

Electronic Test Anxiety And Its Relationship To The Psychological Adjustment Of University Students

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Abstract:

This research aims to identify the relationship between electronic test anxiety and psychological adjustment. I have students of Prince Sattam bin Abdulaziz University in the Kingdom of Saudi Arabia, and it was applied to a stratified random sample whose size was (281) male and female students, distributed by (120) male students (161) female. The electronic test anxiety scale, and psychological adaptation prepared by the researcher were used. To process the data, the Statistical Package for Social Sciences (SPSS) program was used, arithmetic averages and Spearman's correlation coefficient (T) one-tailed T.Test and two-tailed. The results of the research revealed that university students had a low level of electronic test anxiety and a high level of psychological adjustment, and there was a statistically significant inverse relationship between electronic test anxiety and psychological adjustment, and also resulted in statistically significant differences in electronic test anxiety due to the gender variable in favor of females. Statistically significant differences in electronic test anxiety due to the variable of specialization in favor of scientific students.

key words: (Psychological adjustment) – (Electronic Test Anxiety)

introduction:

The year (2020-2021) witnessed a wide change in the lifestyle. It is not hidden from everyone the current situation that has affected the world from the Corona pandemic (Covid-19), which has led to the suspension of the wheel of normal life. The pandemic created the largest disruption in education systems in history, which affected about (1.6 billion) students in more than 190 countries on all continents (WHO flags) As well as the extent of its impact on education in particular, most countries of the world have turned to e-learning as an alternative to in-person learning. After the spread of the epidemic and due to great difficulties related to the precautionary aspects. It was necessary to think and rethink in looking at e-learning because of

its importance in solving a problem for the education of the audience. After God's grace, the Kingdom of Saudi Arabia resorted to the adoption of electronic tests in the assessment as an alternative to the paper-based tests in attendance. (2) Jeanne.P.Cewell, (2010) showed, In his book *Online Assessment Strategies*, the Internet provides opportunities to develop assessments and monitor students' progress towards achieving learning goals. It can help with feedback and provide excellent tools not only for the student, even for parents, as well as for assessment of programs and educational institutions, using formative and summative assessment.

The researcher believes that evaluation is an important responsibility of university

education systems in order to determine the effectiveness of teaching and give feedback to learners and faculty members, and identifies weaknesses and strengths. In many cases, students expect negative results as a result of their anxiety. And anxiety about the electronic test is one of the types of anxiety that is related to the test situation and that students go through frequently. Many psychological studies have shown Anxiety in general is a state of comprehensive tension experienced by students and affects mental processes, perception, thinking, focus and attention. Psychological studies show that anxiety is one of the most negative aspects that accompany a person since his birth, as it appears in situations that the individual perceives as threatening to him, which makes him feel disturbed, distressed and tense. Through the researcher's personal experience, I noticed that many students suffer from anxiety and tension, and the College of Education has determined the quality of electronic tests. And fear of questions as well as the process of interaction with the electronic test and test conditions And that the students present different reactions when facing the exams, which is the feeling of distress and anxiety, which harms their performance during the test, and is considered a threat to them in the achievement. Individuals in stressful situations, or as a result of a real or imaginary threat when facing situations, and anxiety appears in greater pictures when facing difficult situations, which negatively affects psychological balance and a sense of satisfaction with life situations. Some students And that the students present different reactions when facing the exams, which is the feeling of distress and anxiety, which harms their performance during the test, and is considered a threat to them in the achievement. Individuals in stressful situations, or as a result of a real or imaginary threat when facing situations,

and anxiety appears in greater pictures when facing difficult situations, which negatively affects psychological balance and a sense of satisfaction with life situations. Some students.

