

## Have Students Become More Anxious? A Psychological Reading of the Pressures of Modern Schooling

Youcef Lassoued<sup>1</sup>, Moundir kharfane<sup>2</sup>, Bouamama Yasmina<sup>3</sup>, Fatiha Bouaicha<sup>4</sup>, Atika Gherghout<sup>5</sup>, Ahmed Djelloul<sup>6</sup>, Samy Meguellati<sup>7</sup>, Hind Ghedhaifi<sup>8</sup>, Naoui Bettaher<sup>9</sup>, Haba Abdelmalek<sup>10</sup>

<sup>1</sup>University of el oued, Algeria. Email: [lasouedyoucef39@gmail.com](mailto:lasouedyoucef39@gmail.com)

<sup>2</sup>University of 20 august 1955 skikda, Algeria. Email: [m.kharfane@univ-skikda.dz](mailto:m.kharfane@univ-skikda.dz)

<sup>3</sup>University of Ali lounisi Blida, Algeria. Email: [Bouamamayasmina@gmail.com](mailto:Bouamamayasmina@gmail.com)

<sup>4</sup>University of Yahia Fares media, Algeria. Email: [bouaicha.fatiha@univ-medea.dz](mailto:bouaicha.fatiha@univ-medea.dz)

<sup>5</sup>University of el oued, Algeria. Email: [gharghout-atika@univ-eloued.dz](mailto:gharghout-atika@univ-eloued.dz)

<sup>6</sup>University of el oued, Algeria. Email: [ahmed-djelloul@univ-eloued.dz](mailto:ahmed-djelloul@univ-eloued.dz)

<sup>7</sup>University of constantine 2, Algeria. Email: [samy.meguellati@univ-constantine2.dz](mailto:samy.meguellati@univ-constantine2.dz)

<sup>8</sup>University of el oued, Algeria. Email: [Ghedhaifi-hynd@univ-eloued.dz](mailto:Ghedhaifi-hynd@univ-eloued.dz)

<sup>9</sup>University of el oued, Algeria. Email: [naoui-bettaher@univ-eloued.dz](mailto:naoui-bettaher@univ-eloued.dz)

<sup>10</sup>University of Yahia Fares media, Algeria. Email: [haba.abdelmalek@univ-medea.dz](mailto:haba.abdelmalek@univ-medea.dz)

### Abstract

This article aims to study the phenomenon of school anxiety among contemporary students in light of the transformations experienced by the modern school. The article starts from a central question: Have students actually become more anxious compared to previous stages? To answer this question, the study relied on analyzing Arabic and foreign psychological and educational literature, as well as interpreting recent data related to school mental health.

The findings showed that school anxiety is no longer associated only with examination periods, but has become an extended phenomenon nourished by several sources, most notably: dense academic programs, repeated examinations, pressure to succeed, social comparison, school bullying, social media, and lack of sleep. The analysis also demonstrated that these factors interact with the student's psychological structure according to theories of psychological stress, cognitive anxiety, and social comparison, making some students more vulnerable to anxiety than others.

The study also concluded that addressing this phenomenon requires a comprehensive approach that includes strengthening school psychological support, reducing unnecessary academic pressure, developing anxiety management skills, activating the positive role of the family, and building a balanced educational model that reconciles academic achievement with psychological well-being. The article emphasizes that a successful school is not measured only by its academic results, but also by its ability to graduate psychologically balanced learners who are capable of facing life with confidence and competence.

**Keywords:** School anxiety; Student; Psychological stress; Modern school; School mental health; Exam pressure; Family; Balanced education.

**Received: 12/08/2025 ; Accepted: 15/03/2026 ; Published: 15/04/2026**

## Introduction

Over the past decades, educational institutions have undergone profound transformations affecting the structure of education, the roles of educational stakeholders, and the nature of the relationship between students and schools. Schools are no longer traditional spaces limited to transmitting basic knowledge; rather, they have become competitive environments governed by standards of performance, measurable outcomes, speed, and the ability to adapt to rapid digital and social changes. This new reality has significantly influenced students' psychological well-being, as they increasingly face demands that sometimes exceed their developmental capacities. Consequently, school anxiety has become one of the most prominent issues in contemporary psychological and educational debates (Pascoe et al., 2020).

