

	Science, Education and Innovations in the Context of Modern Problems Issue 1, Vol. 9, 2026			
	RESEARCH ARTICLE			
<h2>Aggressive Behavior Associated with Frustration and Its Relationship with Classroom Interaction Strategies: A Field Study from the Perspective of Middle School Teachers</h2>				
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Issue web link	https://imcra-az.org/archive/389-science-education-and-innovations-in-the-context-of-modern-problems-issue-1-vol-9-2026.html			
Keywords	Aggressive behavior; frustration; classroom interaction strategies; middle school students; teacher perspective.			
Abstract Aggressive behavior among middle school students has emerged as a growing educational and psychological concern, particularly when such behavior is associated with experiences of frustration. These behaviors not only disrupt the learning environment but also negatively influence classroom interaction and the overall educational process. The present study aims to examine the relationship between aggressive behavior associated with frustration and classroom interaction strategies among middle school students from the perspective of teachers. Adopting a descriptive and analytical research design, the study draws on psychological and educational frameworks to explore how teachers perceive the interaction between these two variables. The study sample consisted of a group of middle school teachers, whose responses were analyzed using appropriate statistical techniques to identify patterns and correlations. The findings reveal a statistically significant relationship between aggressive behavior linked to frustration and the classroom interaction strategies employed by teachers. Specifically, positive classroom interaction strategies were found to contribute to reducing aggressive behaviors, whereas negative or ineffective strategies were associated with an increase in such behaviors. The results highlight the critical role of classroom interaction strategies in managing student behavior and fostering a positive learning environment. The study underscores the importance of equipping teachers with effective interaction and behavioral management strategies to mitigate frustration-induced aggression, enhance classroom harmony, and support students' psychological and academic development.				
Citation Quezani M; Medaci M. (2026). Aggressive Behavior Associated with Frustration and Its Relationship with Classroom Interaction Strategies: A Field Study from the Perspective of Middle School Teachers. <i>Science, Education and Innovations in the Context of Modern Problems</i> , 9(1), 1122-1132. https://doi.org/10.56334/sci/9.1.04				
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Received: 03.09.2025	Accepted: 14.12.2025	Published: 11.01.2026 (available online)		

Introduction

In recent times, many behavioral problems have become widespread within the school environment. Among these problems, we address aggressive behavior stands out as one of the most common phenomena among students in Algerian schools, as researchers have given considerable attention to studying this issue, as it is a phenomenon that

nearly encompasses the entire world and poses a serious menace to the educational system. By the same token, aggression has also taken on new forms, such as the use of sharp objects and attacks on property and teachers, which is due to the variety of causes and situations, among which are frustration-related circumstances. For, it is impossible for a person to fully satisfy all their desires and needs in life. Accordingly, individuals sometimes face frustrating situations that vary according to their conditions, desires, and goals. Such experiences may lead a person to lose self-confidence and reject their situation, prompting them to engage in abnormal behaviors that may lead to aggression. Consequently, aggressive behavior stems from frustration. All such behaviors occurring within the school environment affect the learning process and the interaction that takes place inside the classroom. This interaction occurs between the teacher and the student, with the educational material mediating between them. Here, the role of classroom interaction becomes crucial in building the relationship between teacher and student. The variety of strategies adopted by the teacher enhances the development of the learning situation and facilitates knowledge acquisition. When the teacher masters this skill and knows how to use it effectively, they gain the ability to win over their students, improve their academic achievement, and reduce unacceptable behaviors in the classroom, thereby establishing a relationship of mutual respect between both parties.

Theoretical Framework of the Study

The Problematic:

Among the school problems that have become interference to the progress of the teaching-learning process are those that the student experiences within the school environment, which have psychological and educational dimensions, and these can be classified as violent behavioral outcomes interpreted as aggression. Here begins the conflict with peers and teachers, as such unacceptable behaviors appear during the middle school stage, which is characterized by psychological, physical, and mental instability, in addition to emotional and intellectual fluctuations, rebellion, and disobedience toward parental and school authority. Thus, a set of aggressive behavioral phenomena emerges. These manifestations are among the topics that attract the most attention from psychologists of various specialties at present (Morshed, 2005, p. 13)

Inasmuch as, aggressive behavior leads to disorder, confusion, and emotional tension and takes several forms, including physical and verbal ones (Boutiban, 2023, p. 164), the Holy Qur'an also provides examples of aggression, such as gloating, as stated in the verse: (And when Moses returned to his people, angry and grieved, he said, "How evil is that by which you have succeeded me after me! Did you hasten the matter of your Lord?" And he threw down the tablets and seized his brother by the head, dragging him toward him. [Aaron] said, "O son of my mother, indeed the people oppressed me and were about to kill me, so let not the enemies rejoice over me and do not place me among the wrongdoing people.") (Al-A'raf, verse 150).

