experimental group in 12 sessions over six weeks, with two sessions per week, each lasting between 45-60 minutes. The results indicated that aggressive behavior was prevalent among middle school students in Ramallah, Palestine. Moreover, the researcher found that the designed program was effective in reducing aggressive behavior among the study sample.

The study by Lokmic (2013) aimed to explore the prevalence of school violence. Teachers identified the main causes of violent behavior in students as being influenced by family issues and family conflict. They attributed aggressive behavior to the indirect acquisition of aggression, such as imitating an aggressive model, or direct imitation through reinforcement of certain forms of aggressive behavior. Another cause is that many children are exposed to violent content on television, which leads them to act aggressively. Additionally, those who were raised watching violence on TV often develop more frequent tendencies for violent behavior later in life.

The study by Dradakah (2014) focused on the role of secondary school principals in addressing the phenomenon of school violence in the city of Taif. One of the study's questions was about teachers' opinions on the role of student counseling in reducing school violence. The results were as follows: the school counselor encourages the development of quarterly counseling plans, works to modify students' negative behaviors, and highlights the importance of defining the counselor's role and granting them the authority to carry out their duties in modifying negative behaviors.

The study by Susan and Andrew (2014) focused on understanding school violence. The results of this study concluded that the most prominent forms of school violence included harassment, which manifested in obscene comments, obscene gestures, verbal threats and intimidation, property violence such as theft and damage to personal belongings, and physical abuse, which was the most common, leading to medical visits, followed by pushing and kicking. The study also indicated that the rate of violence occurrence in this sample reached 80%, with students reporting being victims of violence during the school year. The study confirmed that 31% of teachers reported experiencing at least one form of violence.

The previous studies have provided valuable insights into the factors contributing to aggressive behavior in schools, as well as its impact on both students and teachers. The study

by Steffgen and Ewen (2007) highlights various aspects of school violence and its effect on teachers, emphasizing the importance of addressing aggressive behavior not only from students but also towards teachers. This aligns with the goals of the current study, which aims to examine aggressive behavior in secondary schools in Kuwait. From this study, we can conclude the importance of addressing violence from all parties within the school, including its impact on teachers.

The study by Al-Muhaisen (2007) focuses on the role of school administration in influencing students' behavior, particularly how administrative practices affect aggressive behaviors in students. This highlights the significant role of educational leadership in shaping student behavior. Although the study by Musayón-Oblitas et al. (2008) focuses on indirect behaviors, such as alcohol consumption, the identified environmental factors, such as family and school environments, can be relevant in explaining aggressive behavior in schools.

These studies collectively stress the need for a comprehensive approach to understanding and addressing school violence, which includes examining both the environmental factors and the roles of various stakeholders, such as teachers, school administration, and students themselves.

Many previous studies indicate that school aggression is not a random phenomenon, but rather the result of multiple factors, including the school environment, media influences, teacher and school administration behaviors, and family pressures. These studies also provide a comprehensive understanding of the various forms of aggression (verbal, physical, and social) and how they affect both teachers and students. Some studies have shown the effectiveness of counseling programs in reducing aggressive behavior, supporting the idea of using such programs to address aggression among female students in Kuwaiti schools. Furthermore, the studies highlight the role of media and culture in reinforcing aggressive behavior, opening the door for our study to examine this influence in the Kuwaiti context. Based on these studies, we can gain a deeper understanding of aggressive behavior in Kuwaiti secondary schools and offer effective solutions to mitigate this phenomenon. The current study is distinct from previous studies in that it addresses the level of aggressive behavior among secondary school female students in Kuwait in light of several variables, including academic performance, residential area, and socioeconomic status, which previous studies in Kuwait have not collectively addressed.

1.7. Study Hypotheses

After reviewing the theoretical framework of the current study, along with the objectives, problem, and results of previous studies, the hypotheses of the current study have been formulated as follows:

1. There is a high level of aggressive behavior among secondary school female students in Kuwait.
2. There is a statistically significant positive correlation between the study sample's scores on the Aggressive Behavior Scale and its various dimensions and academic performance.
3. There is a statistically significant effect of the following factors (residential area, socioeconomic status) on aggressive behavior among secondary school female students in Kuwait.

1.8. Methodology and Procedures

First: Study Approach:

According to the nature of the research and to achieve its objectives, the current study relied on the descriptive (survey) approach. This approach is used to determine the level of aggressive behavior among secondary school female students in Kuwait. The descriptive survey method is used to collect primary data in order to test concepts, describe specific aspects or characteristics of the population, and examine the nature of relationships within the population.

