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ACADEMIC STRESS AND SCHOOL VIOLENCE AMONG SECONDARY SCHOOL CHILDREN: A MIXED-METHODS STUDY IN PUNJAB, PAKISTAN

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Abstract

This convergent parallel mixed-methods study examined the association between academic stress and violent behaviors among ninth-grade students in public secondary schools in Punjab, Pakistan. Data were collected from 90 educators and 90 students across 45 public sector schools in Jhang, Sargodha, and Chiniot. Educators completed structured questionnaires on perceived causes of student academic stress and observed violent behaviors, while students completed self-report measures and participated in semi-structured interviews. Descriptive results showed that homework load (M = 4.19, SD = 0.79) and examination pressure (M = 3.97, SD = 0.97) were the most strongly rated academic stressors. Abusive language (M = 3.74, SD = 0.99), emotional abuse (M = 3.44, SD = 0.96), and slapping (M = 3.17, SD = 0.93) were the most frequently reported violent behaviors. Educator-rated academic stress was strongly and positively correlated with educator-rated violent behavior, $r(88) = .71$, $p < .001$. In a cross-sectional linear regression model, academic stress significantly predicted violent behavior, $B = 0.77$, $SE = 0.08$, beta = .71, $t(88) = 9.43$, $p < .001$, $R^2 = .50$. Student self-reports showed a weaker but significant stress-violence association, $r(88) = .29$, $p = .005$. Qualitative findings identified oppressive workload, examination and parental pressure, punitive teacher behavior, absence of co-curricular

outlets, and stress-induced aggression as central themes. The findings suggest that reducing excessive academic pressure, improving classroom management, and strengthening school-based support systems may help reduce violence-related behaviors in secondary schools. Causal claims should be avoided because the design was cross-sectional.
Keywords: *academic stress; school violence; secondary education; Pakistan; mixed methods; student behavior.*

INTRODUCTION

Academic stress is a serious concern in secondary education because students must often cope with heavy workloads, examinations, parental expectations, competitive grading, and limited autonomy at a developmental stage when emotional regulation is still developing. Stress, in the transactional sense, occurs when learners appraise academic demands as exceeding their coping resources (Lazarus & Folkman, 1984). Recent reviews similarly show that academic-related stress can undermine learning capacity, motivation, mental health, sleep, and school engagement (Pascoe et al., 2020).

Violence and bullying in school are also worldwide educational and public health problems. UNESCO (2019) pointed out that school violence can manifest itself in physical, psychological and peer-related ways, which adversely impact learning and well-being. Additionally, the global status report on preventing violence against children conceptualizes violence prevention as a multi-sector responsibility, where safe schools, responsive systems and evidence-based violence prevention strategies are needed (World Health Organization, 2020). Stress can manifest itself in verbal aggression, physical conflict, bullying and other externalizing behaviors in classrooms where students are under constant academic stress, but with little support or healthy outlets.

Two theoretical lenses that can be used to explain the stress-violence relationship are: Frustration-aggression hypothesis suggests that blocked goals and aversive conditions can create anger and tendencies towards aggression, particularly if the learners have no constructive coping strategies to deal with the situation (Berkowitz, 1989). General strain theory also suggests that strain, negative emotions, and thwarted goals can contribute to higher rates of delinquent and/or aggressive reactions when

supportive controls are low (Agnew, 1992). In school situations, a continued fear of examinations, pressure to do homework, unsympathetic teacher attitudes and lack of play opportunities may thus interact to produce situations where aggression is not only a problem of discipline but a reactive response.

High-stakes exams, focus on rote learning, class sizes and lack of provision for counseling or co-curricular activities are all common characteristics of secondary education in Pakistan. Corporal and punitive disciplinary practices are an issue in a few school systems and international research has shown that physical punishment is associated with less positive outcomes for children and increased aggression (Gershoff & Grogan-Kaylor, 2016; Gershoff, 2017). But limited empirical work has been done to link academic stress with violent behavior of students in public secondary schools in Punjab. The present study is an attempt to fill the above gap with a mixed method approach which investigates the causes of academic stress, the nature of violent behavior reported or observed in schools and the association between academic stress and violent behavior among ninth grade students.