The research problem was formulated in the form of questions as follows:

- 1- What is the level of electronic test anxiety among students of Prince Sattam bin Abdulaziz University?
- 2- What is the level of psychological adjustment among students of Prince Sattam bin Abdulaziz University?
- 3- Are there statistically significant differences between at the significance level (0.05) in the electronic test anxiety between male and female students (scientific and literary).

research aims:

The research seeks to identify the level of electronic test anxiety among male and female students at Prince Sattam bin Abdulaziz University and its relationship to psychological adjustment.

research importance:

The importance of the research lies in focusing on students who have a major role in changing society, which we must focus on their mental health. Excessive anxiety of students negatively affects their future and consequently their academic efficiency, weakens their self-confidence, loses control over adapting to the electronic test, and weakens their achievement. It weakens their abilities to deal with different life situations and can result in more disturbances and problems.

The importance of research for society: Raising the level of awareness among students, who are an important segment of society, through dealing with many studies and research, and access to scientific results and information that help in developing recommendations and suggestions that help overcome the anxiety of electronic testing and emotional adjustment, which contributes to the development of mental health among students, which It reflects positively on the development of society. The importance of applied research lies in the fact that it is the first study within the limits of the researcher's knowledge, which dealt with the phenomenon of electronic choice anxiety and psychological adjustment among students of Prince Sattam bin Abdulaziz University.

search terms

- **Electronic test:** It is the process of evaluating students remotely using the blackboard program (blackboard).

- **Electronic test anxiety:** The researcher defines it as feeling uncomfortable and negative thinking about the electronic test, the inability to face the stressful events and changes at the moment of the test, and the loss of feelings of insecurity and self-confidence from not passing the electronic test. It is procedurally defined by the degree that the student obtains in the electronic test anxiety scale prepared by the researcher to achieve the purposes of the research.

- **Psychological adaptation:** defined by Ayoub (2015) is the conscious process by which the individual tries to adapt to the different situations in which he is found and to be able to change his behavior according to the circumstances surrounding him. It is procedurally defined by the degree that the student obtains in the adaptive scale prepared by the researcher to achieve the purposes of the research.

search limits:

Temporal boundaries Academic year (2020-2021) spatial boundaries Prince Sattam bin Abdulaziz University, Kingdom of Saudi Arabia

Research hypotheses:

1- There is a high degree in the level of electronic test anxiety among undergraduate students

2- There is a high degree in the level of psychological adjustment among undergraduate students.

5- There are statistically significant differences between the electronic test anxiety due to the psychological adjustment variable, academic specialization (scientific and literary) and gender (male/female).

theoretical literature:

Anxiety:

Watson (3), the owner of the behavioral school, considers anxiety as a learned behavior from the environment in which he

lives under the conditions of positive and negative reinforcement, and that any normal stimulus can occur the same frightening stimulus if the stimulus acquires the property of fear so that it becomes frightening and disturbing.

The school of psychoanalysis, led by Freud (4), showed that anxiety is caused by repression of the superego and not repression of the id, because it results from the actions he committed and was not satisfied with, and that learning in early childhood and social conditions play a role in shaping psychological conflict, and anxiety is increased frustration.

Test anxiety is one of the types of anxiety that accompanies optional situations and spreads among students at various educational levels, which is a major problem. Test anxiety is a state of feeling uncomfortable or disturbed by the student at the time of exams, and Al-Jamil (2010) defined it as a type of anxiety that includes fear of testing and is accompanied by physiological and emotional symptoms and can significantly negatively affect the student's performance level.

psychological adaptation:

Psychological studies tended in positive psychology to know the capabilities that help the individual to mitigate the negative effects of life, where psychological adaptation represents a cognitive, emotional and behavioral pattern and is one of the most important methods of effective confrontation of the negative psychological effects of anxiety, tension and pressures of life. It helps in emotional stability and increases mental health. Many people resist intense pressures, anxiety and traumatic events, and respond to them in an effective

and successful manner, and maintain their psychological and physical health, and their compatibility, which reflects positively on their lives. And that the concept of psychological adaptation is one of the positive personality variables and helps the individual in preventing the psychological and physical impact that results from life stresses.

Studies have shown that individuals who have the ability to psychologically adapt have a greater ability to use strategies to adapt to crises and the pressures they face, feel control over anxiety, transform crises into opportunities for success, raise anxiety, increase their self-confidence, and have a commitment to their work compared to individuals who have less psychological capacity and They tend to be passive.