Second: Study Population and Sample

The study was initially conducted on a pilot sample of 100 secondary school female students in Kuwait, with an average age of 16.1 years and a standard deviation of 0.41 years. Their ages ranged from 16 to 19 years. The purpose of using the pilot sample was to prepare the study instruments in terms of their psychometric properties, to verify their validity, reliability, time duration, and the accuracy of the items, among other characteristics.

The total number of students from whom the study sample was drawn was 87,435 male and female students during the academic year (2016-2017). The main study sample consisted of 235 female students, including 102 students from Al-Adan Secondary School and 133 students from Sabah Al-Salem Secondary School, all from the 10th grade in the Mubarak Al-Kabeer educational district during the second semester of the 2016-2017 academic year. The students representing the selected sample in this study were characterized by active participation, seriousness, and honesty in responding to the study measures. Table 1 shows the statistical distribution of the main study sample according to several characteristics, including school, residential area, and socioeconomic level measured by monthly income.

Demographic Characteristics of the Study Sample. The main study sample consisted of 235 female students from the secondary school stage, with an average age of 16.9 years and a standard deviation of 0.50 years. Their ages ranged from 16 to 19 years. In terms of residential area, most of them (63.8%) resided in the Mubarak Al-Kabeer area. Regarding socioeconomic status, the majority (63.8%) belonged to the middle socioeconomic class. Table 1 shows the statistical distribution of the number and percentages of study sample members (N=235) according to their demographic characteristics.

Table 1. Demographic Characteristics of the Study Sample (N=235)

Variable	Category	Number	Percentage
<i>School</i>	Secondary School Al-Addan	102	43.4%
	Secondary School Sabah Al-Salem	133	56.6%
	Total	235	100%
<i>Residential Area</i>	Capital	12	5.1%
	Hawalli	25	10.6%
	Mubarak Al-Kabeer	150	63.8%
	Farwaniya	8	3.4%
	Ahmadi	40	17%
	Jahra	0	0%
	Total	235	100%
<i>Economic Level</i>	Low	70	29.8%
	Medium	150	63.8%
	High	15	6.4%
	Total	235	100%

Third: Study Tools

Aggressive Behavior Scale

This scale was developed by Murad (2013) and consists of 56 items. Each item has four response options: "Frequently," "Sometimes," "Rarely," and "Never." The items are scored on a scale of 3, 2, 1, and 0, respectively, for positive items, and reversed for negative items. The scale is divided into four main dimensions of aggressive behavior:

1. **Aggression directed towards others**
2. **Aggression directed towards the self**
3. **Aggression directed towards property and objects**
4. **Deviance from norms and values**

The validity of the scale was verified through two methods:

- **Content Validity:** The scale was presented to seven experts for review. These experts included:
 - 2 professors from the Department of Educational Psychology at the Faculty of Education,
 - 2 professors from the Department of Psychology at the Faculty of Social Sciences,
 - 3 professors from the Department of Psychology at the Faculty of Basic Education at the Public Authority for Applied Education and Training.

2. The Result of the Jury's Evaluation

As a result of the evaluation, three items were removed, three items were replaced, and 16 items were modified and rephrased. The revised items were presented based on the feedback of the evaluators. The final version of the scale consists of 56 items, which were used in the pilot testing. After the trial and analysis, two items (item number 3 and item number 4) were removed, and two items (items number 49 and 56) were modified.

Table 2. Shows the items of aggressive behavior and the dimensions of the scale.

Scale Items	Scale Dimensions
1 - 19	Dimension 1: Aggression Directed Towards Others
20 - 33	Dimension 2: Aggression Directed Towards the Self
34 - 47	Dimension 3: Aggression Directed Towards Public Property
48 - 54	Dimension 4: Deviating from Norms and Values

(1) Validity of the Scale

Murad (2013) calculated the scores for the dimensions of aggressive behavior for the pilot sample and computed the correlation coefficients between them and the total score. The Table 3 shows that the correlation coefficients between the four dimensions ranged from 0.876 to 0.723, indicating statistically significant and high correlations, which reflect the construct validity and coherence of the scale's dimensions.