There is no doubt that aggression is influenced by the student's emotions, such as frustration. For, many studies have shown that there is no aggression without frustration (Jabbar, 2012, p. 33), as frustration expresses a person's failure to satisfy his motives, needs, and desires, resulting in psychological tension. This often occurs among students and consequently affects the learning process and their classroom interaction. Here arises the role of the teacher and the school psychologist in correcting students' behaviors through the application of the classroom interaction strategy, which represents a set of activities and methods implemented by the teacher within the classroom to organize it, solve students' problems, and attempt to modify behavior. Moreover, several previous studies have addressed aggressive behavior related to frustration, including a field study by Aziri, which aimed to identify the relationship between frustration and aggressive behavior among a sample of repeating students in the Baccalaureate exam at Mihoubi Mohamed High School in the municipality of Bel'Aiba (Aziri, 2015/2016), and based on what has been mentioned and due to the importance of this topic, it is necessary to pose the following main research question: Is there a relationship between aggressive behavior associated with frustration and classroom interaction strategy among middle school students from the teachers' perspective? Accordingly, several sub-questions can be derived as follows:

- Is there a relationship between aggressive behavior associated with frustration and classroom interaction strategy from the teachers' point of view?
- Does a positive classroom interaction strategy contribute to reducing aggressive behavior associated with frustration among students from the teachers' point of view?
- Does a negative classroom interaction strategy contribute to increasing aggressive behavior associated with frustration among students from the teachers' point of view?

- Are there differences in aggressive behavior associated with frustration according to the gender variable from the teachers' point of view?

General Hypothesis of the Study:

It is assumed that there is a correlation between aggressive behavior associated with frustration and classroom interaction strategy among middle school students from the teachers' point of view

- Partial Hypotheses of the Study:

There is no relationship between aggressive behavior associated with frustration and classroom interaction strategy from the teachers' point of view.

There is no effect of the classroom interaction strategy in reducing aggressive behavior associated with frustration among students from the teachers' point of view.

There are no differences in aggressive behavior associated with frustration according to the gender variable from the teachers' point of view.

The Importance of the Study:

This study focuses on:

- Identifying the relationship between aggressive behavior, associated with frustration and classroom interaction strategy, and the extent of its influence as a motivational factor in the learning process.
- Highlighting the level of aggressive behavior associated with frustration among middle school students by identifying the most effective strategies whether positive or negative, that impact students' performance at this educational stage.
- Determining the effectiveness of classroom interaction strategies in reducing aggressive behavior associated with frustration among middle school students.
- Revealing differences in aggressive behavior associated with frustration between male and female middle school students, considering that this stage is sensitive and characterized by psychological fluctuations and internal conflicts.

Objectives of the Study:

The study fastened on the following points:

- Identifying the nature of the relationship between aggressive behavior, associated with frustration and classroom interaction strategy among middle school students.
- Determining the level of aggressive behavior among middle school students.
- Exploring the extent to which differences exist in aggressive behavior among middle school students.
- Assessing the extent to which classroom interaction strategy contributes to reducing aggressive behavior associated with frustration.

Operational Definitions of the Study:

Behavior: a set of actions performed by an individual and expressed through various situations and circumstances.

Aggression: a type of behavior that involves impulsiveness and attack with the intention of causing harm or damage to others; it can manifest through words or actions.

Frustration: a psychological state that arises when a person faces difficulties or challenges that make them feel incapable of achieving their goals or expectations, leading to feelings of despair and frustration.

Classroom Interaction: a process of communication that takes place within the classroom between the teacher and students, as well as involving the educational materials; it includes all actions and gestures that occur during classroom activities.