Describing the exam as a basic requirement for progressing in academic levels, it represents a concern for the student, not to mention the pressure it includes according to the electronic test conditions, which are (connecting the Internet - electrical current - the device used as a fixed computer or IBAN), as well as the different characteristics of the students' personalities. They all need To seek to use strategies that allow them to adapt, reduce or avoid anxiety, and between the needs and requirements of the electronic test so that they can progress in their studies.

The researcher also believes that psychological adaptation is a set of methods and means that an individual uses to facilitate and facilitate his adaptation to stressful situations in order to achieve his goals. Adaptation is one of the positive psychological terms Arafa (23) (Al-Suwaih -2017) is the adjustment, settlement and achieving coherence between the psychological forces and the organic

aspects of the individual, which leads to the adaptation of the individual's behavior to the surrounding environment. Adaptation is the individual's harmony with those around him, and it is one of the determinants of the individual's mental health, and the modification of the individual's behavior in accordance with the conditions in which he lives. The researcher believes that adaptation in psychology is the dynamic process by which the individual aims to change his behavior and search for a more consensual relationship with the environment.

As defined (24) Al-Astal, Mustafa Rashad (2010) adaptation is the emotional, behavioral and cognitive methods that the individual undertakes to deal effectively with the events they are exposed to in their environment and adapt to them.

Psychological adjustment has been positively associated with mental health, social relationships, well-being and psychological adjustment. And in light of the lack of studies, to the researcher's knowledge, that link electronic test anxiety and psychological adjustment among undergraduate students, and in the absence of counseling programs that help students develop psychological adjustment, and reduce electronic test anxiety in order to succeed in academic and practical life.

Previous studies :

Study (8) Shaheen and others (Shaheen,) (2022) aimed to identify computer-based test anxiety. The study was conducted on students of the College of Medicine, as indicated by the study (9) (Birhanu Magees 2020), which aimed to identify the relationship between test anxiety and achievement. Academic as well as study

(10) (Rubin Trighirus 2020) aimed to identify the impact of emotional intelligence on resilience and test anxiety and academic stress, and study (Sansgiry 2006) revealed that anxiety is one of the most negative things that affect achievement, it may affect students' unpleasant responses. It also affects academic performance. Feeling anxious has led to a lack of focus and poor academic performance. The study of Shohreh Kologair et al. (12) (2018) aimed at the effect of computer-based tests anxiety among nursing students, and the study (Farrahd Illa Hamzah 2018) showed adaptation in facing exams and its relationship to the anxiety test and its impact on first-year university students and the general view of mind and body. The study of Abdullah bin Ali bin Muhammad (2017) also showed the effect of electronic assessment on the level of electronic test anxiety and academic achievement. In the study of Muhammad Safwat: Inas (2015), it aimed to identify the anxiety of the electronic test and the trend towards it in the light of academic achievement and test preference in the Department of Psychology, College of Education, King Khalid University.

Previous studies indicated that there are studies that showed that passing the electronic exam is one of the difficult tasks for students, and this was mentioned by many studies and its negative association with academic performance, and its effective impact on performance, behavior, compatibility and psychological flexibility.

The research sample:

The researcher selected the research sample from Prince Sattam bin Abdulaziz University students who are registered for the academic year 2020/2021 according to

the stratified random sampling method according to the requirements of the research.

Table No. (1) shows the description of the sample according to the variables

Data	Type		Specialization	
	male	Female	male	Female
number	120	161	174	107
Ratio	%42	%57	%62	%38
Totals	281		281	

search tools:

To achieve the objectives of the research, the researcher prepared scales to measure the research variables

First, the electronic test anxiety scale.

The researcher prepared a scale to identify the electronic test anxiety from (29) paragraphs distributed in two dimensions (the psychological component and the technical component) and answered by choosing one answer from five options: (fully applicable, applicable, applicable to some extent, not applicable, does not apply at all), and is given in the order (5-4-3-2-1). After the researcher conducted the scale arbitration and modified it based on the arbitrators' recommendations by deletion and addition, she conducted an exploratory study on it, which included a number of (30) students, in order to ensure honesty and stability, and the result of this was on the electronic test anxiety scale:

honesty:

a. **Construction validity:** It means the correlation of each of the items with the total score of the scale. We note that the correlations of the scale items were high to an acceptable degree, which prompted the

researcher to adopt all of them, and thus the number of approved scale items became (29) items.