Recent literature suggests that school-related stress is no longer confined to examination periods or transitions between educational stages. Instead, it has become an ongoing condition involving daily homework, academic competition, family pressure, social comparison, and fear of failure. Recent systematic reviews have demonstrated that academic stress is associated with increased levels of anxiety, depression, and sleep disturbances among adolescents, particularly in educational systems that prioritize outcomes more than student well-being (Systematic Review of Academic Stress, 2024). From a psychological perspective, anxiety is a natural emotional response when individuals face situations perceived as threatening or exceeding their personal resources. However, when this response becomes chronic within the school environment, it may hinder learning and negatively affect attention, memory, motivation, and self-esteem. Anxious students do not merely experience internal tension; they often struggle between the desire to succeed and the fear of failure, which may manifest through withdrawal, distraction, or even implicit school refusal (American Psychiatric Association, 2022).

In the contemporary era, digital technology has added a new dimension to school-related psychological pressure. Students no longer compare themselves only with classmates in the classroom but also with idealized images of success continuously displayed on digital platforms. Moreover, the extension of learning beyond school walls through online assignments, educational platforms, and constant follow-up messages has reduced students' psychological rest time and intensified their sense of continuous demand. Reports from the World Health Organization indicate increasing levels of school pressure among adolescents in several countries, with girls showing higher levels of study-related anxiety (WHO, 2024).

From an analytical standpoint, the rise in student anxiety should not be interpreted as individual weakness or generational fragility. Rather, it must be understood within the broader transformations of educational and social structures. When schools shift from the logic of education to the logic of achievement alone, anxiety becomes an expected consequence rather than an exception. Likewise, modern families, despite their concern for children's futures, may unintentionally become additional sources of pressure by exaggerating the value of grades and linking them to social status. Such

practices make students experience success as a permanent obligation rather than a balanced developmental process.

Accordingly, this theoretical and analytical article seeks to address the following question: **Have students genuinely become more anxious under the pressures of the modern school system?**

This will be explored through an analysis of contemporary educational transformations, the identification of major sources of student anxiety, interpretation of the phenomenon through selected psychological and educational frameworks, and the proposal of preventive and intervention-oriented approaches that may transform schools into spaces of safe learning rather than factories of psychological pressure.

### **Section One: Have Students Really Become More Anxious?**

The question of whether contemporary students have become more anxious than previous generations is one of the central concerns in educational psychology because it is directly related to the social, cultural, and educational transformations characterizing modern schooling. The answer cannot be based on impressions or simplistic generational comparisons; rather, it should rely on empirical findings, an examination of new sources of pressure, and an understanding of changing meanings of success and failure within both school and family environments. Contemporary literature suggests that school anxiety is no longer an exceptional condition linked to specific circumstances, but a recurring psychological experience affecting a substantial number of students to varying degrees.

#### **1. Findings from Recent Studies**

Recent international reports indicate a growing perception of school-related pressure among adolescents, particularly in educational systems characterized by intense competition and frequent testing. The World Health Organization reported that a considerable proportion of students in Europe experience increasing academic pressure, with higher levels observed among girls than boys (WHO, 2024). Scientific reviews have further shown that academic stress is associated with anxiety symptoms, sleep disturbances, emotional tension, and reduced satisfaction with school life (Pascoe et al., 2020).

Within the Arab context, several studies have reached similar conclusions. A study conducted at University of Algiers 2 found that examinations and heavy homework loads were among the major sources of adolescent stress, and that emotionally sensitive students were more vulnerable to school anxiety (Ben Yahia, 2019). Another study at University of Constantine 2 identified a positive association between academic pressure and poor psychological adjustment among secondary school students (Khloufi, 2021).

These findings suggest that student anxiety is not merely a subjective feeling but a genuine phenomenon deserving scientific attention. Modern schools have raised expectations without proportionally increasing psychological support systems. This structural imbalance leaves students under pressure to achieve more than being psychologically supported to achieve.

#### **2. Examination Pressure**

Examinations are among the most anxiety-provoking situations in school life because they involve public evaluation of students' abilities and are often associated with crucial outcomes such as success, progression, and future opportunities. Scholars emphasize that test anxiety is not determined solely by exam difficulty but by the meaning students attach to the examination: Is it an opportunity to demonstrate competence, or a threat of failure? (Zeidner, 1998).

In many educational contexts, examinations have shifted from assessment tools to symbols of personal worth. Some students associate their grades with intelligence, family status, or social value. This intensifies anxiety because failure is no longer interpreted as a temporary setback but as a psychological defeat.