Table 3. Internal Consistency Correlations for the Scale Dimensions with the Total Score

Aggressive Behavior	Correlation Coefficient with Total Score
Aggression Toward Others	0.799
Aggression Toward Self	0.723
Aggression Toward Property	0.814
Violation of Standards and Values	0.876

The researcher in this study calculated the internal consistency of the scale on a sample of 233 students by finding the correlation coefficients between each item score and the total score of the scale. Table 4 shows the correlation coefficients between each item score and the total score of the scale, while Table 5 shows the correlation coefficients between each dimension of the scale and the total score of the scale.

Table 4. Results of internal consistency for the items of the aggression behavior scale.

Item Number	Correlation Coefficient with Total Score	Item Number	Correlation Coefficient with Total Score	Item Number	Correlation Coefficient with Total Score
1	0.55**	19	0.42**	34	0.65**
2	0.45**	20	0.54**	35	0.45**
3	0.50**	21	0.42**	36	0.54**
4	0.56**	22	0.39**	34	0.68**
5	0.56**	23	0.65**	35	0.65**
6	0.55**	24	0.42**	36	0.45**
7	0.45**	25	0.54**	43	0.54**
8	0.44**	26	0.42**	44	0.68**
9	0.57**	27	0.33**	45	0.65**
10	0.60**	28	0.32**	46	0.45**
11	0.61**	29	0.50**	47	0.54**
12	0.51**	30	0.68**	48	0.68**
13	0.45**	31	0.56**	49	0.45**
14	0.44**	32	0.56**	50	0.54**
15	0.55**	33	0.65**	51	0.67**
16	0.58**	34	0.45**	52	0.54**
17	0.46**	35	0.54**	53	0.68**
18	0.46**	36	0.54**	54	0.68**

(Note: N=233 , ** indicates statistical significance at the 0.01 level).

Table 5. Shows the correlation coefficients between the dimensions of aggressive behavior and the total score.

Dimensions of Aggressive Behavior	Towards Others	Towards Self	Towards Property	Violation of Norms	Total Score
Towards Others	1				
Towards Self	0.70**	1			
Towards Property and Things	0.68**	0.69**	1		
Violation of Norms	0.65**	0.55**	0.77**	1	
Total Score	0.90**	0.86**	0.90**	0.82**	1

(N = 233), ** Significant at the 0.01 level

It is evident from Table 4 that the correlation values between the items of the Aggressive Behavior Scale and the total score of the scale ranged between (0.32) and (0.68), which are statistically significant at the 0.01 significance level. This indicates that the scale has a high degree of internal consistency. Moreover, as shown in Table 5, the correlation values between the dimensions of the Aggressive Behavior Scale and the total score ranged between (0.55) and (0.90), which are statistically significant at the 0.01 significance level. This indicates that the scale demonstrates a high level of internal consistency among its dimensions.

The researcher also conducted the criterion-related validity, using the second method of criterion-related validity by ranking the students' scores on the scale in ascending order. They were divided into four quartiles, with each group representing 25%. Statistically, the first quartile (the lowest 25% of students based on the total score) and the last quartile (the highest 25% of students based on the total score) were compared. A t-test was conducted between these two groups, resulting in a t-value of (23.1), which was statistically significant at the 0.001 level. The mean score for the high scorers was (68.7) with a standard deviation of (13), while the mean score for the low scorers was (20.7) with a standard deviation of (6.8). This indicates statistically significant differences in favor of the high scorers. This result demonstrates the scale's ability to distinguish between the low scorers (first quartile) and high scorers (last quartile), confirming the scale's validity and its appropriateness for measuring what it was designed to measure.

(2) Reliability of the Scale

Murad (2013) calculated the reliability coefficients of aggressive behavior and its dimensions from the data of the standardization sample using Cronbach's Alpha formula. Table 7 shows the means, standard deviations, and reliability coefficients. The reliability coefficients ranged between 0.77 and 0.81, and the total score reliability coefficient was 0.92, which is considered high reliability. The scale's validity and reliability were previously verified by the Test Standardization Department at the Ministry of Education in Kuwait, where it obtained a high reliability coefficient of 0.898.

Table 6. Shows the means, standard deviations, and reliability coefficients for the dimensions of aggressive behavior.

