

Stereotypical Problems and Proposed Ways of Treating them by an Educated Adolescent

Received date:01/01/2025 Accepted date:30/05/2025 Published date:11/06/2025

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Abstract:

The study aimed at identifying the stereotypical problems and methods proposed for treatment of an educated adolescent. The comparative study included 100 pupils from various educational institutions in Blida, aged between 11 and 17. The psychometric characteristics of a questionnaire on stereotypical problems among adolescents prepared by Hassan Mustafa Moati in Algeria's environment have been ascertained. The results showed differences in adolescents' problem dimensions in terms of the average rank of stereotypical problem dimensions. The most important ways of treating uneven behaviors in accordance with adolescents' perception were arranged as follows: adding activities in the school, allowing pupils to express themselves, getting away from drugs, entertainment trips, awareness-raising campaigns on religion and morality, and establishing strict school laws.

Keywords: Stereotypical problems, Educated Adolescent, Proposed for Treating.

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1-Introduction

Some psychologists believe that a child's birth marks a new birth because adolescence is regarded as the most crucial period of a person's life. To put it another way, people are undergoing an almost universal physical and psychological transformation. Furthermore, the adolescent has strayed and adopted stereotypical conduct if he is not assisted in effectively resolving his issues. (Megateli, 2017, pp. 175-203)

Therefore, we believe that early detection and diagnosis of adolescent problems are critical to a healthy life, but it is incorrect to dismiss the psychological and behavioral issues of adolescent students as a passing fad and to disregard their developmental progress. The common issues of According to studies, pupils at all phases participate in both formal and accidental learning, absorb knowledge from a variety of sources, develop new life skills, and perceive the world from a variety of angles. Teenagers would rather communicate more about themselves, their lives, their choices, their thoughts, and how they solve difficulties. Adolescents at this period are susceptible to emotional harm, which can result in discontent, the emergence of negative behaviours, and the methods that students suggest treating them.(Kiran Hashmi, 2022, pp 27-47)

However, issues of varied severity and effects on the adolescent pupils are what define adolescents. Only after this phase is over can these issues be resolved. These include serious issues that will continue to impact the adolescent's future, like issues with the school family, serious behavioral issues like lying, stealing, and drug misuse, emotional issues as extreme neutrality and anger, and religious issues.

Hassan Mustafa Abdel-Moati has been called a stereotypical problem: it means all the unsettling behaviors that are prevalent among preschool, middle-school and high-school students. For what can be considered a cause of certain conduct can in itself be an uneasy conduct. (Abdel - Moati, 2001, p 217) .It has been shown that the prevalence rate of behavioral and emotional problems among adolescents reaches 30%, and girls exceed boys in all age groups. (Rambha Pathak & all,2011).

The research conducted by Abu Jaris (1994) exclusively focused on understanding school issues, emotional challenges, family matters, social difficulties, health concerns, activity-related problems, hobbies, and leisure time for students in Amman. The study's findings indicated that emotional issues ranked highest among the challenges faced by students of both genders, followed by concerns related to activities and leisure. Furthermore, it revealed that the key difficulties encountered by privileged students included a scarcity of opportunities for school activities and hobbies, heightened sensitivity and emotional instability, feelings of boredom and lack of enthusiasm for learning, a perception of not meeting their potential, family expectations that exceeded their capabilities, and bias from teachers. Alongside the lack of differences in issues and indicative needs between privileged and non-discretionary students at the overall level of the problem measure and its dimensions, except following the study problems, the results additionally revealed disparities in emotional problems, activity issues, and leisure time dimensions between privileged and distinguished students, favoring female pupils, as well as in family and social problem dimensions favoring students. (Abu Jaris,1994, 3).

Thus, some educational institutions are engaged in recreational and artistic activities to reduce the typical problems of adolescents. Sports and artistic activities contribute to the behavior and respect of the adolescent by respecting the rules of his or her activity. It also helps to develop good manners and upright behavior. Through school activities, inappropriate behavior is modified by the application of sound concepts and self-esteem and others. At the psychosocial level, school activities strengthen the relationship between the pupil and his/her family and between him/her and his/her friends at school and abroad.