In Algeria and many Arab societies, high-stakes examinations such as the middle school certificate and the baccalaureate carry strong social significance. They become family and public events accompanied by media discourse and intense family pressure. Research suggests that the social dramatization of examinations may increase anxiety more than the objective difficulty of the tests themselves (Al-Zoghbi, 2018).

### **3. Social Comparison**

Social comparison is one of the main sources of anxiety among contemporary students. According to Leon Festinger, individuals evaluate themselves by comparing their abilities and achievements with others (Festinger, 1954). In modern schools, this process has intensified through rankings, grades, publicized results, and social media.

Students no longer compare themselves only with classmates but also with countless idealized images of success published daily: excellent grades, awards, perfect study plans, and exaggerated success stories. This often generates a chronic sense of inadequacy, even among high-performing students.

### **4. Family Expectations**

Families play a dual role in students' lives. They are essential sources of support, yet they may also become sources of pressure when expectations are excessive or when affection and recognition become conditional upon academic performance. Psychological literature indicates that unrealistically high parental expectations are associated with increased anxiety and fear of failure among children (Pomerantz et al., 2007).

Students need families that believe in their abilities more than families that merely monitor results. Families that make love conditional upon achievement cultivate fear, whereas those that balance guidance with emotional support foster psychological security—the true foundation of sustainable success.

## **Section Two: Sources of Modern School Anxiety**

School anxiety in the contemporary era is no longer linked to a single factor that can be easily isolated or treated. Rather, it has become the product of multiple intertwined sources of pressure operating both inside and outside the school environment. Today's student lives within an intensive educational setting, a fast-paced social rhythm, a system of constant evaluation, in addition to the influence of digital media and changing family dynamics. Therefore, understanding the sources of modern school

anxiety constitutes an essential step for any effective psychological or educational intervention. Although the modern school has achieved remarkable expansion in knowledge and technology, it has also generated new forms of psychological exhaustion that were not as intense in previous generations.

### **1. Heavy Academic Curriculum**

The inflation of academic content is among the most significant factors generating stress among students, especially when they are expected to absorb large amounts of information within limited timeframes, while maintaining rapid performance and constant memorization. Educational literature suggests that excessive cognitive load may exceed the capacity of working memory, resulting in mental fatigue, reduced concentration, and increased anxiety (Sweller, 2011).

In many educational systems, students perceive the curriculum as a race against time, where lessons accumulate without sufficient opportunity for understanding, revision, or consolidation. In the Arab context, educational studies have shown that overloaded curricula are associated with academic exhaustion and lower motivation, particularly among students in transitional educational stages (Al-Sharqawi, 2020).

From an analytical perspective, the problem does not lie in knowledge itself, but in the imbalance between quantity and students' actual capacity to process it. When schools become institutions of "finishing the syllabus" rather than institutions of "building learning," students remain under constant pressure, and anxiety becomes a predictable reaction to this unbalanced acceleration.

### **2. Repeated Examinations**

Examinations are no longer limited to term tests or major assessments. In many school contexts, they have become repetitive practices involving quizzes, surprise tests, continuous assessment, and permanent monitoring of performance. Although assessment is important for improving learning, excessive testing may transform the school into a space of constant surveillance rather than a safe environment for learning.

Research indicates that excessive repetition of examinations is associated with increased physiological and emotional stress, particularly when students feel that they are "constantly evaluated" and have no room for mistakes or gradual learning (Putwain & Daly, 2014). Arab studies have also shown that frequent surprise tests are linked to fear of school and declining self-confidence among some students (Abdelhamid, 2019).

Analytically speaking, learners need assessment that guides them rather than assessment that chases them. When students remain in a permanent state of testing, love of learning declines and fear of mistakes takes its place. Success then shifts from being a developmental experience to a continuous attempt to avoid failure.

### **3. Pressure to Succeed**

In many societies, academic success has acquired meanings that go beyond educational achievement. It is increasingly viewed as a criterion of social value, a guarantee for the future, and a source of family pride. This symbolic overload makes students feel that every test determines their destiny and that every setback may destroy their future.

Studies in educational psychology indicate that pressure associated with the need for continuous excellence is related to higher perfectionistic anxiety, fear of mistakes, and avoidance of academic risk-taking (Flett & Hewitt, 2020). In Arab societies, this phenomenon is particularly visible during official examination years, where students' futures may be reduced to a single grade or one academic specialization.