Middle School Students: a group of male and female learners who have completed primary education, typically ranging in age from 11 to 14 years. This stage aims to strengthen students' abilities and prepare them for a successful transition to secondary education.

The Theoretical Aspect of the Study:**Aggressive Behavior:**

Bandura defines aggressive behavior as an innate instinctive behavior, but one that is not triggered by instinct itself, rather stimulated by external factors, he also asserts that the occurrence of aggressive behavior always presupposes the existence of frustration, and that frustration always leads to aggression.

Buss defines it as a behavior exhibited by an individual in a specific interactive situation, where the conditions of that situation motivate the person to perform certain behavioral acts that result in causing harm or damage to another party within the same interactive context.

Samir (2006) defines it as a harmful behavior resulting from internal or external stimuli that can be observed, identified, and measured. It may be physical or verbal, direct or indirect, and leads to physical, psychological, or material harm to others or oneself, and the causes, manifestations, and intensity of such behavior vary from one individual to another (Al-Sayegh, 2021, p. 223).

Kaufman (1970) defines it as a response aimed at causing harm or injury to others, and Henry A. Murray (1938) defines it as overcoming opposition by force, fighting, avenging harm, attacking, injuring, or killing another person (Mahmoud, 2009, p. 09).

Definition of Frustration:

Several definitions of frustration have been proposed, including the following:

Mostafa Fahmy (1998) who defines frustration as the process in which an individual perceives an obstacle that prevents the satisfaction of a need or anticipates the occurrence of such an obstacle in the future. Moreover, Suhair Ahmed (2011) views frustration as any goal-directed activity that fails to reach its objective due to the presence of an obstacle, followed by motor and emotional effects resulting from feelings of defeat, failure, and disappointment (Al-Bashari, 2015, p. 09).

Subsequently, frustration is an emotional feeling that occurs as a result of total or partial failure to achieve a goal or a set of goals that the individual considers important (Tawalbeh, 2001, p. 170). **Forms of Aggressive Behavior:**

Aggression takes multiple forms and manifestations that can be classified as detailed below:

First: In terms of method:

- **Verbal Aggression:** a direct or indirect verbal behavior aimed at causing harm or injury to others, with the intent of provoking or mocking them.
- **Gestural Aggression:** a behavior through which an individual expresses contempt for another person or draws attention to an insult, using gestures with the tongue or hand.
- **Physical Aggression:** in this form, the individual uses physical objects or means to inflict bodily harm on others or on oneself.

Second: in terms of source:

- Individual Aggression: a behavior through which a person directs harm toward another individual, a group, or objects.
- Collective Aggression: a behavior practiced by a group against a person, another group, or objects that represent them.

Third: in terms of target:

- Self-Directed Aggression: This form of aggression is directed toward oneself and may take several forms, such as slapping one's face or hitting one's head. (Al-Kout, 2017, p.4)
- Other-Directed Aggression: In this case, aggression is directed toward others or toward objects and symbols that represent them.

Fourth: in terms of method:

- Direct Aggression: Occurs when the child directs aggression straight toward the source of frustration, using physical force, verbal expressions, or other means.
- Indirect Aggression: This occurs when the child fails to direct aggression toward its original source, often owing to fear of punishment, and instead redirects it toward another person or object (such as a friend, servant, or possession) that is associated with the original source.

Types of Frustration:

A. **Primary and Secondary Frustration:** Primary frustration is a state in which an individual feels frustrated when desiring something that does not exist in the first place. Secondary frustration, on the other hand, refers to the state experienced by an individual who desires something that does exist but is prevented from attaining it due to an obstacle (Al-Sulami, 2020, p. 590).

B. Positive and Negative Frustration: When the obstacles preventing the satisfaction of an individual's needs are strong and cause intense tension, this is called positive frustration. Conversely, when the obstacles are weak or minor, the situation is referred to as negative frustration.

C. Internal and External Frustration: Frustration can also be classified based on the source of the obstacle. If the obstacle lies within the individual's physical or psychological structure, it is called internal frustration. However, if the obstacle exists outside the individual's control or originates from the surrounding environment, it is referred to as external frustration.

