

Measuring the level of academic rebellion among middle school students

Field study at Emir Qadir Biop Middle School, Saida Province

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Cherief zahra¹

¹ University of Bechar, Algeria, **Email:** Cherief.zahra@univ-bechar.dz
ORCID: <https://orcid.org/0009-0002-9961-4565>

Abstract:

The current research aimed to measure the level of school rebellion among middle school students. The study sample consisted of 45 students (33 males, 12 females). We relied on the Academic Rebellion Scale prepared by Maatouq Fadila. To process the data, the Social Science Statistical Packages (SPSS) program, version 24, was used, in order to benefit from the Pearson correlation coefficient, the T-Test test for two independent samples, the Cronbach's alpha equation, and the one-way analysis of variance, and repetitions, mean, and standard deviation were also relied upon. The current study found that the level of school rebellion among middle school students was average. As for the differences, it was found that there were differences between the sexes in terms of the level of school rebellion among middle school students, and that there were statistically significant differences in determining the level of school rebellion from the perspective of middle school students.

Keywords: academic rebellion, middle education, Emir Abdelkader middle school

Corresponding Author: Zahra cherief, **Email:** Cherief.zahra@univ-bechar.dz

1.introduction:

The problem of rebellion is one of the psychological and behavioral problems observed in young people. It is well known and accepted that every generation has its own concerns, problems and ambitions, and that every age group has its own circumstances

Its specificity, especially adolescence, is characterized by physical, psychological and emotional changes that affect their behavior, and conflicts of independence and rebellion against authority appear, whether in the family, society or school. Rebellion has characteristics that distinguish it from others, as they are characterized by opposition behavior, mistreatment of others, refusal to adhere to acceptable behavior, and aggression.

School rebellion negatively affects the process of academic compatibility, as it leads to low self-esteem and aggression towards others. It may be the main cause of problems or deviant behavior, as students view every experience that is not consistent with their idea as a threat to the unity of the self that they seek to achieve. Therefore, they deny perception that is not consistent with the concept that forms it The more an individual realizes the threat, the more he works to strengthen his means of defense and camouflage himself from facts that conflict with his idea of himself. (Ali Hussein Muhammad Tabil, 2008, p. 280).

The intermediate stage is considered to provide more opportunities for the student to achieve a deeper belonging to his original culture. It is also considered a platform for developing the abilities and preparations of students, which prepares them for educational or professional choice in the following stages. The intermediate stage of education is also considered a general cultural stage whose goal is to raise the youth with a comprehensive Islamic education for their faith,



mind, body and morals, providing them with experiences and knowledge appropriate to their age, so that they become familiar with the basic principles of culture and science Developing the student's mental and skill capabilities and undertaking guidance and refinement, raising the student in Islamic social life and training him to serve his community and country and developing the spirit of advice and sincerity to his rulers, preparing him for other educational stages following this stage, and controlling his behavior and actions. It also plays an important role in students' interaction with the academic environment and influences their level of social and academic adaptation. Students have psychological, physical, and social motivations and needs that they seek to satisfy.

Considering that the school is another authority after the family that helps in the educational function that the teenager recovers, especially since the school secretly affects the teenager's feeling of deficiency, the educational institution provides him with some of the imposition of criticism and opposition, as the teachers and their orders, regulations, preparing homework, and obeying the laws in the classroom, In addition to imposing respect for entry times to the institution, all of these matters and others impose restrictions on the teenager and make him feel submissive and inferior to the authority that he cannot bear at this stage of his life, and this is what makes him rebel, and this rebellion may be directed towards the teachers and the voluntary staff, because of the restrictions they impose that prevent the student from looking forward to liberation, and it may be with his fellow students, or it may be in the form of deliberate neglect of advice, guidance, instructions, curricula, systems and laws And irregular study.

From here, the idea of the current research crystallized into conducting a study to measure school rebellion among middle school

students. To achieve the research objectives, the problem was addressed by answering the following questions:

2-Main question:

-What is the level of school rebellion among middle school students?

2-1-The following questions branch out from the main question of the study:

1- What is the level of academic rebellion from the perspective of middle school students in the areas of rebellion against the regulations and laws of the institution, the teaching staff, the study, and rebellion against oneself and society?