From a personal analytical viewpoint, students are not exhausted by success itself, but by the belief that they must always succeed, at the same level, and in front of everyone. Once success becomes a permanent obligation, it loses its positive meaning and turns into a psychological threat.

#### **4. School Bullying**

School bullying represents one of the most dangerous sources of anxiety among students because it directly threatens their sense of safety and belonging within the educational institution. Students exposed to ridicule, exclusion, verbal abuse, or physical aggression experience school as a threatening place rather than a place of learning.

UNESCO confirms that millions of students worldwide are exposed to forms of school bullying, and that these experiences are associated with increased anxiety, depression, absenteeism, and poor academic achievement (UNESCO, 2019). Arab studies have also shown that victims of bullying are more vulnerable to social isolation and fear of classroom participation (Al-Harbi, 2021).

Bullying does not affect students only at the moment it occurs. It may create a permanent anticipation of danger, causing students to enter the classroom in a psychologically tense state and diverting part of their mental energy toward monitoring others rather than focusing on learning. In this sense, school anxiety becomes a defensive psychological response.

#### **5. Social Media**

Social media has introduced new sources of school anxiety that did not previously exist. Students now live in an endless space of comparison, where they are daily exposed to images of excellence, beauty, success, and ideal achievement. Bullying has also extended beyond school walls into cyberspace in the form of cyberbullying, from which escape is often difficult.

Research indicates that excessive social media use is associated with higher anxiety, weaker concentration, attention difficulties, and sleep disturbances among adolescents (Twenge & Campbell, 2018). An Arab study also found that heavy use of digital platforms is linked to lower academic satisfaction and a chronic sense of inadequacy among students (Al-Shammari, 2022).

From an analytical perspective, the most significant effect of digital platforms is that they have placed the school inside the student's pocket. Students no longer leave comparison and pressure behind when the school day ends; they carry them home, into their phones, and into the night.

#### **6. Lack of Sleep**

Sleep is one of the most neglected variables in school mental health, despite being fundamental for attention, memory, and emotional regulation. Several studies indicate that adolescents who do not obtain sufficient sleep are more vulnerable to anxiety, irritability, and poor academic performance (Owens et al., 2014).

Many students today suffer from delayed sleep due to late-night studying, phone use before bedtime, anxiety about examinations, or early school schedules. This creates a vicious cycle: anxiety disrupts sleep, and poor sleep increases anxiety.

Within the school context, poor concentration, irritability, or inattentiveness may sometimes be interpreted as laziness, while in reality they may reflect chronic sleep deprivation. Therefore, any discussion of school anxiety that ignores the role of sleep remains incomplete.

This section demonstrates that contemporary students do not face a single source of pressure; rather, they live within a multidimensional stressful system: an overloaded curriculum, constant examinations, sanctified success, potentially harmful peer relations, an exhausting digital environment, and physically tired bodies due to insufficient sleep. Therefore, modern school anxiety is not a psychological exaggeration but a natural response to an often unnatural environment. If we truly wish to reduce student anxiety, we must first reduce the pressures surrounding students' lives before asking them to regulate their emotions.

### **Section Three: Psychological Interpretation of Student Anxiety in the Modern School**

After presenting the major sources of modern school anxiety, it becomes necessary to move from the level of description to the level of psychological interpretation; that is, to understand how daily pressures are transformed into actual anxiety that affects students cognitively, emotionally, and behaviorally. Not every difficult school environment necessarily produces anxiety, and students do not respond in the same way to identical circumstances. At this point, psychological theories become essential for explaining the relationship between external stressors and the individual's internal psychological structure. Three major approaches are particularly useful in understanding this phenomenon: stress theory, cognitive anxiety theory, and social comparison theory. These models provide effective analytical tools for understanding why many students have come to experience school as a source of threat rather than a place of growth and learning.

#### **1. Stress Theory**

Stress theory is among the most widely used frameworks for explaining tension and anxiety within educational settings. Richard Lazarus and Susan Folkman argued that psychological stress does not arise solely from external events, but from the individual's appraisal of those events and perception of their own ability to cope with them (Lazarus & Folkman, 1984). The same situation may be viewed by one student as a motivating challenge, while another may perceive it as a threat exceeding their capacities.