Dimensions of Aggressive Behavior	Number of Items	Mean	Standard Deviation	Reliability Coefficient
Towards Others	16	11.19	5.99	0.79
Towards Self	13	8.63	5.85	0.77
Towards Property	12	2.87	3.72	0.78
Deviation from Standards and Values	13	7.66	5.77	0.81
Total	54	30.34	17.72	0.92

The researcher calculated the reliability coefficients of the Aggressive Behavior Scale and its subdimensions using the split-half method for the entire scale, with the correlation coefficient between the two halves being (0.85). Additionally, Cronbach's Alpha, the Spearman-Brown equation, and the Guttman equation were used on a sample of (233) female students for the entire scale and its subdimensions. Table 7 illustrates this.

Table 7. Shows the means, standard deviations, and reliability coefficients for the sub-dimensions of the Aggressive Behavior Scale and the total score.

Dimension	Number of Items	Mean	Standard Deviation	Cronbach's Alpha	Spearman-Brown	Guttman
Toward Others	16	17.6	9	0.85	0.84	0.83
Toward Self	13	11.3	7.1	0.87	0.80	0.80
Toward Property & Things	12	9	7.6	0.86	0.74	0.74
Deviation from Standards & Values	13	7.3	5.2	0.77	0.79	0.79
Total	54	44	26.2	0.95	0.91	0.91

The Table 7 shows that the reliability coefficients ranged from (0.74 to 0.95) for the total scale and its subdimensions, using Cronbach's Alpha, Spearman-Brown, and Guttman

equations, which are high reliability coefficients. This indicates that the scale enjoys a high degree of reliability.

2.1. Statistical Methods

To verify the study hypotheses, the following methods were used:

- For testing the first hypothesis, means, standard deviations, relative weights, and percentages were calculated.
- For testing the second hypothesis, means, standard deviations, and Pearson's simple correlation coefficient (Pearson Correlation) were used.
- Finally, the third hypothesis was tested using Ordinal Regression Analysis.

The results were analyzed using the Statistical Package for the Social Sciences (SPSS).

2.2. Results and Discussion

First - Results of the First Hypothesis and Discussion

The first hypothesis stated: "There is a high level of aggressive behavior among secondary school female students in Kuwait." To verify this, the percentages of frequencies and the weighted averages were calculated on the scale used, as shown in Table 8.

Table 8. Percentages of weighted averages on the Aggressive Behavior Scale for the total sample.

Aggressive Behavior	Never	Rarely	Sometimes	Often	Mean	Weighted	Mean	Standard Deviation	Level
Toward others	15%	43%	27%	15%	2.42	20.53	6.52	Average	
Toward oneself	2%	4%	68%	26%	3.18	23.07	4.06	High	
Toward property and things	37%	32%	21%	10%	2.04	10.80	3.84	Average	
Violation of norms and values	3%	49%	40%	8%	2.92	19.80	4.89	Average	
Total Score	14.2%	32%	39%	14.7%	2.69	18.5	5.6	Average	

It was evident from Table 8 that there is a moderate level of aggressive behavior (total score) among female students in secondary schools in Kuwait. Approximately (14.7%) of the study sample indicated having high aggressive behavior, while about (14.2%) of the sample reported low aggressive behavior. The highest level of aggression was found in self-directed aggression, followed by aggression toward others, with higher scores among secondary school female students in Kuwait on these dimensions. Aggression toward property and things, and violation of norms and values ranked second, as the scores for these dimensions were moderate. These results suggest the importance of focusing on the psychological and social factors that may lead to an increase in aggressive behavior among female secondary school students in Kuwait. It may be necessary to provide psychological interventions aimed at improving social relationships, reducing negative emotions such as anxiety and depression, and promoting anger management concepts and self-awareness among students.

The results of this study on aggressive behavior among the total sample align with several previous studies that addressed this topic in different contexts. Through analyzing the results, it is observed that there is variation in aggressive behavior according to the targeted groups in the study. The highest levels of aggression were recorded in 'towards the self' (weighted average 3.18), while the lowest were in 'towards property and objects' (weighted average

2.04), reflecting a variation in the forms of aggressive behavior and its prevalence among the sample individuals. The results of the study by Steffgen and Ewen (2007) indicated that 23% of teachers were victims of severe verbal violence, in addition to 9.3% of them experiencing property theft and 5.8% experiencing mobile phone theft. These results reflect the existence of high levels of aggressive behavior within schools in Luxembourg, and they partially align with the findings of our study, which indicates a moderate level of aggression towards others. A moderate level of aggressive behavior towards peers and teachers was recorded. This parallel in the results may be due to the existence of similar educational environments or social conditions that contribute to the increase in aggressive behaviors in schools.