2- Are there statistically significant differences in determining the level of academic rebellion from the perspective of middle school students in the areas of rebellion against the regulations and laws of the institution and the teaching staff, the study, and rebellion against oneself and society attributed to the gender variable?

3- Are there statistically significant differences in determining the level of academic rebellion from the perspective of middle school students in the areas of rebellion against the regulations and laws of the institution and the teaching staff, and the study and rebellion against oneself and society that are attributable to the academic level variable?

3- Study hypotheses:

1- There are statistically significant differences in determining the level of academic rebellion from the point of view of middle school students in the areas related to rebellion against the systems and laws of the institution and the teaching staff, and study, and rebellion against oneself and society, attributed to the gender variable.

2- There are statistically significant differences in determining the level of academic rebellion from the point of view of middle school students in the areas related to rebellion against the systems and laws of the institution and the teaching staff, and study, and rebellion against oneself and society, attributed to the variable of academic level.

4- Study objectives:

The study aims to achieve the following objectives:

- 1- Determining the level of academic rebellion from the perspective of middle school students.
- 2- Revealing the significance of differences in the level of academic rebellion from the point of view of middle school students.
- 3- Revealing the significance of differences in the level of academic rebellion from the point of view of middle school students depending on the academic level variable

5- The importance of the study:

The research addresses one of the most important school problems facing students, which hinders their learning and affects the educational process.

The importance of the research lies in determining the level of academic rebellion from the perspective of middle school students, and investigating some of the reasons that lead a student to engage in this behavior.

Determining the level of academic rebellion among students at this age may contribute significantly to developing plans, making decisions, and finding appropriate solutions to work to reduce this problem.

6- Limits of the study:

This study was conducted on middle school students (second year of middle school, third year of middle school, fourth year of middle school) at Emir Abdelkader Middle School in Saida Province at the beginning of the first trimester of the 2019/2020 academic year.

7-Define study terms:

7-1- The level of academic rebellion: It is a reaction that appears on the student towards the intermediate system, characterized by rejection and departure from the norm. It is part of his interaction with the components of the school environment represented by the regulations and laws of the institution, the teaching staff, the study, as well as himself and society. This appears through the student's response to the items of the scale, which is expressed by a total score that describes the degree of academic rebellion on the part of the student.

7-2- The intermediate education stage: It is the educational stage that comes after the primary stage. The student moves on to it after obtaining the primary education certificate. The duration of study is four years, during which students join within the age group (12-15) years. It ends with the student choosing the intermediate education certificate (BEM) to join the next stage.

8-Previous studies:

The topic of school rebellion is one of the topics that has not received sufficient attention from researchers, and this is what we noticed through the survey process of previous research and studies. According to the researcher's knowledge, there is no similar study that dealt with measuring the level of school rebellion among middle school students locally and in the Arab world, according to the

researcher's knowledge This, if any, indicates the novelty of the topic. Accordingly, the student researcher contented herself with mentioning some studies that dealt with psychological rebellion, in addition to other studies that studied rebellion in general, which can be used:

8-1- A study by Falah Ahmed and Qamari Muhammad (2016):

The study aimed to measure the relationship between some school environmental variables (rebellion against public order, treatment of others) and the adolescent's psychology within the family. The study sample consisted of 70 middle school students (34 males, 36 females). To achieve the study objectives, the researchers built a questionnaire to measure the relationship between the study variables. The results of the study demonstrated the relationship between academic, psychological, and family problems within the family and their relationship to rebellion in the treatment of others and rebellion against public order within the educational institution.

7-2- Rana Abis Jabbar's study (2017):

The study aimed to measure psychological rebellion among middle school students in Diwanayah Governorate for the 2016-2017 academic year. The study sample consisted of 100 students from four different schools. The researcher adopted the Aabhar Nasser Al-Khazael scale on psychological rebellion. The results revealed the prevalence of psychological rebellion among middle school students in Diwanayah Governorate, and its prevalence among males more than females. The researcher attributes the causes of rebellion to the nature of the changes that Iraqi society was exposed to after 2003 and the prevalence of ideas of freedom and liberation and individual values among young people The prevalence of rebellion among males is also explained in light of the difference in the socialization process, as males are raised on strength and challenge, while females are raised on compliance. In addition, males have impulsiveness and lack of

caution due to the nature of the stage they are living in, and they are influenced by their rebellious peers, unlike females.