Within the school context, when students face a difficult examination, an overloaded curriculum, or high family expectations, they begin an internal psychological appraisal: Can I succeed? Do I have enough time? What if I fail? Will I be blamed? If these inner responses are dominated by fear or helplessness, the situation becomes a source of pressure and anxiety. However, if students feel equipped with resources such as preparation, support, and confidence, the level of tension is reduced. Recent studies indicate that students who possess effective coping skills are less vulnerable to school anxiety despite being exposed to the same pressures (Compas et al., 2017). Arab research has also

shown that family support and school counseling reduce the negative impact of academic stress on adolescent mental health (Al-Zubaidi, 2021).

From an analytical perspective, this theory demonstrates that school itself is not the sole cause of anxiety; rather, anxiety depends on the meaning students construct about school. When every test is perceived as threatening self-worth, anxiety rises. When mistakes are understood as part of learning, pressure decreases. Therefore, improving the psychological climate of schools is as important as reforming curricula.

## **2. Cognitive Anxiety Theory**

Cognitive approaches propose that anxiety is not generated directly by events, but by the thoughts and interpretations individuals create about those events. Aaron T. Beck is one of the leading figures of this perspective, emphasizing that anxious individuals tend toward catastrophic thinking, expecting the worst outcomes, and exaggerating the probability of failure (Beck & Clark, 1997).

In the school environment, anxious students may think as follows:

- If I make a mistake in this exam, I will fail in life.
- If I get a low grade, everyone will think I am stupid.
- If I am not the best, I am worthless.

Although these thoughts often do not reflect reality, they create genuine psychological consequences such as rapid heartbeat, tension, concentration difficulties, and impaired performance. Research on test anxiety has shown that negative thoughts during examinations weaken working memory and attention, thereby lowering actual performance (Zeidner, 1998).

An Arab study on secondary school students found that those with higher levels of negative self-talk reported greater examination anxiety than their peers (Al-Mutairi, 2020).

From an analytical viewpoint, many students do not suffer only from external pressures, but from the catastrophic scenarios created by their own minds. Some students collapse psychologically days before an exam despite being academically prepared. They fail first in the examination of thoughts before facing the examination of school.

This highlights the importance of cognitive-behavioral programs within schools, as they help students identify irrational thoughts and replace them with more balanced alternatives such as: “This exam is important, but it does not define my entire worth.”

## **3. Social Comparison Theory**

Social comparison theory, developed by Leon Festinger, explains an important dimension of contemporary school anxiety. Festinger argued that individuals evaluate their abilities and value by comparing themselves with others (Festinger, 1954).

In traditional schools, comparison was relatively limited: classmates, institutional results, or teacher evaluations. Today, comparison has become limitless:

- classmates’ grades
- relatives’ success
- online stories of top achievers
- idealized academic images on social media

This generates a chronic sense of inadequacy even among capable students, because there is always someone perceived as “better.” Recent studies have shown that upward comparisons are associated with increased anxiety and lower self-satisfaction among adolescents, especially in digital contexts (Vogel et al., 2014). Arab research has likewise found that frequent family comparisons between siblings or relatives reduce self-confidence and heighten sensitivity to academic failure (Al-Hajri, 2019).

From an analytical perspective, the most dangerous effect of social comparison is that it deprives students of their natural relationship with themselves. They become more concerned with those ahead of them than with their own personal growth. Once learners lose the standard of self-development, the success of others becomes a psychological threat.

For this reason, modern education must move from a culture of “Who is better?” to a culture of “Who has improved more than before?”

These three theories reveal that school anxiety is not merely a passing emotion, but a complex psychological construction shaped by the interaction between external reality and internal interpretation. Schools may impose pressures, but the mind gives them meaning, and society determines their symbolic value. Therefore, reducing student anxiety cannot be achieved only by lowering homework loads or postponing examinations, but also by teaching realistic thinking skills, strengthening resilience, and freeing learners from the prison of constant comparison.

Today’s student needs psychological education as much as cognitive education, because a person who knows much without inner calm may appear successful outwardly while suffering inwardly.

#### **Section Four: Solutions**

If modern school anxiety results from the interaction of pedagogical, psychological, family, and digital factors, then its treatment cannot be reduced to general advice or simply asking students to “be stronger.” The most effective approach is one that views school anxiety as an indicator of students’ need for a safer educational environment, closer psychological support, and more balanced family upbringing. Modern literature confirms that improvement rarely results from one isolated intervention, but rather from integrating school support services, regulating academic pressure, teaching coping skills, and involving families as sources of emotional containment rather than mere performance demands.