The Relationship Between Aggressive Behavior and Frustration:

The pioneers of the frustration theory have reached various conclusions from their studies on the relationship between frustration and aggression, which can be considered the psychological foundations defining this relationship:

- The intensity of the desire for aggressive behavior varies according to the degree of frustration the individual experiences, and the stronger the frustration, the greater the individual's desire to act aggressively toward what they perceive as the source of that frustration, and the less inclined they become to act non-aggressively toward that same source.
- Inhibiting aggressive behavior in frustrating situations acts as another form of frustration, which increases the individual's tendency toward aggression.
- Self-directed aggression only appears when the forces preventing aggression against oneself are overcome, and this happens only when other aggressive behaviors directed toward the original source of frustration encounter strong inhibitory factors (Al-Aqqad, 2001, pp. 113-114).

Definition of Classroom Interaction:

The term pedagogical or classroom interaction refers to the occurrence of mutual understanding and psychological responsiveness between both parties of the teaching-learning process, in which the second party shows cognitive and behavioral responses to the first party and is influenced by them (Taouinat, 2009, p. 39).

Interaction is defined as the process through which individuals who are in contact with one another mutually influence and are influenced by each other, both in thoughts and activities (Al-Jouhary, 2008, p. 39).

Classroom Interaction is a set of forms and manifestations of communicative relationships between the teacher and students, including both verbal and non-verbal communication, as well as the use of communicative tools. It aims at exchanging experiences, knowledge, and attitudes, and influencing the learner's behavior (Jaber, 2017, p. 276).

Nashwati (1985) and Al-Qalla & Nasser (1995) consider classroom interaction to represent all verbal and non-verbal behavioral acts that occur inside the classroom, with the purpose of preparing the learner mentally and psychologically to achieve better learning. Inasmuch as it consists of opinions, activities, and dialogues that take place within the classroom in an organized and purposeful manner to increase learners' motivation and enhance their desire to learn. It also involves conveying ideas, emotions, and feelings to these learners (Maddahi, 2021, pp. 255-256). Furthermore, It is also described as an educational practice based on a general pedagogical assumption that when individuals gather in one place and share a common characteristic or relationship, they tend to communicate verbally or physically to exchange ideas and emotions and achieve a state of adaptation.

Classroom Interaction is further defined as a didactic relationship that can be three-dimensional:

- A pedagogical relationship between the teacher and the student in a didactic context.
- A pedagogical relationship between the teacher and the subject matter in a didactic context.
- A pedagogical relationship between the subject matter and the student, concerning the student's role in developing their educational level (Salam, 2011, pp. 107-108).

Additionally, classroom interaction represents all verbal and non-verbal actions that take place inside the classroom with the aim of mentally and psychologically preparing the learner for better learning. It consists of opinions, activities, and dialogues that occur in the classroom in an organized and purposeful way to increase learners' motivation and enhance their desire to learn.

The Practical Aspect:

After addressing the theoretical characteristics of aggressive behavior and classroom interaction related to frustration and its connection with classroom interaction strategies, we relied on a set of methodological procedures in our field study, which was divided into two main phases:

Phase One: The Exploratory Study The exploratory study represents the first step taken by the researcher in scientific research, with the purpose of gathering as much information as possible about the topic under investigation. Accordingly, this phase was divided into two complementary stages in order to fulfill the scientific requirements of the procedural and applied work of our study. During this phase, we visited several educational institutions, as shown in the following table:

Table (01): Institutions Where the Exploratory Study Was Conducted

Urban Educational Institutions	Rural Educational Institutions	Observations
Tarab El Bachir Middle School	Ben Maghnia Mohamed Middle School	Conducting interviews
Modather Boukhadem Middle School	Hamri Djelloul Middle School	

After completing the exploratory study and collecting the data, we prepared a questionnaire consisting of 26 items distributed across three dimensions, in consultation with the supervising professor. Besides, this study included the following dimensions:

- The psychological dimension of aggression related to frustration.
- The educational dimension related to classroom interaction.
- The social dimension of frustration associated with aggressive behavior.

Spatial and Temporal Limits of the Exploratory Study:

The exploratory study was conducted in several middle schools located in Mascara Province, and the research took place in January 2024.