8-Commenting on previous studies:

Through the previous studies that were presented, we note the following:

There is agreement and similarity between the studies, as they unanimously agreed on studies of rebellion among students, as the study by Falah Ahmed and Qamari Muhammad (2016) aimed to study and measure the relationship between some school environmental variables (rebellion against public order, treatment of others) and the adolescent's psychology within the family. Rana Abis Jabbar's study (2017) aimed to measure psychological rebellion among middle school students in Diwaniyah Governorate. However, there is a difference in terms of the type of rebellion, as the first study dealt with rebellion with some variables of the school environment, while the second study studied psychological rebellion.

There was a similarity regarding the samples, as all of them used medium-sized samples, meaning that the sample size of the first study was 70 students and the second study was 100 students, and they were close, and for the same educational stage, which is the intermediate education stage.

As for the methodological tools used, we noticed a difference with regard to the tests and measures used. The researchers built a tool represented by a questionnaire to measure the relationship between the study variables, while researcher Rana Abis Jabbar (2017) used the Aabhar Nasser Al-Khuzael scale on psychological rebellion.

As for the results reached, the results indicated that there is a relationship between academic, psychological and family problems

within the family and their relationship to rebellion in the treatment of others and rebellion against public order within the educational institution. The results on the prevalence of rebellion among males are also explained by the socialization process, considering that males are raised on strength and challenge, while females are raised on compliance. In addition, males are impulsive and do not hesitate due to the nature of the stage they are living in and their influence by their rebellious peers, unlike females.

First - the theoretical framework:

There are many definitions that explain the concept of rebellion from different points of view, but most of them agree that it is a form of declared rejection towards the authority represented by the family, the educational system, and society, and the concept of rebellion, as stated in the Arabic Encyclopedia, involves the meaning of challenging and rejecting the prevailing conditions.

In the language, rebellion: the source of rebellion, and its origin is *mard*. A person is rejected: he has transgressed and exceeded the limit of his likes or has reached a goal that deviates from their totality. And the thing is flexible and continuous, and in the Mighty Revelation } they responded to the hypocrisy (Surat Al-Tawbah, verse 101). The one who drives the animal drives it violently, and the one who navigates the ship drives it back with the one who is returning. The young man rebels against something: he is flexible with it and gets used to it, and against the people: he disobeys, is stubborn and persistent, and rebels against evil: he becomes tyrannical. (The Intermediate Dictionary, Arabic Language Academy, 1973, p. 861).

The psychological point of view on rebellion: First, there is no specific definition of rebellion in psychology, but what is commonly understood is that it is a behavior dependent on other behaviors, such as oppression, repression, unsatisfactory psychological disorder, or

another behavior that leads to it. (Omar Ahmed Al-Rabihat and Atef Al-Duwaikat, 2016, p. 47).

Rebellion, in its psychological sense, is a social phenomenon summarized by maladaptation to the laws of society imposed on the individual. (Marwa Daa Khafif et al., 2018, p. 18).

Ali Hussein Muhammad Tabil defines school rebellion as behavior characterized by rejection, the reaction shown by students towards the system in the educational institution, and the desire for change, represented by after obeying the teacher's instructions and neglecting his advice, protesting the school curricula, violating the institution's regulations and laws, and dissatisfaction and denunciation From colleagues, and students' attempt to restore or regain freedom that has been removed or threatened with removal by indirectly engaging in prohibited or prohibited behavior. (Ali Hussein Muhammad Tabil, 2008, p. 283).