In the light of the studies we have learned, problems, their causes, and diversity can be classified as central to Algeria's environment. These problems may give rise to a number of other problems that require awareness-raising campaigns to be conducted and ways to address them. In order to shed more light on these typical problems of adolescents and the painful experiences they causes, we would like to address the problems posed by the stereotypical problems of adolescents and the methods proposed for their treatment by pupils.

Problem Statement:

- Are there differences between the average ranks of the dimensions of stereotypical problems among educated male adolescents?
- Are there differences between the average ranks of the dimensions of stereotypical problems among educated female adolescents?

Study Hypothesis:

- There are differences between the average ranks of the dimensions of stereotypical problems among educated male adolescent.
- There are differences between the average ranks of the dimensions of stereotypical problems among educated female adolescent.

2- Definition of Study Variables

2-1 General Definition of Stereotypical Adolescent Problems:

The linguist Webslar (1960) defines a problem as an issue requiring a solution. It may represent a puzzling question, a particular situation, or a person who is often the cause of the problem (Al-Asimi, 1430, 12).

- **While Abdul Rahman (1989) defines the problem as** "a perceived difficulty or obstacle for the individual that prevents him from achieving the highest possible degree of psychological, social, health, and academic compatibility" (Abdul Rahman & Al-Sayed, 1989, 150).

2-2 Operational definition of Stereotypical problems: It encompasses every verbal definition and acknowledgment that expresses the opinions of adolescent students regarding six issues : family problems, school problems, emotional problems, behavioral problems, social relations, leisure time, and religious problems, as presented to them in the Stereotypical problems questionnaire for adolescents by Hassan Mustafa Abdel-Moati.

2-3 Operational Definition of the Proposed Treatment: These are therapeutic approaches suggested by adolescent students in

response to an open-ended question posed at the end of the questionnaire regarding typical adolescent problems and the most important methods for treating abnormal behaviors. The proposed answers were arranged as follows:

1. Adding activities in school.
2. Allowing students to express themselves .
3. Staying away from drugs.
4. Recreational trips.
5. Awareness campaigns on religion and morals.
6. Establishing strict school rules.

2-4 Definition of the adolescent: Adolescence in language: The word adolescence is derived from the verb "rahaq," meaning to deceive, catch up, or come close, thus denoting the meaning of approaching or getting close to a dream. Therefore, the adolescent, in this sense, is the individual who is approaching the dream and the completion of maturity (Al - Sayed, 1997, 272).

2-5 Procedurally, adolescence is defined in this study as "secondary and middle school students who pursue their studies in various educational institutions located in the Blida and whose ages range from 11 to 17 years."

3 - METHODS

3.1. Research Design: In light of the study's objectives to identify differences in the average levels of stereotypical problems between adolescent male and female pupils, a descriptive comparative study design has been employed. (Manjunatha, 2019, p. 863).

3.2. Study Sample: In our current research, we relied on a purposive sample estimated at 100 educated adolescents from

various schools in Blida, 56 of whom were male pupils and 44 were female pupils. The questionnaire was distributed to the educated adolescents we encountered.

Purposive sampling methods deviate from random sampling techniques and prioritize ensuring that particular types of cases that may be included are represented in the final sample of the research study. The rationale for implementing a purposive strategy stems from the belief that, considering the study's aims and objectives, certain groups of individuals may possess distinct and significant perspectives on the ideas and issues at hand, making their inclusion in the sample essential (Robinson, 2014, pp. 25-45).

table 1 . shows the characteristics of the study sample according to the gender variable

groups	Gender	F	P%
Educated adolescents	Male	56	56 %
	Femal	44	44 %
Total		100	100 %

Source: (Prepared by the researcher based on SPSS results)

We note from Table No. 01 regarding the distribution of the study sample according to the gender variable that the percentage of

male pupils is estimated at 56%, followed by the percentage of female pupils at 44%.

3.3. Measurement Instruments: In this study, we relied on the questionnaire on the typical problems of adolescents, Hassan Mustafa Abdel Moati. The questionnaire includes the typical problems of adolescents, both behaviors and their causes. The forms of stereotypical problems include six areas:

Family problems include 11 words.

School problems include 11 words.

Emotional problems include 10 phrases.

Behavioral problems include 11 words.

Social relations and leisure time include 10 phrases.