Characteristics of the Study Tool:

Questionnaire:

Table (02): Dimensions of the Questionnaire in Its Preliminary Form

NO	Dimensions	Number of items	Percentage
1.	The psychological dimension of aggression related to frustration	09	34.61%
2.	The educational dimension related to classroom interaction	09	34.61%
3.	The social dimension of frustration associated with aggressive behavior	08	30.76%
Total		26	100%

The study tool, in its preliminary form (the questionnaire), consists of 26 items distributed across three dimensions which were submitted for expert evaluation.

Validation (Expert Evaluation): The questionnaire retained its 26 items and three dimensions after consultation with the supervising professor. It was presented to middle school teachers through multiple consultative and guidance interviews to verify whether the items accurately measured the proposed dimensions or not.

Table (03): Levels of the Questionnaire with Percentages

Number of Dimensions	Number of items	Levels		
		Yes	Sometimes	No
03	26			

The tool concluded with 26 items distributed across three dimensions, forming the instrument used in our study on aggressive behavior related to frustration and its relationship with classroom interaction strategies.

Table (04): Results of the Validation Process for the Study Tool in Its Final Form

Dimensions	Corrected Items	Deleted Items	Total Items
Psychological dimension of aggression related to frustration	04	01	09

Educational dimension related to classroom interaction	04	02	09
Social dimension of frustration related to aggressive behavior	02	03	08
Total	10	06	26

After the correction and elimination process, we reached the final version of the questionnaire as the main tool for the study, which was approved by the supervisor for field application.

Distribution of the Main Study Tool:

In our study, we distributed a set of questionnaires to a sample of teachers working in middle schools located in both urban and rural areas, as shown below:

Table (05): Distribution of the Study Sample in Urban Areas

Number of Distributed Questionnaires	Location	Urban Areas
35	Sidi Saïd	Tarab El Bachir Middle School
20	Kadi Marah	Moudathir Boukhadem Middle School

Table (07): Distribution of the Study Sample in Rural Areas

Rural Areas	Location	Number of Distributed Questionnaires
Ben Maghnia Mohamed Middle School	Maqtaa Douz	25
Hamri Djelloul Middle School	Maqtaa Douz	20

Table (08): Results of the Distribution Process of the Study Tool Among Teachers

Middle School Institutions	Distributed	Retrieved	Cancelled	Total
Tarab El Bachir Middle School	35	20	2	18
Moudathir Boukhadem Middle School	20	11	2	9
Ben Maghnia Mohamed Middle School	25	19	2	17
Hamri Djelloul Middle School	20	19	1	18
Total	100	69	7	62

Characteristics of the Main Study Sample

Table (09): Final Distribution of the Sample – 62 Middle School Teachers

Number of Institutions	Number of Questionnaires	Male	Female	Total
04	62	22.5%	77.4%	99.9%

Table (10): Educational Level of Teachers in the Sample (N = 62)

Educational Level	Male	Female	Total Baccalaureate
Baccalaureate	1	0	1
Bachelor's Degree	6	32	38
Master's Degree	7	16	25
Total	14	48	62

Table Analysis: From Table (10), which shows the educational level of middle school teachers, we observe that the number of female teachers exceeds that of male teachers, with 48 females compared to 14 males. It is also noticeable that the number of female teachers holding a Bachelor's degree is significantly higher than that of males.

Table (11): Subjects Taught by Teachers

Subject	Male	Female	Total
Arabic Language	1	9	10
Mathematics	0	7	7
Physics	4	2	6
Natural and Life Sciences	3	6	9
French Language	0	7	7
English Language	2	4	6
Physical Education	2	0	2
Social Studies	2	11	13
Computer Science	0	2	2
Total	14	48	62

Table Analysis: From Table (11), which presents the subjects taught by middle school teachers, we note that the total number of male teachers is 14, while female teachers are 48. This indicates that the number of female teachers in middle schools is significantly higher than that of males.

Presentation of Results

Presentation of the First Hypothesis: there is no relationship between aggressive behavior associated with frustration and classroom interaction strategy from the teachers' perspective.