2-Causes of rebellion:

Rebellion has several causes, especially in middle school, as the student is in adolescence, which is a very sensitive stage. Therefore, several questions are raised about the causes of rebellion among adolescents, including: genetics, including biological causes related to activating and stopping behavior, as found in Koy, 1991, including poverty, the region in which a person lives, and the culture to which he belongs. Rebellion also has other purely family causes, as the family is of great importance in making children happy Preserving their physical, psychological and mental health, as well as providing adaptation and emotional balance on their part, but sometimes some difficulties may appear that hinder the performance of the family role, which generates a clash between the expectations of its members that affects the unity of the family, which negatively affects the

psychological health of its members. Felton (1978) referred to the emergence of rebellious behavior among adolescents to the family deprivation represented by the loss of one or both parents, in addition to the changes that push the adolescent to be stubborn and declare disobedience Or he was pushed to the desire for independence, and this is also due to the biological factors represented in the physical changes that appear clearly in the increase in height and weight, and the appearance of some defects that worry the teenager such as love of youth, and the lack of harmony in his body, which makes him the subject of ridicule by his colleagues, and this matter pushes him to rebel to push ridicule about himself, until the teenager often tends to practice rebellious and violent behavior to prove himself Especially when he is exposed to insult, criticism and slander, and the teenager feels a lack of emotion and is deprived of family warmth and tenderness.

Forcing the teenager to practice certain methods and ways of dealing with others, eating food and wearing clothes, he may resort to rebellion in order to draw his parents' attention to him as a result of their preoccupation with him, and he resorts to revolution and disobedience, believing that they are the way to self-affirmation and achieve desires or ambitions.

Asaad Mikhail (1986) summarizes the reasons that lead to rebellion, anger and violence as follows:

1- Violation of dignity: The teenager feels that he has reached a stage where he is equal to adults, so he must be treated as an adult in terms of respect and appreciation. When he feels that someone is insulting or hurting him in a way that offends his feelings and emotions in front of his colleagues or even in front of his brothers at home, and he gets angry and tries to respond to this insult in his own way, he may leave home or beat his colleagues, or he may even resort to suicide.

2- Revealing his secrets and revealing them to others: The young man or woman in adolescence tries to create his own world surrounded by secrets and mystery. He does not try to tell anyone his secrets except for some people close to him from his brothers or friends so that they remain secret. However, if the teenager does not feel that his secrets have been known to others, he gets angry and revolts.

3- Assault on his personal property: The teenager tries to preserve his personal items that he has created a special place for, such as parental gifts or gifts that he gets as a result of his superiority, so he is very careful about them and does not allow anyone to approach them. If something happens and someone takes over them, he gets angry and angry, and may resort to force to get them back, and does not accept an alternative, no matter what it is.

4- Jealousy and envy: This condition may appear in a teenager when he sees that one of his colleagues or brothers has surpassed him in some ways, and has gained the respect and interest of others, while no one cares about him. (Khawla Al-Matarina, 2000, p. 11).

Second: The applied perpetrator:

1- Study method: The descriptive method was relied upon, which is concerned with studying the phenomenon as it actually is, describing it accurately, collecting information and deducing results.

2- Study sample: The study sample consists of 40 middle school students in Saida State from all levels except the first year, which was excluded because the students were new to the educational institution. A study was conducted at the beginning of the first semester, and they were intentionally selected by selecting students who are characterized

by rebellion within the institution. The following table shows the size and characteristics of the sample:

Table No. (01): represents the characteristics of the sample of students by gender and academic level.

		Sample	frequencies	percentage
Emir Abdelkader Middle School	Gender	Male	33	73%
		Female	12	27%
	Academic level	Second year	10	22%
		Third year	11	25%
		Fourth year	24	53%
Total			45	100%

3- Study tool:

The Academic Rebellion Scale was relied upon, prepared by Maatouq Fadila, with the aim of the scale to measure the level of academic rebellion, the scale consists of (52) paragraphs, distributed into three areas as shown in Table No. (02), and its paragraphs are answered through five alternatives, which are Behavioral situations ‘The student must choose the most effective of these situations, and they are given weights from (1 to 5) degrees The total score of the scale is (260) points, while the minimum score of the scale is (52) points.

Table No. (02): Shows the paragraphs of the scale dimensions

The number	Dimen sion	Number of paragraphs	To tal
01	Rebellion against the institution's regulations and	-27-23-22-20-14 -45-42-40-34-33 47-46	15



	laws		
02	Rebellion against the faculty and the student	-35-32-24-17-13 -44-43-41-38-36 52-50-49-48	19
03	Rebellion against oneself and society	-9-7-6-5-4-3-2-1 -19-18-15-11-10 31-28-26-25-21	18
total			52

4- Psychometric properties of the study tool:

Maatouq Fadila prepared the Academic Rebellion Scale, calculating the psychometric properties of the scale after methods, including:

4-1-Honesty: The honesty of the scale was calculated using the discriminant honesty method and the honesty of the syndromic test, which amounted to 0.63

4-2- Consistency: Consistency was calculated using several methods, including the half-segmentation method, which reached 0.77, which is an acceptable value, while the stability coefficient using the Cronbach's alpha method reached 0.87, which is a high and good value that indicates the stability of the scale.