RESEARCH QUESTIONS

1. What are the major perceived factors contributing to academic stress of the ninth grade students in public secondary schools of selected districts in Punjab?

2. What kind of violent behaviors are seen or self-reported among students who are under academic stress?

3. How does academic stress relate to violent behaviour in the educator rated and student self-reported data?

4. What is the qualitative explanation of students about the relationship between academic stress and aggressive or violent response?

LITERATURE REVIEW

ACADEMIC STRESS IN SECONDARY SCHOOLING

Academic stress is not just for the university students, but also for secondary school students who are subjected to examination stress,

homework pressure, competition for grades and other transition pressures. Pascoe et al. (2020) identified that stress in academic settings (secondary and tertiary) is linked to poorer learning, motivation, mental health, sleep and long-term educational outcomes. The issue may be exacerbated in high-pressure school systems where success in school is seen as the only means to social mobility and family honor.

Academic pressure in the Pakistani context might be further exacerbated by examination-oriented curricula, teacher-centred teaching, the culture of private tuition and the lack of school counselling. Such pressures can diminish the amount of time spent on sports, arts, socializing and emotional healing. If learners have a history of feeling that school is too much or too dangerous, they will come to feel anxious, frustrated, and avoidant of school, not mastering and growing.

SCHOOL VIOLENCE, BULLYING, AND PUNITIVE SCHOOL CLIMATE

School violence encompasses physical violence, verbal abuse, bullying, emotional humiliation and other acts that have a negative impact on the safety and dignity of learners. UNESCO (2019) and the World Health Organization (2020) highlight that school violence should be tackled not just through punishment following incidents, but through prevention, reporting, supportive discipline and whole school climate improvement. Research on bullying also reveals that individual, peer, classroom and institutional factors influence bullying behavior among students (Menesini & Salmivalli, 2017).

An aversive school environment can exacerbate the issue. International reviews are associated with harmful psychological, behavioural and developmental outcomes caused by corporal punishment (Gershoff & Grogan-Kaylor, 2016; Gershoff, 2017). In these situations, students might be taught that it's okay to use force, humiliation or verbal aggression as a response to conflict. Academic stress and punitive discipline should thus be investigated as one and not as separate educational issues.

ACADEMIC STRESS AS A RISK FACTOR FOR AGGRESSION

The frustration-aggression hypothesis can be used to explain the reason why high levels of pressure in school work can be related to aggression. If

the students want to reach the academic demands and feel that they are overwhelming and/or unfair, frustration can escalate to anger and aggressive tendencies (Berkowitz, 1989). A complementary explanation is provided by general strain theory, which has been used to explain delinquency or aggression as resulting from negative experiences, frustrated goals, and negative emotion in the context of low coping resources and weak supportive control (Agnew, 1992).

The present study therefore treats academic stress not only as a private emotional state, but as a possible school-climate risk factor. This does not imply that academic stress automatically causes violence. Rather, it suggests that stress may increase the likelihood of aggressive behaviors when students lack supportive teachers, counseling, peer support, co-curricular opportunities, and constructive coping skills.

METHOD

RESEARCH DESIGN

A convergent parallel mixed-methods design was used. Quantitative and qualitative data were collected during the same phase of the study, analyzed separately, and integrated during interpretation. This design was appropriate because the quantitative strand measured the strength of association between academic stress and violent behavior, while the qualitative strand provided student explanations of how academic pressure was experienced and translated into aggressive responses (Creswell & Plano Clark, 2018). Reporting was revised to follow the logic of mixed-methods and quantitative reporting standards by clearly separating sampling, instruments, analysis, and integration procedures (Appelbaum et al., 2018).

PARTICIPANTS AND SAMPLING

Participants included 90 secondary school educators and 90 ninth-grade students from 45 public sector secondary schools in three districts of Punjab, Pakistan: Jhang, Sargodha, and Chiniot. 15 Schools were selected from each district and from each selected school 2 senior educators and 2 ninth grade students were selected, resulting in 30 educators and 30 students per

district.

A multi-stage sampling procedure was used. Initially three districts were chosen, to cover various geographical and socio-economic settings in Punjab. Secondly, 15 public secondary schools were chosen from every district from the official list of schools. Thirdly, teachers and students were randomly picked within the schools where lists of teachers and students were available. Teachers' mean age was 40.1 years (SD = 8.3) and their mean years of teaching experience were 14.4 years (SD = 5.1). Students were aged 13 to 15 years (M = 13.9, SD = 0.8). The demographic information is presented in Table 1.