The results of Al-Muhaysin's study (2007) in Saudi Arabia showed the role of school administration in addressing behavioral problems among high school students. It concluded that aggressive behavior increases in schools due to the insufficient authority of school principals and the lack of qualified counselors to handle behavioral issues. This study supports the findings of our study, as it showed that school factors, such as the way teachers interact with students, play a significant role in reinforcing aggressive behavior. This is consistent with the results that showed moderate levels of aggression in school environments where interactions between teachers and students occur. The study by Musayon-Oblitas et al. (2008) examined alcohol consumption among girls in Lima, Peru, and revealed a relationship between alcohol consumption and aggressive behaviors in the school environment. This indicates that there are social and health factors influencing aggressive behavior, which may explain the results of our study showing aggressive behavior towards property (weighted average 2.04). Social pressures or cultural values may be among the factors motivating this type of behavior.

Al-Saraireh's study (2009) indicated that political and media factors are among the main factors leading to aggression in schools, in addition to the impact of teachers' aggressive behavior on students. This result supports the findings of our study, where 'deviating from norms and values' was one of the most prominent types of aggressive behavior recorded, illustrating that social and cultural factors may contribute to the increase in aggressive behavior in different communities. The study by Chen and Astor (2009) addressed violence against teachers in schools and indicated that 31.1% of students engaged in aggressive behavior towards their teachers. This result aligns with the findings of our study, which showed a moderate level of aggression towards others, especially in the group exposed to frequent aggressive situations, such as verbal abuse or bullying, reflecting the significant impact of the school environment in shaping aggressive behavior. Zahra'an's study (2011) addressed the effectiveness of a counseling program in reducing aggressive behavior among middle school students in Palestine.

The study showed that aggressive behavior was high in the targeted group, but after applying a cognitive-behavioral counseling program, the level of aggression was reduced. This result aligns with the findings of our study, which showed moderate levels of aggression in the research sample, highlighting the importance of psychological and counseling interventions in reducing aggressive behavior. The study by Dradkeh (2014) addressed the role of high school principals in addressing school violence in Taif, and emphasized the importance of counselors in reducing aggressive behavior within schools. This result is consistent with the findings of our study, which showed that the lack of counseling interventions in the school environment may contribute to reinforcing aggressive behavior among students. These results confirm the importance of psychological, social, and cultural factors in determining aggressive behavior, and reveal the need for counseling programs and psychological interventions in school environments to reduce aggressive behavior. They also highlight the

importance of training teachers and school counselors in how to handle aggressive behaviors in classrooms.

Second: Results of the Second Hypothesis and Discussion

The second hypothesis stated the following: There is a statistically significant positive correlation between the study sample's scores on the aggression behavior scale and its different dimensions and their academic performance. To test the validity of this hypothesis, Pearson's correlation coefficient was used to determine the correlation between the aforementioned variables. Table 9 shows the results obtained:

Table 9. Correlation coefficients between aggression behavior and its different dimensions and academic performance among the study sample (N=235).**

Variable	Academic Performance
Towards Others	-0.67**
Towards the Self	0.35**
Towards Property and Objects	-0.57**
Deviating from Norms and Values	-0.45**
Total Score	-0.44**

Significant at the 0.01 level

Significant at the 0.05 level

It is clear from Table 9 that there is a statistically significant negative correlation between academic performance and the total score of the aggression behavior scale, as well as its dimensions: aggression towards others, aggression towards property and objects, and deviating from norms and values. Meanwhile, there is a statistically significant positive correlation between academic performance and aggression towards the self. The results showed a statistically significant negative correlation between academic performance and the total score of the aggression behavior scale, particularly in dimensions such as aggression towards others, aggression towards property and objects, and deviating from norms and values. However, there was a statistically significant positive correlation between academic performance and aggression towards the self.

The negative correlation indicates that students with higher academic performance tend to reduce aggressive behaviors directed towards others, property, or deviating from values. This aligns with social control theory, which suggests that students who engage in positive academic goals are less likely to engage in aggressive behaviors (Hirschi, 1969). Bergin et al. (2018) demonstrated that strong academic performance is associated with lower levels of aggressive behaviors, as students who are more academically motivated tend to adopt anger management strategies and engage in positive school activities, which reduce opportunities for aggression. The positive correlation between academic performance and aggression towards the self suggests that students with higher academic performance may be more susceptible to psychological stress and self-frustration when facing failure or academic challenges.