Religious problems include 10 terms.

Thus, the questionnaire consists of sixty third (63) phrases, each containing a behavioral problem, which are answered by placing a mark on each phrase under one of the four options: a large, medium, small or no problem.

The authenticity of the questionnaire has been calculated in the Egyptian environment, and researchers have verified the apparent truth and the content of the questionnaire. Self-credibility was estimated at (0.88). The consistency of the questionnaire was calculated in a reappliance manner and estimated at (0.78). (Abdel - Moati, 2001, p 217).

3.4 - Verification of the psychological characteristics of the Questionnaire in the Algerian environment:

3.4.1 Coefficient of consistency: Alpha - Cronbach Coefficient to measure the reliability of the study tool, the researcher used Cronbach's Alpha, which was corrected by spilt-half using the

Guttman Coefficient to ensure the stability of the study on a survey sample of (100) adolescent pupils.

Table.2 Shows the Stability coefficients for Alpha cronbach and Guttman coefficient

Topics	Items	Cronbach's Alpha	Guttman
Family problems	11	0.94	0.904
School problems	11	0.814	0.732
Emotional problems	10	0.911	0.863
Behavioral problems	11	0.967	0.941
Social relations and leisure time	10	0.894	0.840
Religious problems	10	0.955	0.924
Streotypical problems of adolescents	64	0.977	

Source:(Prepared by the researcher based on SPSS results)

It's clear from the table 2. the general stability factor of the questionnaire is high, estimated at 0.977 while the reliability factor ranges from (0.81) to (0.95). It has been corrected by the Guttman Coefficient, ranging from a maximum of (0.73) to (0.92).

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3.4.2 Validity; We calculated the correlation factors between the six sub-dimensions of stereotypical adolescent problems, and the results are shown in the following table:

Table 3 Shows the values of correlations between the dimensions of adolescent's stereotypical problems and the overall degree of questionnaire (n = 100)

Streotypical problems of adolescents	Rof of Spearman
Family problems	0.866 **
School problems	**0.549
Emotional problems	**0.757
Behavioral problems	**0.941
Social relations and leisure time	**0.856
Religious problems	0.859 **
overall degree of questionnaire	1

*** La corrélation est significative au niveau 0.01 (bilatéral)*

Source:(Prepared by the researcher based on SPSS results)

Table 3. shows that all correlation factors between the six main dimensions and the overall grade of the questionnaire are high.

4 - Results and Discussion

4 .1. Analysis of the First Hypothesis : The hypothesis states that: There are differences between the average ranks of the dimensions of stereotypical problems among male educated adolescent.

To verify the validity of the hypothesis, we used Friedman’s rank coefficient and **Chi-square** to calculate the statistical significance.

Table 4 Shows the significance of the differences between the average ranks of Stereotypical Adolescent Problems Dimensions. (N-56)

Stereotypical adolescent problems dimensions	Moyenne	Ecart-type	Friedm an	Chi-square	Signeficance
Family problems	29.696	9.727	3.55		
School problems	32.3571	6.2068	4.21		
Emotional problems	27.3929	7.6245	2.53		
Behavioral problems	31.8036	11.4072	4.46	44.004	0.000
Social relations and leisure time	28.8750	7.7390	3.25		
Religious problems	28.5893	8.7277	3.00		

Source: (Prepared by the researcher based on SPSS results)

Table. 5 Shows that Behavior problems ranked first among pupils adolescent, with Friedman's coefficients ranging from 4.46, with average of 31.8036 and a standard deviation of 11.4072.

- School problems second with Friedman's coefficient (4.21), average of (32.3571) and a standard deviation of (6.2068).
- At the third level, we find family problems with Friedman's coefficients: (3.55) with average of (29.696), with a standard deviation of (9.727).
- In the fourth place, students are aware that there are Social relations and leisure time that are lacking, with Friedman's coefficients (3.25), with average of (28.8750) and a standard deviation of (7.7390).

At the fifth place, we find Religious problems with Friedman (3.00), with an average calculation of (28.5893), with a standard deviation of (8.7277), while at the sixth and final levels, some pupils are aware that there are Emotional problems, with Friedman (2.53), (27.3929), and (7.6245).