Table 1 *Demographic Characteristics of Participants*

Characteristic	***Category***	***n***	***%***
Educator gender	*Male*	*52*	*57.8*
	Female	*38*	*42.2*
Educator experience	*5-10 years*	*22*	*24.4*
	11-20 years	*56*	*62.2*
	21+ years	*12*	*13.3*
Student gender	*Male*	*45*	*50.0*
	Female	*45*	*50.0*
Student age	*13 years*	*37*	*41.1*
	14 years	*25*	*27.8*
	15 years	*28*	*31.1*
District	*Jhang*	*60*	*33.3*
	Sargodha	*60*	*33.3*
	Chiniot	*60*	*33.3*

Note. Educators n = 90; student's n = 90; total participant's N = 180. Each district contributed 15 schools, 30 educators, and 30 students.

INSTRUMENTS

Three instruments were used. The Educator Questionnaire contained two sections. The first section included five items measuring perceived causes of academic stress among students: homework load, examination pressure, rote learning, teacher harshness, and lack of co-curricular activities. Items were rated on a 5-point agreement scale ranging from 1 (strongly disagree) to 5 (strongly agree). The second section included five items measuring observed frequency of violent behaviors: slapping, abusive

language, theft, emotional abuse, and bullying. These items were rated on a 5-point frequency scale ranging from 1 (never) to 5 (very frequently).

The Student Self-Report Questionnaire measured students' perceived academic stress and self-reported violent behaviors. Self-reported academic stress was measured on a 0-10 scale, while violent behaviors were recorded using frequency items aligned with the educator questionnaire. The Student Interview Protocol included open-ended questions about academic workload, examination pressure, classroom climate, teacher behavior, parental expectations, co-curricular opportunities, and students' emotional or behavioral responses to stress.

Internal consistency was acceptable for the main scales. Cronbach's alpha was .87 for the academic stress causes scale, .88 for the educator-rated violence scale, and .82 for the student self-report violence scale. Because the instruments were researcher-developed, the need for further validation in larger and more diverse samples is acknowledged in the limitations.

Table 2 *Scale Characteristics and Internal Consistency*

Scale	*Respondent group*	*Items*	*Response format*	*Cronbach alpha*
Academic stress causes	*Educators*	*5*	*1-5 agreement scale*	*.87*
Observed violent behavior	*Educators*	*5*	*1-5 frequency scale*	*.88*
Self-reported violent behavior	*Students*	*5*	*1-5 frequency scale*	*.82*
Self-reported academic stress	*Students*	*1*	*0-10 stress scale*	*Single item*

Note. The single-item stress score was not assigned internal consistency

because alpha is not appropriate for a single item.

ETHICAL PROCEDURES

Institutional approval and district education office permission were obtained before data collection. Ethics approval was granted by the [institutional review board name] (Approval No. [number]). Written informed consent was obtained from educators and from parents or guardians of participating students. Student assent was also required because the participants were minors. There was no pressure or compulsion to participate and no penalty for non-participation was mentioned.

Names of students, teachers and schools were never included in analysis files to ensure confidentiality and anonymity. Interviews were conducted privately in school settings. The study protocol included a safeguarding procedure for any disclosure indicating risk of serious harm, with a clear referral pathway for distress, abuse, or safety-related disclosures.

DATA COLLECTION PROCEDURE

Schools were visited after permissions were obtained. Educators and students were briefed on the study aims, confidentiality protections, and voluntary nature of participation. Questionnaires were completed in approximately 15-20 minutes. Student interviews lasted approximately 20-30 minutes and were audio-recorded with permission. Recordings were transcribed for thematic analysis, and identifying details were removed from transcripts.

DATA ANALYSIS

Quantitative data were analyzed using descriptive statistics, Pearson product-moment correlations, and simple linear regression. Separate analyses were reported for educator-rated and student self-report data. Because participants were drawn from schools in clusters, the cross-sectional regression results should be interpreted cautiously; clustering was acknowledged as a limitation because the available data did not include school-level identifiers for multilevel modeling. Statistical values were revised into APA-consistent format, including reporting very small p values as $p < .001$ rather than in scientific notation (American Psychological Association, 2020).