4-3-Criteria: They are also calculated using the standard degree, T degree, and percentile functions.

5- Statistical methods used:

We relied on the Social Science Statistical Packages (SPSS) version 24, in order to benefit from the Pearson correlation coefficient, the T-Test for two independent samples, the Alpha Crowe-Nbach equation, and the One Way Anova analysis of variance to study differences in the processing of research data. We also relied on frequencies, mean, and standard deviation.

6-Presentation and discussion of the results:

6-1- Presenting the results of the first question:

Which states: What is the level of academic rebellion from the point of view of middle school students in the areas related to rebellion against the institution's regulations and laws, rebellion against the teaching staff and students, and rebellion against oneself and society?

To answer the first question, some descriptive statistics measures were used, which were frequency, arithmetic mean, standard deviation, and general arithmetic mean.

Table No. (03): Shows the frequencies, arithmetic averages, standard deviations, and order of the study sample's responses to the paragraphs of the first dimension.

The number	Arithmetic averages	Standard deviations	Paragraph order
01	2.07	0.857	14
02	1.84	0.767	20
03	1.87	0.694	22
04	2.04	0.673	23
05	2.67	1.523	27
06	2.62	0.716	33
07	2.67	0.564	34
08	3.58	1.055	30
09	2.62	0.614	39

10	2.64	0.645	40
11	2.33	0.674	42
12	2.56	0.867	45
13	2.56	0.785	46
14	2.71	0.968	47
15	2.33	0.640	51

From the results contained in Table No. (03), it appears that the level of school rebellion among middle school students was average, as the arithmetic mean of the first dimension was as it appears from the results contained in Table No. (03) that the highest paragraph in terms of the arithmetic mean was Paragraph No. (08), which amounted to 3.58 with a standard deviation of 1.055, which states that the student avoids participating in good deeds Paragraph No. (02) has a minimum average of 1.84 and a standard deviation of 0.767, which advises that the student feels angry if he asks for something and it is rejected

The results obtained by measuring the level of school rebellion among middle school students in Saïda State indicate that the level of school rebellion in this dimension was moderate. This indicates that the things that students do most often at this stage are avoiding participating in good deeds, loving control and possession, and finding it difficult to admit mistakes...

Table No. (04): Shows the frequencies, arithmetic averages, standard deviations, and order of the study sample's responses to the second dimension paragraphs.

The number	Arithmetic averages	Standard deviations	Paragraph order
16	2.24	0.857	13
17	2.07	0.809	16
18	2.24	0.830	17
19	1.84	0.767	20
20	1.89	0.804	24
21	2.91	1.258	29
22	2.47	0.588	32
23	2.87	0.505	35
24	2.62	0.684	36
25	2.20	0.815	38
26	2.36	0.679	41
27	2.36	0.529	43
28	2.13	0.842	44
29	2.67	0.879	48
30	2.58	0.839	49
31	2.27	1.136	50
32	2.58	0.812	52

From the results contained in Table No. (04), it appears that the level of school rebellion among middle school students was average, as the arithmetic mean of the second dimension of rebellion against the teaching staff and the study. The results contained in Table No. (04) show that the highest paragraph in terms of the arithmetic mean was paragraph No. (29), which amounted to 2.91 with a standard deviation of 1.258 Paragraph No. (20) also reached a minimum average of 1.84 and a standard deviation of 0.767.

The results obtained by determining the level of school rebellion among middle school students in Saida State indicate that the level of school rebellion in this dimension of rebellion against the teaching staff and the study was moderate, including above average. This indicates that students tend to drop out of school, do not trust those in a position of authority or responsibility, love mischief within the department, and quarrel with teachers.