Thus we find that the coefficient of chi-square is estimated at: 44.004 at the alpha level of 0.01, which indicates that: There are differences between the average ranks of the dimensions of stereotypical problems among educated

male adolescents, and thus the first hypothesis is achieved.

4.2. Analysis the of SecondHypothesis : The hypothesis states that:There are differences between the average ranks of the dimensions of stereotypical problems among female educated adolescent. To verify the validity of the hypothesis, we used Friedman’s rank coefficient and Chi-square to calculate the statistical significance.

Table 6 shows the significance of the differences between the average ranks of Stereotypical Adolescent Problems Dimensions. (N -44)

Stereotypical adolescent problems dimensions	Moyenne	Ecart-type	Friedman	Chi-square	Signeficance
Family problems	25.7727	10.2205	3.73		
School problems	33.0909	6.0992	5.25		
Emotional problems	23.1818	8.5515	2.73	62.106	
Behavioral problems	23.9318	11.7124	2.94		0.000
Social relations and leisure time	25.4545	7.7683	3.70		
Religious problems	22.2955	10.5292	2.65		

Source: (Prepared by the researcher based on SPSS results)

Table. 6 Shows that school problems ranked first among adolescent pupils, with Friedman's coefficients ranging from (5.25), with an average of (33.0909) and a standard deviation of (6.0992).

Second: Family problems, with Friedman's coefficient estimated at (3.73) with an average of (25.7727) and standard deviation estimated at (10.2205).

Third: we find Social relations and leisure time with Friedman's coefficients: (3.70), with an average of (25.4545), with a standard deviation of (7.7683).

Fourth: We find Behavioral problems among female pupils that came at late stages, as Friedman's coefficients reached (2.94), with an arithmetic mean of (23.9318) and a standard deviation of (11.7124).

In the fifth stage, we find Emotional problems at the Friedman coefficient of (2.73), with an average calculation of (23.1818) and a standard deviation of (8.5515), while in the sixth and final grades, some female pupils are aware that there are Religious problems with them, with the Friedman's coefficient of (2.65), with the average calculation of (22.2955) and with the standard deviation of (10.5292).

Thus, we find that the coefficient of Chi-square is estimated at 62.106 at the alpha level of 0.01, which indicates that: There are differences between the average ranks of the dimensions of stereotypical problems among educated female adolescents, and the second hypothesis is achieved.

4.3 RESULTS

Through table 1 and 2, we can draw conclusions and analyse some of them according to previous studies.

- Educated adolescents are aware that they have school problems. This leads us to the fact that many of them suffer from various types of study problems that may hamper their access to the educational opportunity offered by the school. Examples of problems that adolescent pupils suffer from: special lessons; low level of teachers affecting school achievement; late school attendance in one or more subjects; lack of focus during the teacher's explanation; lack of knowledge by many pupils of the right way to review; fear of exams; fear of failings and concern about not getting the required marks.

The results about pupils' approval are in accordance with Al-Zahrani's (1985) study that concluded that secondary school students are most likely to have problems with curriculum and teaching methods, followed by problems with adaptation and school work. You also find the study of Al-Riyal 1986, where he conducted a comparative study between rural and urban adolescents, the aim of which is identifying the problems for each of them, it was concluded that the most frequent regular problems among rural teenagers are academic problems, followed by guidance and counseling problems, and the most frequent regular problems among urban teenagers are personal problems, followed by academic problems, guidance and counseling problems, and the most severe problems among rural teenagers are academic problems, followed by personal problems, then problems of guidance and counseling, and that the most severe problems among urban adolescents are academic problems, followed by

problems of guidance and counselling, then personal problems. (Al Riyal, 1986, p. 6).

- Adolescent pupils, both male and female, admit that they have family problems. The apparent agreement between adolescent pupils, both male and female, is that they feel that their parents and the rest of the family no longer understand them as they did in childhood, and they have their own way of thinking and have begun to move towards independence from the family and go beyond parental authority, and there is a large gap separating them, and from here the problems of adolescents began, as they feel dominated and differ in opinions, parental neglect, inconsistency in treatment, and weak supervision, in addition to their lack of a role model at home, and the disturbance of the relationship between siblings, and the abundance of disagreements between parents, and the abundance of quarrels within the family, and all of this occurs at a critical stage when they need security and reassurance.