B. The self-validity of the scale: It means the product of the square root of the Facronbach stability coefficient, which amounted to (.983), which are high values to an acceptable degree, which confirms the validity of the subjective scale and thus its validity for use in the current study. See table (3).

stability:

a. **Facronbach's stability:** The value of the stability value of Cronbach's alpha was (.967), which is a high value and therefore acceptable, which indicates the stability of the scale and thus its validity for use in the current study. See Table No. (3).

B. The stability of the half-segmentation: The researcher extracted the value of the stability of the scale by the method of split-half in two ways, Spearman-Brown and the Guttman method, which amounted, respectively, to .942, and .938), which are high values, and therefore acceptable, which indicates that the scale is at a high level of stability, see Table No. (3).

Half-segment stability	self honesty		Variable
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jetman	Sberman &braoun		Alpha Cronbach's stability	
.938	.942	.983	.967	electronic test anxiety

Second: Psychological Adjustment Scale:

After reviewing the Arab and foreign standards, the researcher prepared a psychological adjustment scale, consisting of (30) statements and answer alternatives (always, often, sometimes, rarely, never) and given in the order (5-4-3-2-1). In order to verify the validity of the scale, the researcher conducted the arbitration procedures for her scale and modified it based on the arbitrators' recommendations by deletion and addition. Four phrases were deleted and thus the number of phrases became (26).

honesty:

a. **Constructive honesty:** We note that most of the correlations of scale items are high to an acceptable degree, which prompted the researcher to adopt all of them, except for item No. (3) where their correlations were weak, which prompted the researcher to delete them, and thus the number of approved scale items became (25) items.

b-The self-validity of the scale: It means the product of the square root of the Facronbach stability coefficient, which reached (.939), which are high values to an acceptable degree, which confirms the validity of the subjective scale and thus its validity for use in the current study. See Table (5).

persistence:

Cronbach's stability: The value of Cronbach's alpha stability was (.883), which is a high value and therefore acceptable, which indicates the stability of the scale and thus its validity for use in the current study. See Table No. (5).

The stability of the half-segmentation: The researcher extracted the value of the stability of the scale by the method of split-half in two ways, Spearman-Brown and the Guttman method, which amounted, respectively, to .910 and .904), which are high values, and therefore acceptable, which indicates that the scale is at a high level of stability, see Table No. (5)

Half-segment stability		self honesty	Alpha Cronbach's stability	Deleted item	variable
jetman	Sberman &braoun				
904	.910	.939	883	3	psychological adaptation

View search results:

The first hypothesis: The anxiety of the electronic test among students of Prince Sattam bin Abdulaziz University is statistically significant

Table (6) shows the result of a one-tailed T-test for general trait

inference	probability value	value (T)	degree of freedom	standard deviation	SMA	spoken average	Sample volume	variable
Low D	.000	-6.19	280	26.46	77.22	87	281	electronic test anxiety

Looking at the above table, we note that the differences between the two averages are statistically significant, as the calculated T value is -6.19, which is a statistically significant value at the lowest level of significance of 01., where the probability value is (.00). So the differences are significant, and since the differences are in favor of the spoken average, then the result: (The electronic test anxiety is characterized by a statistically significant decrease among students of Prince Sattam bin Abdulaziz University). This result agreed with the study of Shaheen et al. (2022), which showed the result of a negative relationship between the average degree of anxiety between the average formative evaluations on the computer for medical students, and also agreed with the study of Shohreh Kologair et al. 2018 , Which resulted that there was no difference between the two groups in the degree of anxiety between the experimental and the control sample. This result also agreed with the study of Hussein Hassan: Jameh et al. (2014), which showed that there are no

differences between the average scores of the students of the two experimental groups between the practical application and the dimension on the test anxiety scale. There are also no differences between the response (stress) in the post application of the anxiety scale. Test. Study (Mahamad Mohamadi 2014). Which showed a negative relationship between the degree of anxiety and self-realization

This result differed with the study of Muhammad Safwat: Inas (2015), which resulted in a medium degree of electronic test anxiety among female students, and the study of Abu Muslim: Maysa Fadel (2008), which showed the results of a difference in the scores of members of the group (experimental control). On the anxiety scale, the experimental group was less anxious than the control group.