Tang et al. (2020) indicated that students who set high standards for themselves in academic performance may experience higher levels of psychological stress and self-directed aggression due to feelings of inadequacy or fear of failure. The negative correlation between aggressive behavior and academic performance can be explained by the impact of educational activities on improving students' self-regulation and self-control skills (Pintrich, 2000). Academically successful students are often able to manage anger and frustration in more positive ways. In contrast, aggression towards the self may be associated with higher levels of academic perfectionism and pressure to achieve excellence (Stoeber & Otto, 2006). Jennings et al. (2011) pointed out that schools that promote a positive educational environment and provide psychological and social support for students experience lower rates of aggressive

behavior, which aligns with the negative correlation found between academic performance and aggression. Swearer et al. (2010) noted that aggression towards property and deviating from norms often result from feelings of academic or social exclusion, highlighting the importance of fostering a sense of school belonging to improve aggressive behavior.

Third: Results of the Third Hypothesis and Discussion

The third hypothesis stated the following: There is a statistically significant effect of the following factors (residential area and economic level) on aggressive behavior among high school female students in Kuwait. To verify this, the study data were analyzed using Ordinal Regression. This method is characterized by interpreting the effect of predictor (independent) factors with different levels of measurement on ordinal responses, meaning that the dependent variable is ordinal. Table (10) shows the regression coefficients.

Table 10. The effect of some factors, including (residential area and economic level), on aggressive behavior (N=235).

Dependent Variables	Independent Variables	Estimate	Standard Error (S.E.)	Wald	Degrees of Freedom (DF)	Significance
<i>Chi-Square Value:(25.3), Degrees of Freedom for the Regression Model: (7)</i>						
<i>Residential Area</i>	1.7	0.44	14.4**	1	0.001	
<i>Economic Level</i>	2.4	0.56	17.1	1	0.001	

Significant at the 0.01 level

Significant at the 0.05 level

It is clear from Table 10 that the Chi-Square value is (25.3), with the degrees of freedom for the regression model being (7), which are statistically significant at the 0.001 level. As shown in Table 7, both **residential area** and **economic level** have a statistically significant effect on the level of aggressive behavior among high school female students in Kuwait.

For the **residential area** (region of residence), the mean scores for high school female students in Kuwait on the aggression behavior scale are as follows:

- **Capital Governorate** (M=75.33; SD=13.31)
- **Hawalli Governorate** (M=40.60; SD=18.60)
- **Mubarak Al-Kabeer Governorate** (M=76.13; SD=12.25)
- **Farwaniya Governorate** (M=61.80; SD=19.53)
- **Ahmadi Governorate** (M=61.80; SD=19.53)
- **Jahra Governorate** (M=40.60; SD=18.60)

This indicates that high school female students residing in **Mubarak Al-Kabeer Governorate** have significantly higher levels of aggressive behavior at the 0.001 level compared to those residing in the other five governorates.

Regarding the **economic level** variable, the mean scores for high school female students on the aggression behavior scale are as follows:

- **High-income students** (M=60.60; SD=18.33)
- **Middle-income students** (M=72.12; SD=11.15)
- **Low-income students** (M=40.70; SD=17.60)

This suggests that high school female students with a middle-income level report higher level of aggressive behavior, which is statistically significant at the 0.001 level compared to the other two income groups."

2.3. Recommendations

In light of the results of the current study, the following recommendations can be made:

1. Establish targeted guidance programs aimed at reducing the levels of aggressive behavior among high school female students, with a focus on self-directed aggression.
2. Enhance the role of school counselors in providing regular psychological and social support to students.
3. Strengthen the role of school administrations in monitoring and evaluating negative behaviors and developing strategic plans to address them.
4. Organize workshops and seminars for families to raise awareness about the importance of providing psychological and emotional support to students and reducing family pressures that affect aggressive behavior.
5. Allocate targeted support programs for female students in areas with high levels of aggressive behavior, such as Mubarak Al-Kabeer Governorate.
6. Provide additional support for students from middle-income families, with a focus on improving social and economic conditions.
7. Conduct longitudinal studies to analyze the development of aggressive behavior across different educational stages and assess the long-term effectiveness of implemented interventions.
8. Study the impact of using modern technologies, such as psychological counseling apps and virtual reality, in reducing aggressive behavior.

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