- Adolescent pupils realize that emotional problems play an important role in their lives, but they are not among the first ranks. We know that at this stage the adolescent tends toward the opposite sex to satisfy his needs for love and affection, etc., and he has high emotions that cause him problems with the other party, whether at school or at home, etc. The adolescent's emotions are greatly increased during school failure, when he feels failed and disappointed, when he is traumatized, when others despise him, including his parents, brothers, friends, colleagues, and teachers, or when he is rejected, rejected and excluded by the entire community. Excitedness may lead him to violence, rioting, agitation, and the use of force with others, especially with adolescent girls. These emotions are the result of hormonal, organic, physiological, and physical changes or endocrine

bruising and growth. This means that adolescents experience an internal and external, dramatic conflict, causing serious and crisisal emotions, which may have a negative impact on their physical and mental health and emotional stress, especially when they resort to crying and screaming from one moment to another, when they feel lonely, weird, isolated, depressed, marginalized, excluded, and alienized, or when they feel inferior or gross infirmity because of a disability or indecency in their bodies. Above the study done by each of Cui and Leckman, 2019, the boy's cohort had a higher prevalence of behavioral and emotional problems than girls (18.6% versus 16.6%). In the older cohort aged 12–16, the prevalence was higher than for the younger cohort aged 6–11 (19.0% versus 15.9%). Notably, it seems that the prevalence of the behavioral and emotional problems for children and adolescents had a rise in the past 30 years, but the scarcity of pediatric psychiatrists in China needs to be addressed. To reduce the behavioral and emotional problems, the whole society, including mental health providers, educators, and parents, needs to focus on and pay more attention to it. It will have long-term benefits for China.(Cui, Y., Li, F., Leckman, 2021, pp. 233–241).

- Adolescent pupils, both male and female, admit that they have family problems, and this is in third place for the male pupils and second place for female pupils. The apparent agreement between adolescent pupils, both male and female, is that they feel that their parents and the rest of the family no longer understand them as they did in childhood, and they have their own way of thinking and have begun to move towards independence from the family and go beyond parental authority, and there is a large gap separating them, and from here the problems of adolescents began, as they feel dominated and differ in opinions, parental neglect,

inconsistency in treatment, and weak supervision, in addition to their lack of a role model at home, and the disturbance of the relationship between siblings, and the abundance of disagreements between parents, and the abundance of quarrels within the family, and all of this occurs at a critical stage when they need security and reassurance.

- Adolescents realize that religious issues do not pose a problem for them, as they rank fifth and sixth in their perceptions. This indicates that some pupils may lack knowledge of the standards that determine what is permissible and what is forbidden, on the one hand, and on the other hand, they live in a conflict between conservatism and liberation and an attempt to overcome bad habits, feelings of guilt, remorse, and anxiety. The reasons for this may be due to the type of values the family instills in its children, which is the first building block from which the adolescent absorbs these morals and beliefs. However, these morals are reality, which is translated through action. This difference usually occurs as a result of distorting some of the values taught to individuals or mixing some customs with values that are entrenched in souls through social upbringing. This means that behavior may be consistent with the moral values the adolescent believes in; there may be a disconnect between the adolescent and some of the values he adheres to. We can reveal this disconnect or contradiction through some indicators of the conditions, sayings, and actions of adolescent pupils.

- Finally. We find that adolescent students have behavioral problems, which are noted to have occupied the first place among school students and were in fourth place among girls, because in adolescence, a pupil abandons self-restraint towards disempowering by expanding social relationships with socially acceptable behaviors in order to expand their friends. In other

words, the adolescent is not limited to those patriarchal relationships that he had with the family or to the friendship and fellowship relations that he has extended to school but rather enters into intimate relationships with others, integrates into society, and brings his body into this world with his own and objective experiences. Thus, the adolescent has many relationships with his or her sex or with the opposite sex. His relations with his friends and colleagues are either a positive, intimate relationship of love, friendship, and cooperation, or an aggressive relationship based on extremism, violence, and hatred, depending on his social upbringing and psychological orientation. More than that, adolescents move further away from their families to others, integrating themselves into dynamic groups concerned with artistic, literary, cultural, and sporting revitalization, and moving away from their families in search of independence and personal identity, with material and moral responsibility. Therefore, behavioral problems have come in sixth place from the perceptions of adolescent pupils.