##### **1. School Psychological Support**

School psychological support is one of the most important preventive and therapeutic solutions because it places assistance where much of the pressure is generated: within the school itself. Reviews of school mental health services indicate that such services help detect emotional difficulties early, improve coordination among schools, families, and professionals, and facilitate timely intervention. Analytically, school psychological support should not be viewed as a marginal “additional service,” but as an essential component of educational quality. A school that monitors grades but fails to detect emotional distress may succeed in assessment while failing in care. The presence of school

psychologists, counselors, listening programs, and referral systems is therefore not institutional luxury but educational necessity.

## **2. Reducing Excessive Pressure**

It is insufficient to support students psychologically if the school structure itself continues to produce daily pressure. One of the essential solutions is therefore to reduce unnecessary pressure by reconsidering workload intensity, frequency of testing, methods of assigning homework, and fear-based language surrounding assessment.

Reducing pressure does not mean lowering standards or abandoning seriousness. Rather, it means distinguishing between educational rigor and psychological exhaustion. Students need challenge, but they do not need to experience every day as if it were a decisive battle. Intelligent schools are not those that pressure more, but those that know how to organize effort and distribute demands realistically.

## **3. Anxiety Management Skills**

Another important intervention is teaching students practical skills to manage anxiety, because students cannot always change the school system, but they can improve the way they understand and respond to pressure. Such skills include slow breathing, expressive writing, emotional labeling, restructuring anxious thoughts, and problem-solving strategies.

From my analytical perspective, students need to learn early that anxiety is not a personal defect or sign of weakness, but a signal that can be understood and regulated. When they learn to name emotions, challenge catastrophic thoughts, break tasks into smaller parts, and organize sleep and revision, they regain a sense of control.

## **4. The Role of the Family**

No school-based intervention can succeed if the family continues to generate parallel pressure that undermines what the school is trying to build. Families may be primary sources of security, but they may also become sources of anxiety through unrealistic expectations, constant comparisons, and repeated reminders about grades and the future.

The most mature family role is not to increase fear of failure, but to help students feel that their worth does not collapse when they stumble. Students who find realistic emotional containment at home are usually more capable of tolerating school pressures.

## **5. Balanced Education**

In my view, the deepest solution lies in adopting balanced education that reorders the relationship between achievement and mental health. The goal is not to eliminate ambition, but to free it from exaggeration and dramatization. Balanced education means teaching students to strive without reducing their identity to performance, to compete without pathological comparison, and to work hard without becoming permanent anxiety projects.

A truly successful school is not only one that produces top achievers, but one that graduates individuals capable of learning and psychological balance at the same time. Thus, this article does not call for a less serious school, but for a more humane one—a school that understands that mental health is not a secondary outcome of education, but one of its fundamental conditions.

### Final Analytical Comment

Effective solutions do not begin by asking students alone to control their anxiety, but by reviewing the environment that contributes to producing it. When schools provide psychological support, reduce unnecessary pressure, teach coping skills, guide families, and adopt balanced education, they do not merely treat symptoms—they reshape the educational environment itself. In my estimation, this is the most mature approach: to move from blaming the anxious student toward understanding the conditions that made the student anxious in the first place.

### References

- Abdel Aziz, A. (2017). *School examination anxiety: Causes and treatment*. Algerian Scientific Journals Platform (ASJP). <https://asjp.cerist.dz/en/article/24042>
- Abdel Nour, A. (2010). *Test anxiety*. Algerian Scientific Journals Platform (ASJP). <https://asjp.cerist.dz/en/article/243901>
- Abdelhamid, S. (2019). Continuous assessment and its psychological effects on secondary school students. *Educational Studies Journal*, 11(3), 91–116.
- Abu Asaad, A. (2017). *Parenting styles and their relationship to academic anxiety among adolescents*. Dar Al-Fikr.
- Al-Hajri, S. (2019). Parental comparison and its impact on children's self-esteem. *Arab Journal of Psychological Studies*, 12(1), 101–126.
- Al-Harbi, M. (2021). School bullying and its psychological effects on adolescents. *Contemporary Education Journal*, 9(2), 77–101.
- Al-Mutairi, F. (2020). Negative self-talk and its relationship to test anxiety among secondary school students. *Journal of Psychological Counseling*, 9(3), 77–99.
- Al-Otaibi, S. (2022). Social media and self-esteem among adolescents. *Journal of Educational Sciences*, 14(2), 55–77.
- Al-Shammari, N. (2022). Social media use and its relationship to academic anxiety among students. *Journal of Psychological Sciences*, 15(1), 44–68.
- Al-Sharqawi, A. (2020). *Curriculum overload and its relationship to psychological stress among students*. Arab Thought House.
- Al-Zoghbi, M. (2018). *Test anxiety among secondary school students*. Dar Al-Masirah.
- Al-Zubaidi, A. (2021). Family support and its relationship to psychological adjustment among adolescents in the school environment. *Journal of Educational Sciences*, 18(2), 55–79.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Publishing.
- American Psychological Association. (2019, August 1). *Back-to-school can be a stressful time: How to help your child*. <https://www.apa.org/topics/children/school-anxiety>
- American Psychological Association. (2019, October 24). *How to help children and teens manage their stress*. <https://www.apa.org/topics/children/stress>