Qualitative interview data were analyzed using thematic analysis

following Braun and Clarke's (2006) six-phase approach: familiarization, initial coding, theme development, theme review, theme definition, and reporting. The qualitative strand was used to explain and contextualize the quantitative results. Integration occurred during the discussion by identifying points of convergence between educator ratings, student self-reports, and student interview themes.

RESULTS

DESCRIPTIVE FINDINGS

Table 3 presents the descriptive statistics for perceived causes of academic stress and observed violent behaviors as reported by educators. Among the stress causes, homework load received the highest mean rating (M = 4.19, SD = 0.79), followed by examination pressure (M = 3.97, SD = 0.97), lack of co-curricular activities (M = 3.80, SD = 0.96), rote learning (M = 3.69, SD = 0.91), and teacher harshness (M = 3.50, SD = 0.95). Among violent behaviors, abusive language was observed most frequently (M = 3.74, SD = 0.99), followed by emotional abuse (M = 3.44, SD = 0.96), slapping (M = 3.17, SD = 0.93), bullying (M = 3.09, SD = 1.08), and theft (M = 2.30, SD = 0.98).

Table 3 *Descriptive Statistics for Educator-Rated Academic Stress Causes and Violent Behaviors*

Construct	*Item*	*M*	*SD*
Academic stress	*Homework load*	*4.19*	*0.79*
	Examination pressure	*3.97*	*0.97*
	Lack of co-curricular activities	*3.80*	*0.96*
	Rote learning	*3.69*	*0.91*
	Teacher harshness	*3.50*	*0.95*
Violent behavior	*Abusive language*	*3.74*	*0.99*
	Emotional abuse	*3.44*	*0.96*
	Slapping	*3.17*	*0.93*
	Bullying	*3.09*	*1.08*
	Theft	*2.30*	*0.98*

Note. Items were rated on 5-point scales. Higher scores indicate

stronger agreement for stress causes and higher observed frequency for violent behaviors.

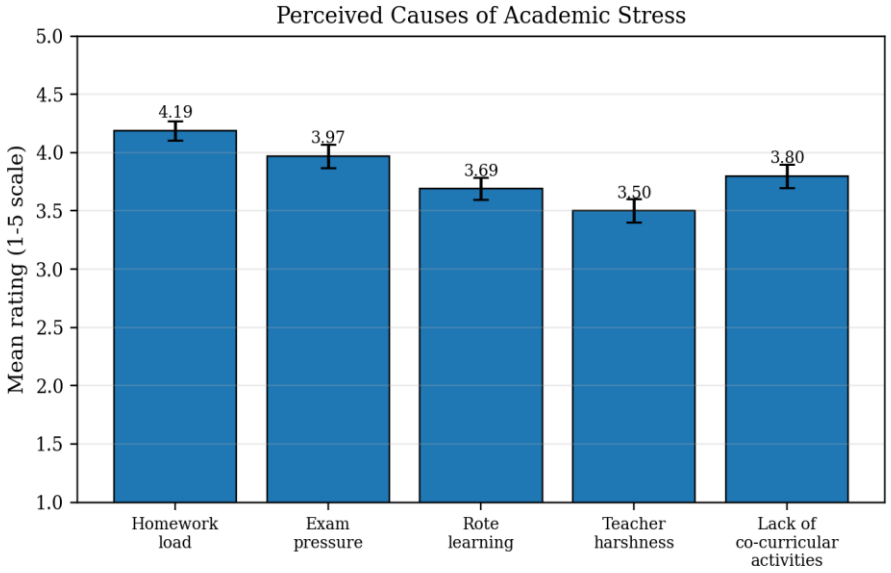

Figure 1. Mean educator ratings of perceived causes of academic stress. Error bars represent standard errors of the mean.