- The educated adolescent's treatment plan focuses on the following main points: Firstly, we begin with school activities that have many benefits and have an effective impact on the education process.

- School activities help to shape the balanced and integrated personality of the adolescent student by employing his or her abilities in programs of activity, thus strengthening and refining his or her personality.

- In terms of education and knowledge, school activities indirectly assist the curriculum and encourage the adolescent pupils to take care of both his or her literary and scientific materials. School

activities also provide pupils with educational attitudes similar to those of life.

School activities contribute to the technical and sports education of adolescent pupils. In the curriculum, educators are only interested in explaining, training and filling the student's head with extensive information, without taking care of his or her art and sports orientation, so it has come as a method of treatment proposed by adolescent pupils.

- School activities transform the lost or negative capacities of the adolescent pupils into active and positive ones and result in encouraging the pupil to think positively and to move away from all manifestations of school violence experienced by many schools.

- School activities lead the pupil to organize his/her time: school time and activity time. This is an excellent means of eliminating the leisure time of most of the exhausted.

- **It is a basic requirement that adolescents be left to express themselves**, because the expression of their views, ideas and views increases their self-confidence and then increases in time, and they are able to change things and things for the better and better in school than they are. Establish a council that allows them to express their views as they wish for the school and the decisions they make. These pupils vote in schools for the people who will become members of this council. These members/deputies then present the pupils' ideas to the administration. If students are allowed to express the changes they want to see in this world, they will be able to improve the quality of life of other pupils.

- **Entertainment and scientific activity** greatly serves the educational process and contributes to enriching the pupils' educational and social experience, which is reflected in their educational attainment. Most researchers emphasized that field

visits at the early stages of education have a role to play in determining students' future directions and promoting a sense of belonging and social responsibility, noting that they seek to create a climate of trust and a spirit of effort and giving in the same pupils' and to acquire skills in dealing with others. They also link the theoretical and practical aspects of their lives to interaction between them and society.

- **religious education** has been proposed as a therapeutic solution by adolescent pupils, who live in a school environment where there is a lot of aggressive, verbal, physical and non-verbal behaviour, so awareness-raising campaigns have been proposed

- In order to solve problems without violence and to find different solutions to resist it.

- For old respect.

- In order to modify and correct bad behaviour in the community.

- In order to control will and resist violence within the pupil and tolerance.

In order for a teenager to be an example to others by his conduct, manners, and respect for himself and others.

- **if there was no drug abuse** by some adolescent pupils in educational institutions, it would not be an urgent requirement to reduce it. It would therefore need to implement a comprehensive and integrated approach to the prevention of drug addiction from the start of kindergarten to the end of secondary school, the aim of which is to make it known that addiction and drug abuse are considered to be very wrong and harmful, and to support and support drug prevention programmes.

- **Strict laws have been enacted in schools to reduce school problems.** These internal laws, according to each institution, are aimed at achieving the noble and noble aims of education and

preserving the identity of Algerian schools. However, these laws have been criticized by some jurists and even by the Association of Parents of pupils.

4. CONCLUSION

The intricacy that defines our schools and the difficulties that accompany them have resulted in various issues that a teacher may encounter in class management, as well as a pupil in their educational setting. Recognizing the origins of issues within different Algerian schools among the pupils is viewed as a success in clarifying the characteristics of these problems and discovering resolutions. A significant source of these issues is the variation among pupils in their judgment of others and their self-esteem, along with differences in maturity, self-discipline, and sense of responsibility, which creates a tendency to create problems, while some issues may stem from the pupil's lack of awareness. The school's behavioral guidelines result in poor communication between the teacher and students, contributing to behavioral issues. Some students report experiencing family, emotional, behavioral, social, and religious challenges, which prompts them to present various problems. According to teenagers, one of the key methods for addressing abnormal behaviors is organizing school recreational activities and trips, which encourages self-expression, helps students avoid drug-related issues, and promotes increased awareness campaigns focused on religion and morals. And establishing strict regulations for the school. All of this is sufficient to foster love and acceptance for himself and his environment, enabling the future individual to be assured in his choices.

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