Table No. (05): Shows the frequencies, arithmetic averages, standard deviations, and order of the study sample's responses to the third dimension paragraphs.

The number	Arithmetic averages	Standard deviations	Paragraph order
01	2.33	1.087	33
02	2.18	0.650	34
03	2.02	0.892	35
04	2.22	0.997	36
05	2.18	0.886	37
06	2.31	0.821	38
07	2.13	0.842	39
08	2.13	0.757	40
09	2.07	0.809	41
10	2.13	1.041	42
11	2.36	1.026	43
12	2.22	0.795	44
15	2.24	0.908	45
18	2.16	0.737	46
19	1.93	0.751	47
21	1.89	0.832	48
25	2.18	0.984	49
26	2.22	0.974	50
28	2.29	1.236	51
31	2.62	0.614	52

From the results contained in Table No. (05), it appears that the level of school rebellion among middle school students was average, as the arithmetic mean of the third dimension of rebellion against oneself and society, the results contained in Table No. (05) show that the highest paragraphs in terms of the arithmetic mean were Paragraph No. (29), which amounted to 2.62 with a standard deviation of 0.614 Paragraph No. (21) also reached a minimum average of 1.89 and a standard deviation of 0.832.

The results obtained by determining the level of school rebellion among middle school students in Saïda State indicate that the level of school rebellion in this dimension of rebellion against oneself and society was moderate. This indicates that the student feels wronged by others, thinks negatively most of the time, rejects advice from others, does not accept defeat in life, avoids mixing with colleagues, evades facing life's problems and reality The desire for people to fear him and for him to have prestige among his colleagues.

Table No. (06): Shows the frequencies, arithmetic averages, standard deviations, and order of the study sample's responses to the sum of the three dimensions and the total sum of the sample's responses.

The number	Arithmetic averages	Standard deviations
The first dimension	28.58	3.899
The second dimension	33.47	4.020
The third dimension	39.64	5.157
Total	121.73	11.056

From the results contained in Table No. (06), it appears that the level of school rebellion among middle school students was average, as the arithmetic mean of the sum of the three dimensions and the total sum

of the scale. The results contained in the table show that the highest mean reached 39.64 for the third dimension, while the first dimension occupied 28.58, the lowest mean, while the second dimension had an arithmetic mean of 33.47, and as for the arithmetic mean of the total sum of the scale, it reached 121.73. Thus, we can say that the level of school rebellion among middle school students was average, given the results obtained.

6-2-Presentation and discussion of the first hypothesis:

Which states: There are statistically significant differences in determining the level of academic rebellion from the point of view of middle school students in the areas of rebellion against the institution's regulations and laws, rebellion against the teaching staff and the student, and rebellion against oneself and society attributed to the gender variable.

Table No. (07): Shows the results of test (t) to determine the significance of gender differences

variable		Sample	Arithmetic mean	Standard deviation	degree of freedom	Sig moral value	Level of significance	The decision
sex	Male	33	125.06	9.450	43	3.833	0.752	nonsignificant
	female	12	112.58	10.229				

It is clear from Table No. (07) that the arithmetic mean for males was (125.06) and the standard deviation was (9.450), while the arithmetic mean for females was (112.58) and the standard deviation was (10.229). Accordingly, we note that the arithmetic means for the sample of males and females were different from each other

Considering the calculated value of (t), which is estimated at (3.833), with a significance level of (0.752), which is a value greater than the significance level of (0.05), the zero hypothesis is accepted and the alternative hypothesis is rejected This indicates that there are gender differences in the level of academic rebellion among middle school students in the areas of rebellion against the institution's regulations and laws, rebellion against the teaching staff and students, and rebellion against oneself and society.

6-3- Presentation and discussion of the second hypothesis:

Which states: There are statistically significant differences in determining the level of academic rebellion from the point of view of middle school students in the areas of rebellion against the institution's regulations and laws, rebellion against the teaching staff and the student, and rebellion against oneself and society, which are attributed to the variable of academic level.