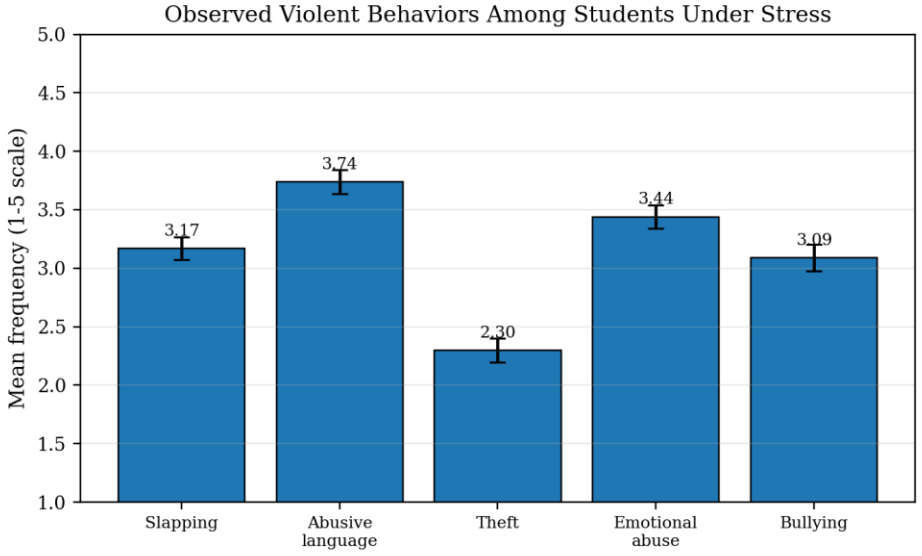

Figure 2. Mean educator ratings of observed violent behaviors among students under academic stress. Error bars represent standard errors of the

mean.

CORRELATION AND REGRESSION RESULTS

Pearson correlation analysis revealed a strong positive association between educator-rated academic stress and educator-rated violent behavior, r(88) = .71, p < .001. This indicates that schools or student contexts rated as having higher academic stress were also rated as having more frequent violent behaviors. Student self-report data showed the same direction of association, although the relationship was weaker, r(88) = .29, p = .005.

A simple linear regression model using educator-rated data was statistically significant, F(1, 88) = 88.83, p < .001, R^2 = .50. Academic stress significantly predicted violent behavior in the cross-sectional model, B = 0.77, SE = 0.08, beta = .71, t(88) = 9.43, p < .001. The unstandardized regression equation was: violent behavior = 0.19 + 0.77(academic stress). The earlier manuscript incorrectly labeled the unstandardized coefficient as beta; this has been corrected by separating B from the standardized beta coefficient. A parallel student self-report model was also statistically significant, B = 0.14, beta = .29, R^2 = .08, p = .005. Because the design was cross-sectional, these findings show statistical prediction and association, not causal direction.

Table 4 *Summary of Correlation and Regression Models*

Data source	*Correlation*	*Regression model*	*Variance explained*
Educator-rated stress and violence	*r(88) = .71, p < .001*	*B = 0.77, SE = 0.08, beta = .71, t(88) = 9.43, p < .001*	*R^2 = .50*
Student self-reported stress and violence	*r(88) = .29, p = .005*	*B = 0.14, beta = .29, p = .005*	*R^2 = .08*

Note. B = unstandardized coefficient; beta = standardized coefficient. Results are cross-sectional and should not be interpreted as causal evidence.

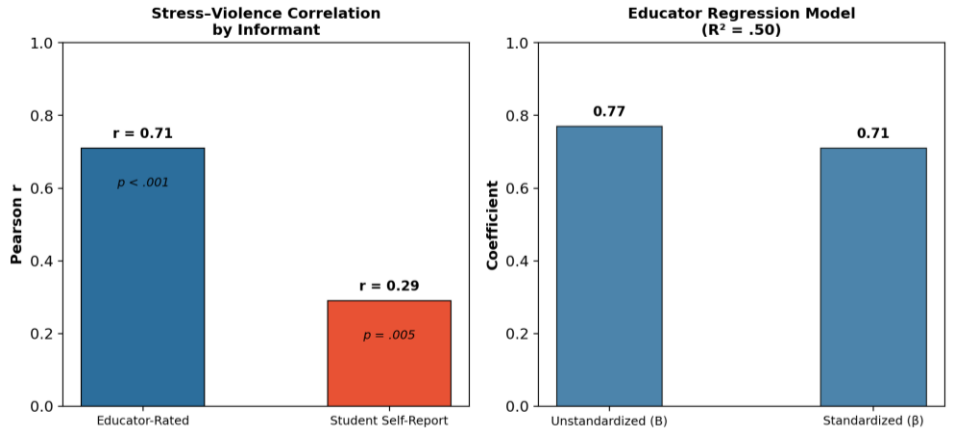

Figure 5. *Association between academic stress and violent behavior. Left panel: comparison of educator-rated and student self-reported Pearson correlations. Right panel: regression coefficients from the educator-rated model.*