- American Psychological Association. (n.d.). *Students experiencing anxiety*. <https://www.apa.org/ed/schools/primer/anxiety>
- American Psychological Association. (n.d.). *Students experiencing stress*. <https://www.apa.org/ed/schools/primer/stress>
- Beck, A. T., & Clark, D. A. (1997). An information processing model of anxiety. *Behaviour Research and Therapy*, 35(1), 49–58. [https://doi.org/10.1016/S0005-7967\(96\)00069-1](https://doi.org/10.1016/S0005-7967(96)00069-1)
- Ben Yahia, N. (2019). *School mental health and sources of stress among adolescents* [Master's thesis, University of Algiers 2].
- Compas, B. E., Jaser, S. S., Bettis, A. H., et al. (2017). Coping, emotion regulation, and psychopathology in childhood and adolescence. *Psychological Bulletin*, 143(9), 939–991. <https://doi.org/10.1037/bul0000110>
- Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7(2), 117–140. <https://doi.org/10.1177/001872675400700202>
- Flett, G. L., & Hewitt, P. L. (2020). Perfectionism and academic anxiety. *Journal of Psychoeducational Assessment*, 38(4), 421–436.
- Khloufi, R. (2021). *Academic pressure and psychological adjustment among secondary school students* [Master's thesis, University of Constantine 2].
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- Owens, J., Au, R., Carskadon, M., et al. (2014). Insufficient sleep in adolescents and academic functioning. *Pediatrics*, 134(3), e921–e932. <https://doi.org/10.1542/peds.2014-1696>
- Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1), 104–112. <https://doi.org/10.1080/02673843.2019.1596823>
- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives. *Review of Educational Research*, 77(3), 373–410. <https://doi.org/10.3102/003465430305567>
- Putwain, D., & Daly, A. L. (2014). Test anxiety prevalence and academic performance. *Educational Psychology*, 34(4), 472–489. <https://doi.org/10.1080/01443410.2013.814196>
- Richter, A., Mohr, D. C., & colleagues. (2022). Implementing school-based mental health services: A scoping review. *School Mental Health*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC8948726/>
- Sweller, J. (2011). Cognitive load theory. *Psychology of Learning and Motivation*, 55, 37–76. <https://doi.org/10.1016/B978-0-12-387691-1.00002-8>
- Twenge, J. M., & Campbell, W. K. (2018). Associations between screen time and lower psychological well-being among children and adolescents. *Preventive Medicine Reports*, 12, 271–283. <https://doi.org/10.1016/j.pmedr.2018.10.003>
- UNESCO. (2019). *Behind the numbers: Ending school violence and bullying*. <https://unesdoc.unesco.org>
- UNESCO. (2023, November 30). *Strengthening mental health and psychosocial support for learners*. <https://unesdoc.unesco.org/ark:/48223/pf0000387380>

UNESCO. (n.d.). *Why the world needs happy schools: Global report on happiness and learning*. <https://healtheducationresources.unesco.org>

Vogel, E. A., Rose, J. P., Roberts, L. R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. *Psychology of Popular Media Culture*, 3(4), 206–222. <https://doi.org/10.1037/ppm0000047>

World Health Organization. (2024). *Rising school pressure and declining family support among adolescents*. <https://www.who.int>

Zeidner, M. (1998). *Test anxiety: The state of the art*. Plenum Press.