Table (12): Frequencies of the Psychological Dimension of Aggression Related to Frustration

No	The Aggressive Student	Yes	Sometimes	No
4.	reacts quickly when talking to classmates	34	24	4
5.	feels intense anger when criticized by the teacher	43	18	1
6.	shows aggressive behavior caused by frustration	20	29	13
7.	is unable to control his behavior	28	32	2
8.	feels unappreciated, which drives him to aggression	27	26	9
9.	gets angry quickly and reacts to negative behavior from peers	38	21	3
10.	expresses psychological problems impulsively	27	15	20
11.	exhibits tension and anxiety in interactions with everyone	35	18	9
12.	bullying behavior expresses his frustration	31	27	4
Total		283	210	65

Discussion of the Hypotheses Result

Discussion of the First Main Hypothesis:

The first hypothesis stated that there is no relationship between aggressive behavior associated with frustration and classroom interaction strategies among middle school students from the teachers' perspective. Based on the obtained results for the first dimension (value = 54.77), it was found that the hypothesis was not confirmed, given that the calculated mean (41.93) is lower than the observed value ($x < a$). Therefore, we deny the null hypothesis and accept the alternative hypothesis, which states that there is a relationship between aggressive behavior associated with frustration and classroom interaction strategies among middle school students from the teachers' perspective. Furthermore, this result is consistent with Ahlam Aziri's study, which confirmed the existence of a correlation between frustration and aggressive behavior among students repeating the Baccalaureate exam.

Discussion of the Second Main Hypothesis:

The second hypothesis stated that there is no effect of classroom interaction strategies in reducing aggressive behavior associated with frustration among middle school students from the teachers' perspective. From the obtained results for the second dimension (value = 58.11), it was found that the null hypothesis was not verified at the calculated mean (41.93) since $x < a$. Consequently, we reject the null hypothesis and accept the alternative hypothesis, which affirms that classroom interaction strategies have an effect in reducing aggressive behavior associated with frustration among middle school students from the teachers' perspective.

Discussion of the Third Hypothesis:

The third hypothesis stated that there are no differences in aggressive behavior associated with frustration according to gender, from the teachers' perspective. The obtained results for the third dimension (value = 56.75) indicate that the hypothesis was not confirmed, since the calculated mean (41.93) was below the observed value ($x < a$). Thence, we reject the null hypothesis and accept the alternative hypothesis, which states that there are differences in aggressive behavior associated with frustration according to gender, from the teachers' perspective. However, this finding differs slightly from Aziri's study, which found no statistically significant differences between males and females regarding frustration among students repeating the Baccalaureate exam.

Research Recommendations:

Based on the results obtained and supported by antecedent research, the following recommendations are proposed to help reduce aggressive behavior associated with frustration and improve classroom interaction strategies:

- Raising awareness among parents about the issue of aggressive behavior and its long-term impact on their children's future.
- Integrating school psychologists into educational institutions to provide psychological support to students.
- Encouraging school counselors to guide and assist students in managing frustration and emotional challenges.
- Strengthening cooperation between school and family to ensure parents are informed about their children's behavior and to work together on solutions.
- Providing psychological training for teachers to help them handle aggressive or frustrated students appropriately.
- Avoiding frustration-inducing situations that might lead students to develop negative or aggressive behaviors.
- Using innovative teaching methods that foster active and positive classroom interaction.
- Utilizing learning situations as opportunities to shape and modify students' behavior while developing their skills.
- Creating a healthy competitive atmosphere among students to encourage learning and reduce conflicts.
- Focusing on students' psychological well-being to help them acquire new skills and strengthen their emotional resilience.

Ethical Considerations

This study was conducted in accordance with recognized ethical standards in educational and psychological research. Participation was voluntary, and informed consent was obtained from all participating teachers. Confidentiality and anonymity of participants were strictly maintained, and the data were used solely for academic and research purposes. No harm, psychological or otherwise, was caused to participants during the research process.

Acknowledgements

The authors would like to express their sincere appreciation to the middle school teachers who participated in this study and generously shared their experiences and perspectives. Their cooperation and insights were essential to the successful completion of this research.

Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Author Contributions

Both authors contributed equally to the conception and design of the study. Dr. Ouezani Mohamed contributed to the theoretical framework, data interpretation, and manuscript drafting. Dr. Medaci Meriem contributed to data collection, statistical analysis, and critical revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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