STUDENT SELF-REPORTED STRESS AND VIOLENT BEHAVIORS

Students' self-reported academic stress scores ranged from 3 to 9 on a 0-10 scale, with a mean of 6.44 (SD = 1.41). Fifty-one percent of students reported stress levels of 7 or higher, indicating that academic stress was a substantial concern in the student sample.

Self-reported violent behaviors were not mutually exclusive; therefore, prevalence is reported separately for each behavior. As shown in Table 5 and Figure 4, 51 students (57%) reported abusive language, 46 (51%) reported emotional abuse, 28 (31%) reported slapping, 22 (24%) reported bullying, and 17 (19%) reported theft in situations linked to academic stress.

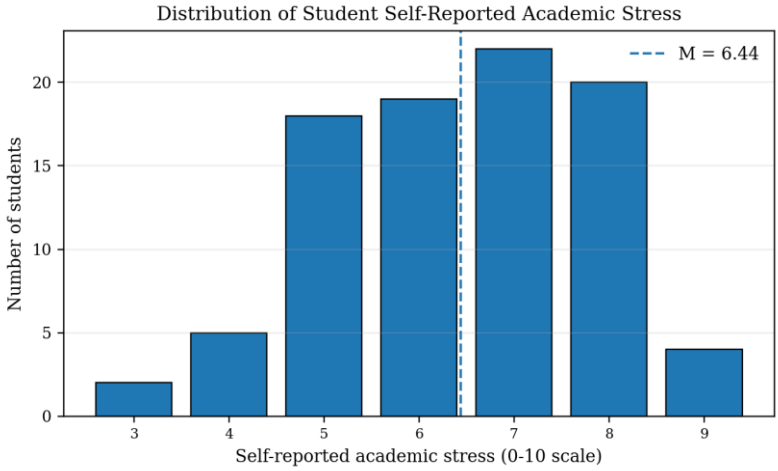

Figure 3. Distribution of student self-reported academic stress scores. The dashed line shows the mean score (M = 6.44).

Table 5 *Prevalence of Self-Reported Violent Behaviors Among Students*

Behavior	*n*	*% of students*
Abusive language	*51*	*57*
Emotional abuse	*46*	*51*
Slapping	*28*	*31*
Bullying	*22*	*24*
Theft	*17*	*19*

Note. Students could report more than one behavior; therefore, percentages do not sum to 100.