The researcher believes that the spread of electronic culture and the linkage of many government and educational services with electronic services, which earned the general public, especially students and

young sectors, high skills in electronic transactions, which made students reassured to experience the tests in light of the student's confidence in the electricity service.

The presence of the student at home during the exam provided him with a good feeling of comfort and safety, and removed the feeling of anxiety about reaching the university at the time of the exam without delay or expectation of other factors hindering his arrival on time, such as vehicle breakdowns or road congestion.

The student's performance of the electronic test from home - it helped to provide all his needs easily - and made him less anxious, given that the test is in a place he is familiar with and in a friendly and familiar environment, unlike the traditional tests that the student performs moving between the halls according to his division and course.

The second hypothesis: The psychological adaptation of the male and female students of Prince Sattam bin Abdulaziz University is statistically significant.

Table (7) shows the result of a one-tailed T-test for general trait

inference	probability value	value (T)	degree of freedom	standard deviation	SMA	spoken average	Sample volume	variable
Height D	.000	28.55	280	11,10	94.18	75	281	psychological adaptation

Looking at the above table, we note that the differences between the two averages are statistically significant, with the value of (T) 28.55), which is a statistically significant value at the lowest level of significance (.01), where the probability value is (.00). So the differences are significant, and since the differences are in favor of the arithmetic average, then the result: (The psychological adjustment is characterized by a statistically significant increase among the students of Prince Sattam bin Abdulaziz University).

This result agreed with Kobasa (1983) (Hardiness and Health: A Prospective Study) that many people resist severe

stress, anxiety and traumatic events. The researcher points out in this regard to the students' shift from the traditional tests inside the halls to the electronic transition, where different negatives and positives are produced that are directly linked to thinking. Membership of the individual, which leads to the ability to adapt to stressful situations

The third hypothesis: There are statistically significant differences in the electronic test anxiety among the male and female students of Prince Sattam bin Abdulaziz University due to the gender variable.

Table No. (9) Two-tailed (T) test for differences in electronic test anxiety by type

inference	probability value	value (T)	degree of freedom	standard deviation	SMA	spoken average	Sample volume		variable
Significant differences in favor of females	.002	-3.06	279	26.46	26.01	70.71	86	meal	electronic test anxiety
					26,11	80,71	195	famel	

Looking at the above table, we note that the differences between the two averages are statistically significant, as the calculated (T) value amounted to -3.06), which is a statistically significant value at the level of significance (01.), where the probability value is (.002), so the differences are significant So the result: (there are statistically significant differences in the electronic test anxiety among the male and female students of Prince Sattam bin Abdulaziz University due to the gender variable in favor of females)

I agreed with the study (Reteguz, (2006)), which showed that females suffer from test anxiety greater than males, and the study of Dirk (D.Szafranski 2012) a study that lost the results indicating an increase in anxiety degrees in females. And also the study of Rezazdeh, M.8 Tavakoli, M (2009), which confirmed that females have greater test anxiety than males and differed with the study (Kilgore. 2008), which concluded that males are better than females in electronic tests and this result differed with the study of (Mahamad Mohamadi 2114). The results showed that there are no differences between males and females in the level of anxiety

Search recommendations:

Based on the research results, the researcher recommends the following:

- Attention to counseling programs that aim to contribute to solving the problem of electronic test anxiety
- The need to develop counseling programs to support the mental health of students.
- Influence of different types of students using techniques that can be used in future development.
- Working on developing e-learning and using modern technologies to increase the attractiveness of the educational process.
- The necessity of activating electronic tests in conjunction with traditional tests in order to familiarize students with all types of tests.
- There is a need for future studies to evaluate the electronic and compare it with the traditional evaluation

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