Table No. (08): Results of the univariate analysis to compare the levels of the student's academic level variable in each of the three dimensions and the total scale

Dimension	Source of contrast	Sum of squares	Degrees of freedom	Average squares	Value (f)	Level of significance
The first dimension	between groups	144.393	2	72.197	0.579	0.565
	Within groups	5234.407	42	124.629		
	Total	5378.800	44			
The second dimension	between groups	6.744	2	3.372	0.214	0.808
	Within	662.233	42	15.767		

	groups					
	Total	668.978	44			
The third dimension	between groups	109.464	2	54.732	3.820	0.030
	Within groups	601.736	42	14.327		
	Total	711.200	44			
Overall scale	between groups	54.575	2	27.287	1.027	0.367
	Within groups	1115.736	42	26.565		
	Total	1170.311	44			

The results of Table No. (08) indicate that there are statistically significant differences in the level of significance (0.05) in determining the level of school rebellion among middle school students in the dimensions of school rebellion and the scale as a whole attributed to the variable of the student's academic level.

Thus, we note that the SIG significance value reached (0.565) for the first dimension, (0.080) for the second dimension, (0.030) for the third dimension, and (0.367) for the scale as a whole, which is greater than (0.05). We accept the zero hypothesis and reject the alternative hypothesis

Accordingly, we can say that there are statistically significant differences in determining the level of academic rebellion from the point of view of middle school students in the areas of rebellion against the institution's regulations and laws, rebellion against the teaching staff and the student, and rebellion against oneself and society, which are attributed to the variable of academic level.

7-General conclusion:

Regarding knowing the level of psychological rebellion among middle school students, as expressed by

That first goal, which states: "Measuring the level of school rebellion among middle school students"

With regard to measuring the level of school rebellion among middle school students, as expressed, the results of the statistical analysis showed that the average scores of the sample members at the level of school rebellion reached (121.73) with a standard deviation of (11.056), which explained the reasons for the occurrence of psychological rebellion represented by several manifestations, including negligence among students, neglect in performing schoolwork, lack of respect for school hours, weak monitoring of books, films and songs, and parents' lack of understanding of demands This stage and the loss of the means through which to direct the rebel in a positive direction that serves the demands of the family and society.

Regarding the second objective, which aims to identify differences in average degrees of rebellion,

School between the sexes as expressed in that second goal, The arithmetic mean for males was (125.06) and the standard deviation was (9.450), while the arithmetic mean for females was (112.58) and the standard deviation was (10.229). Considering the calculated value of (t), which is estimated at (3.833), with a significance level of (0.752), which is a value greater than the significance level of (0.05), which indicates that there are differences between the sexes in terms of the level of academic rebellion among Middle school students in the fields of rebellion against the institution's regulations and laws, rebellion against the teaching staff and the student body, and rebellion against oneself and society for the benefit of males. Thus, this study is consistent with the study of Fahmy and Muhammad (1977), whose

study found that psychological rebellion occurs significantly in males for subjective reasons, including arrogance, lack of responsibility, and weakness

Religious restraint, low self-confidence, and excessive desire to attract attention. The results of the current study also agreed with the bishops' study (2000), whose results confirmed that psychological rebellion among males is higher than among females.

Regarding the discussion of the third objective, the results of the current study revealed that there are statistically significant differences in determining the level of academic rebellion from the perspective of middle school students in the areas of rebellion against the institution's regulations and laws, rebellion against the teaching staff and the student, and rebellion against oneself and society, which are attributed to the variable of academic level. This result is logical, as middle school students differ according to their educational level between the second, third and fourth years. It is noticeable that fourth-year students are more controversial, discussed and empowered, as this journey ends with a fateful exam, which is the middle school certificate, which qualifies them to pass to a later stage, which is the secondary education stage. They have the opportunity to resort to positive and negative types of rebellion, and this follows their psychological, family, social and economic circumstances. If it is positive and serves their ambitions and inclinations, they will turn to positive rebellion, which we find clear in our students through their struggle and resistance to the difficult circumstances they live in. However, we find in them dreams, ambitions, and a desire to excel. This result is supported by the experimental study conducted by Abdul Ahad (2005), in which the research results indicated the possibility of reducing rebellion and directing it in the direction that serves the student and his family, leading to the progress of his society. If we are

able to understand this stage that the adolescent is going through, as well as to gain insight into how to deal with him and direct him in a way that helps him realize what he wants, what he aspires to, and what serves him, we will reach an optimal investment of his energies by directing him in the right direction.

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