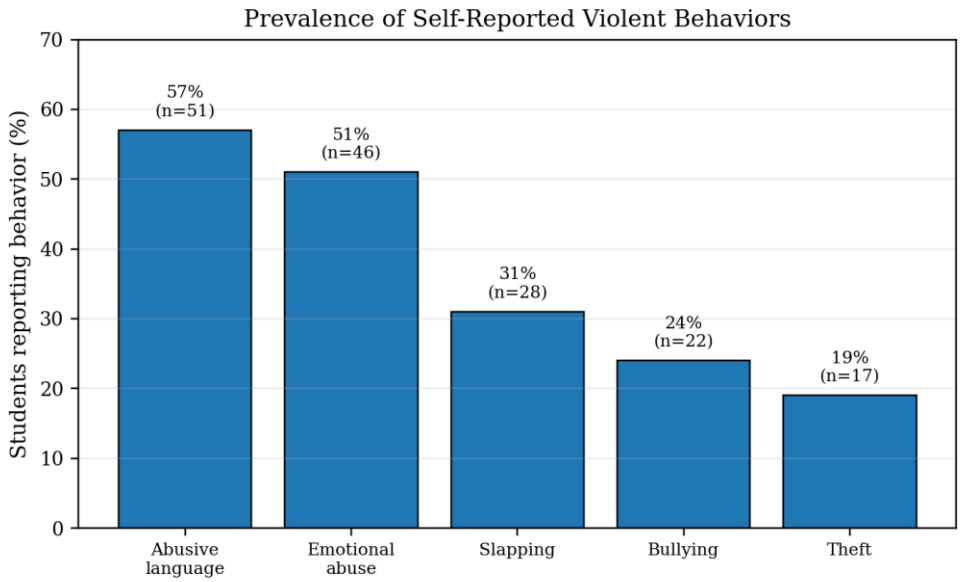

Figure 4. Bar chart showing the prevalence of non-mutually exclusive self-reported violent behaviors among students.

QUALITATIVE FINDINGS

Thematic analysis of student interviews produced five themes: oppressive academic workload, examination and parental pressure, punitive teacher behaviors, absence of co-curricular outlets, and stress-induced aggression. These themes converged with the quantitative findings by showing that students connected academic demands with anger, fear, exhaustion, and aggressive responses.

Table 6 *Qualitative Themes and Illustrative Student Quotes*

Theme	*Illustrative quote*	*Connection to quantitative results*
Oppressive academic workload	*"The mathematics homework is too much; I cannot sleep at night thinking about it."*	*Supports homework load as the highest-rated academic stressor.*
Examination and parental pressure	*"I feel pressure from my parents to get good marks. When I fail, I feel worthless."*	*Explains why examination pressure was a major stress source.*
Punitive teacher behaviors	*"The teacher scolds us when we do not finish homework; it makes me angry and I want to hit something."*	*Connects teacher harshness with anger and aggression.*

Stress-induced aggression	*"When I am stressed, I feel like hitting someone. I slapped a classmate because he kept bothering me when I was studying."*	*Explains the stress-violence association found in quantitative models.*
Absence of co-curricular outlets	*"There is no time for playing; only studies and more studies. I wish there were more sports."*	*Supports lack of co-curricular activities as a compounding stress factor.*

Note. Quotes are anonymized and should be checked against original transcripts before final submission.

MIXED-METHODS INTEGRATION

There was convergence between the quantitative and the qualitative strands. Homework burden, pressure of exams, absence of co-curricular activities and strictness of teachers were important stressors identified by educators. The same stressors were reported by the students in interviews, and were associated with anger, disturbed sleep, fear of failure, and aggressive reactions. Stress was found to be significantly correlated with violent behavior as rated by educators and less, but still significant, as self-reported by students. Qualitative data provided an explanation as to why this association might be found: academic pressure seemed to cause frustration and limited emotional support and recreational opportunities seemed to decrease students' opportunities to deal with stress in a constructive way.

There is one difference which should be noted. The association rated by the teacher was much stronger than the association rated by the students. This could be due to common method bias in ratings by educators, students' unwillingness to report aggressive behaviors, or discrepancies between educators' observed school-level climate and students' self-report. Future research should incorporate parent, peer, and administrator data to minimize the use of single informant data.

DISCUSSION

The present study investigated the relationship of academic stress with violent behaviors of the 9th class students in selected public secondary schools of Punjab, Pakistan. Results indicated that the academic stress was correlated with violent behaviors in both educator ratings and student self-

ratings. Homework load and examination pressure were the most frequent stressors and abusive language, emotional abuse and slapping were the most frequent forms of violence. These results were confirmed by qualitative interviews which indicated that the academic pressure was an emotional burden for the students and sometimes led to anger, verbal aggression or physical reactions.

The findings are consistent with the literature that demonstrates academic stress negatively impacts the functioning and well-being of students (Pascoe et al., 2020). This is also a finding that expands this discussion by correlating stress with school violence related behaviours in the context of a Pakistani secondary school. The high educator-rated correlation indicates that the relationship between school pressure and school violence might exist at the school climate level. But the weaker student self-report association suggests that this association is not consistent across informants and must be interpreted with caution.

The results are of theoretical interest. According to the frustration-aggression hypothesis, when one's goals are repeatedly thwarted, and aversive pressures are present, anger and aggressive tendencies can be created (Berkowitz, 1989). Negative experiences and unmet goals can also lead to aggression in the context of general strain theory, which posits that students who are lacking in support and coping mechanisms may resort to aggression as a means of coping (Agnew, 1992). The strain-producing environment in this study seems to be examination fear, too much homework, punitive actions by teachers and lack of play and co-curricular activities. Violence related behaviours can thus not only be a result of the individual student's indiscipline, but also a symptom of the overall stress in school.

Teacher behaviour is also an issue that comes out in the qualitative themes. Pupils who talked about teacher harshness were not just complaining about discipline, but they also associated scolding, fear, humiliation, with anger and aggression. This aligns with research showing that punitive discipline and physical punishment are linked to negative outcomes for children and can be a normalizing experience (Gershoff & Grogan-Kaylor, 2016; Gershoff, 2017). Schools seeking to decrease violence should thus pay attention to the behavior of students as well as the

responses of adults, classroom management, and school-wide climate.

It is particularly important to correct the presentation (Figure 4) for interpretation. Each violent behavior was reported separately, as students were able to report more than one. The correct interpretation is thus the prevalence of each behaviour. The most frequent was abusive language and emotional abuse; this indicated that prevention of violence should not be limited to physical violence.

IMPLICATIONS FOR POLICY AND PRACTICE

The results have four implications. First, the curriculum and homework policies should be reviewed, to make sure that academic rigor is not an excessive burden. Homework should be meaningful, age suitable and cross curricular. Second, supporting examination preparation should be done by means of formative assessment, feedback, study-skills training and counselling and not by fear based pressure.

Thirdly, teacher training should involve positive classroom management, stress sensitive pedagogy, child protection and non-violent discipline. Minimizing punitive reactions can help to prevent frustration to aggression. Fourth, co-curricular activities are an important and protective aspect of schooling, rather than an impediment to academic achievement. Students have healthy outlets available through sports, arts, clubs and supervised play to regulate stress and interact with peers.

Schools should have clear reporting and response protocols for acts of violence, emotional abuse, bullying, and other inappropriate behavior by teachers at the system level. However, a whole-school approach, as recommended internationally when it comes to preventing violence (UNESCO, 2019; World Health Organization, 2020) is more likely to be effective than isolated disciplinary actions.

LIMITATIONS AND FUTURE RESEARCH

There are a few caveats to be mentioned. First, the study was cross-sectional and thus the results do not allow for causal direction to be determined. Academic stress can lead to violent behaviour and violent school climates can lead to stress. To test for temporal ordering longitudinal

designs are required. Secondly, the sample consisted of 45 public schools only in three districts of Punjab and generalization to all secondary school in Pakistan should be made with caution.

Third, participants were clustered at the school level and data were not available for school-level identifiers for multilevel modeling or clustered standard errors. Future studies should consider the school-level clustering. Fourth, the stress and violence scores were obtained from the same source (educators), which could lead to inflated associations due to common method variance. Fifth, the instruments were developed by the researchers and require more testing through confirmatory factor analysis and measurement invariance testing between gender and district groups. Sixth, there may be social desirability bias in students' self-reports of violent behavior. Peer nominations, parent reports, disciplinary records and classroom observation should be included in future studies.

Qualitative reporting can also be enhanced. It is recommended that future studies report the number of coders, how coders were trained, how the process of discussing inter-coders was done, reflexivity, decisions made in developing themes and saturation or information power. The details of the ethics approval number, assent procedure for minors, and safeguarding or referral procedure for disclosure of harm should be included in the ethical reporting.

CONCLUSION

The present study was a mixed method study, which revealed that there was a significant positive relationship between academic stress and violent behaviors of the 9th grade students of the selected public secondary schools of Punjab, Pakistan. Stress related factors that were identified as important were homework load, examination pressure, lack of co-curricular activities, rote learning, and teacher harshness. The violence-related behaviors reported as related to academic stress were abusive language, emotional abuse, slapping, bullying and theft. Educator-rated data showed the strongest quantitative evidence and student self-reports and interviews showed convergent but more cautious evidence.

The study adds to the debate by considering school violence not only as a discipline issue, but also as a potential response to academic stress,

punitive school environment and lack of coping mechanisms. To reduce student violence, we must have balanced expectations in the classroom, teacher training, co-curricular programs, counseling support, and safe school systems. Longitudinal and multilevel studies should be conducted in the future to make causal inferences.

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